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| Skill Objective #1 (Students will be able to…)Write sentences comparing two things in the simple present tense. |
| Frameworks: W1.4d |
| Content Objective #1 (Students will know…)to form and…do/does, too; don’t/doesn’t, either |
| Activities1. In groups of two, students will complete a Venn diagram demonstrating what they have in common with their partner.
2. Students will share one thing they have in common and one thing that is different.
3. Students will review the chart on page 33 of *Future 2* about *and…do/does, too; don’t/doesn’t, either* and complete exercises A and B.
4. In pairs, students will write 6 sentences in their blue books about the family on page 34. What do two family members have in common? Students will use *too/either*.
5. Students will receive two slips of paper: A and B with a Venn diagram on each. One slip of paper has information about one man, while the other has information about one woman. Students will discuss the information on their papers while filling in the Venn diagram.
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| Materials: *Future 2*; pg 33-34;  |
| Assessment #1: HW in the workbook, pages 21-22Wrap Up Reflection: 1. Students will write sentences on the board describing what A and B have in common.
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| Skill Objective #2 (Students will be able to…)Listen and understand short connected statements/ask & respond to questions on familiar topics when spoken at a moderate rate  |
| Frameworks: L1.4b |
| Content Objective #2 (Students will know how…)  |
| Activities1. In the computer lab, students will read and listen along to the biography of Sam Cooke (manythings.org). If a student doesn't know a word, then he/she can double click on the word for the definition.
2. Students will listen to the whole thing and discuss what they found interesting with a partner.
3. Students will listen to Sam Cooke's song "Wonderful World" and complete the worksheet from azargrammar.com
4. Students will make a list of what Sam Cooke *doesn’t* know and what he *does* know.
5. As a class, students will sing the song, focusing on pronunciation and understanding of the simple present tense.
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| Materials: [http://www.manythings.org/voa/people/Sam\_Cooke.html](http://www.manythings.org/voa/people/Sam_Cooke.html%22%20%5Ct%20%22_blank)[https://www.youtube.com/watch?v=jNO72aCnVr0](https://www.youtube.com/watch?v=jNO72aCnVr0" \t "_blank)[http://www.azargrammar.com/assets/beginning/BEGSongLessons/WonderfulWorld.pdf](http://www.azargrammar.com/assets/beginning/BEGSongLessons/WonderfulWorld.pdf%22%20%5Ct%20%22_blank)computer lab; headsets |
| Assessment #2: Students will write a list of things they know and don’t know for homework. |
| Wrap Up Reflection: The teacher asks the students what they learned. |

Class: ELLB2 Teacher: Jennifer Barrett

Lesson: Affirmative/Negative Simple Present Date: 3/2/2015