Class: ELL5 Teacher: Jennifer Barrett

Lesson: Reading “George Washington Carver” Date: 4/16/15

|  |  |
| --- | --- |
| Skill Objective #1 (Students will be able to…)Read, comprehend, and analyze multi-paragraph materials | Skill Objective #2 (Students will be able to…)Elaborate ideas in a clear, cohesive passage |
| Frameworks: R1.6a-e  | Frameworks: W1.6a-c |
| Content Objective #1 (Students will know…) | Content Objective #2 (Students will know that…)  |
| Activities1. Warm-up: Students brainstorm a list of famous African Americans and their achievements and what they know about the history of civil rights in America.
2. In pairs, students discuss the picture and the pre-reading questions.
3. Students answer questions on the board: What was Carver’s early life like? How was Carver able to attend college? Why did peanuts become so important to Southern farmers?
4. Students will be split into pairs, A and B. As will read the first paragraph, while Bs read the last paragraph. After they read, students will report to their partner what they had just read.
5. Students will read “From Slavery to Greatness” in its entirety and answer vocabulary.
6. After they have read and answered the vocabulary and comprehension questions, students will listen to the audio and, as they listen, note down all the numbers they hear. Then, students work in pairs to remember what each number meant in the story.
 | Activities1. Students will discuss how a minority group is (or was) treated in their home country. Students will discuss any famous people who accomplished great things, despite the odds.
2. Students will read and complete the exercises to *Writing Skills* on Time Order Words and Description in a Narrative.
3. Students will choose a topic to write their narrative essay on.
4. In groups, students will brainstorm the topic using a brainstorming technique.
5. Then, they will arrange the events in the correct order.
6. Individually, students will work on a thesis statement.
7. Students will create an outline, which includes: a thesis statement and the events in the correct order.
 |
| Materials: *Weaving It Together Vol 3* Unit 4; Ch 8 | Materials: *Weaving It Together: Vol 3*:Unit 4; Ch 8 |
| Assessment #1:  | Assessment #2: For homework, students will write a rough draft of their essay, adding any additional material they find on the Internet or at home. |
| Wrap Up Reflection: Students will discuss the questions at the end of the reading.  | Wrap Up Reflection: Students will volunteer what they learned. |