Class:\_\_\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_Anne Perämäki\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Present tense 3rd person singular review/daily routine\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:4/14/15

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| Skill Objective #1 (Students will be able to…) Use the present tense to talk about their and others’ daily activities. Particular emphasis on third person singular. Skill Objective #2: Students will be able to use *before* and *after* in relation to daily activities. |
| Frameworks: S1.2b, S2.2a, S2.2b, S2.2c, S2.2d |
| Content Objective #1 (Students will know that…)The present tense is used for something that is done every day or for an action that’s not temporary.  |
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| ActivitiesWe have discussed the simple present tense before, and this is a review with a focus on third person singular, which continues to be an issue for my students. To refresh their memory, I’ve written a sentence on the bb: *I live in Cambridge*. I ask them about the tense of the verb. Ss will say the present tense. I ask them why, and they might reply that it’s because it’s something that’s gone on for a long time. If not, I’ll explain.1. I ask everyone to tell where they live and tell everyone to pay attention to the replies. Then I ask a random student: *Where does Isabel live?* I write the reply on the bb. If the answer is missing the final s, I ask about it. Then I ask about another student: Where does he live, and write the answer, right or wrong on the bb. 2. The second question is *Where do you work* and the activity same as above. 3. I remind them that the present tense is also used for daily schedules. I’ll give them my limited schedule as an example. (I’ve condensed it to five sentences) I’ve written it on a poster. We read it together. Then a volunteer will read it. I leave the poster up as a guide and ask them to tell the class what their daily activities are on a weekday. Since they have the model, I give them only a couple of minutes to get ready. I listen to their sentences, correct the mistakes if any and write the most representative ones on the bb. Discuss.4. Students work in pairs with different sets of mixed up sentence strips of daily activities in the third person, which they have to put in chronological order. I walk around and check, help where needed. They read their finished paragraphs, and I make sure everyone pronounces the final s of every verb. 5. I’ve written a daily schedule for Mike on a poster with missing verbs. The verbs are on cards in a mixed pile. I ask one student to come and be the teacher. This student then picks a student to come and choose a verb that goes with sentence one, the next student number two, etc. The “teacher” sticks the verbs in their slots and asks the rest of the class if it’s the correct verb. I correct where necessary. We read it together.6. I written the Mike story on sentence strips, enough for each student. I hand them out in random order. I ask the students to stand up and talk to each other to find out who has what and decide how the sentences should be organized and then organize themselves in a line or row in chronological order: whoever has the first sentence is the first in line. This is a little difficult because of space constraints. When everything is correct, each student reads his/her sentence.  |
| 7. Hand out a picture story of similar daily activities (of Mary) that need to be put in the correct order and described in present tense sentences, all in third person singular. Ss work in pairs. I walk around to assist where necessary. To check, sentence #one team reads theirs, etc.  |
| 8. I write the words before and after on bb. I write the numbers 1, 2, and 3, as well as Monday, Tuesday and Wednesday. I ask them what number is before 2, what is after 2 etc. I draw a timeline showing before and after. When *before* and *after* are clear, I ask *What does Mary do after she takes a shower,*  *What does she do before she goes to bed?*  We go through the whole story asking similar questions. When we are done, I ask each student: *What do you do after you take a shower?* When this activity is finished, I give them a worksheet where they have to supply each sentence with either before or after. If there is no time, this will be their homework.  |

Materials: Two posters with sentences, verb cards, worksheet of pictures of daily activities, sentence strips and a worksheet with before and after.

Assessment: I consider the lesson a success if 90% of them are able to do activity # 7 correctly, and if 65% remember the third person s. The assessment of before and after in chronological order will be part of the following class.