Class:\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_Adjectives\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_12/9/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Skill Objective #1 (Students will be able to…)**Form open ended questions |
| **Frameworks:**L2.2b Understand beginning grammatical structures |
| **Content Objective #1 (Students will know that…)**correct placement of verbs within a sentence  |
| **Frameworks:** S1.2b Participate in routine social conversations on familiar topics with support |
| **Activities**1a. youtube video showing a blind datea. Students will brainstorm things they want to know about someone they would want to dateb. Work with students to classify questions (likes/background/values, eg.)c. create questions on the board related to each categoryd. with partner, write an additional questione. students “speed date” asking one another, and answering “dating” questions |
| **Materials**Computer projector |
| **Assessment #1**Written questions/verbal answers to questions |
| **Wrap Up Reflection**Sets of students volunteer to repeat their question and answer in front of the class |
| **Skill Objective #2 (Students will be able to…)**Tell a story with appropriate scaffolding and guidance. |
| **Frameworks:**R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar |
| **Content Objective #2 (Students will know that…)**A “Dear John” letter is a break up letter. |
| **Frameworks:**R2.2b Read aloud short, simple sentences with minimal hesitation |
| **Activities**1a. Students are given “Dear John” from the *Picture Stories for Beginning Communication* book. The pictures are out of order (second page of the story book). b. Students are also given the story that matches the pictures. With a partner, students put the picture story in chronological order.c. Students tell the story to their partner. |
| **Materials**Picture story book with copies of the story cut out into different sections (numbers obscured). |
| **Assessment #2**Observation of student discussions |
| **Wrap Up Reflection**Ask students about a good or bad dating experience.  |