Class: ELL 3 Teacher: MJ Jouttenus

Lesson: Past Continuous/Immigration Date: 12/2/14

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| Skill Objective #1 (Students will be able to…)  use time words correctly |
| Content Objective #1 (Students will know that…)  the history of Ellis Island |
| Frameworks:  R2.4d, R2.4e, W2.4b, W2.4d |
| Activities   1. Pass out copies of the reading on Ellis Island, preview the reading, have the students read the story in pairs paying particular attention to time word (while, during, when, after, etc.) 2. Check comprehension, use the Smartboard to Wikipedia / Google more images and information about Ellis Island 3. Point out the time words in the reading, do Exercise 1-3 4. Turn to page 68 in *More Grammar Practice*, review more time words (for, in, during, by, ago), have the students work on the exercises with a new partner, follow up as a class |
| Materials  *More Grammar Practice*, Ellis Island copies |
| Assessment #1  Workbook pages |
| Wrap Up Reflection  How was your experience of immigration similar to those that passed through Ellis Island? How was it different? |
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| Skill Objective #2 (Students will be able to…)  form the past continuous tense, statements and questions  to talk about their own past experiences |
| Content Objective #2 (Students will know/know that…)  Information about immigration through Ellis Island |
| Frameworks:  L2.4b, L2.4c, S2.4c, S3.4b |
| Activities:   1. Show how to form past continuous tense, contrast with present continuous, negative forms too, write 9:00 am, 12:30 pm, 5:00 pm, 10:00 pm on the board, ask the students what they were/weren’t doing at those times yesterday 2. Write on the board -- 10 last night, 4 am, 5:00 yesterday afternoon, January 2008, last winter, have the students write sentences with a partner using the past continuous tense to say what they were doing 3. Turn to page 70 in *More Grammar Practice*, work on the exercises with past continuous, including questions |
| Materials #2  *More Grammar Practice* |
| Assessment #2  Monitor conversations, workbook pages |
| Wrap Up Reflection  Now you can talk about what was happening, think about how you tell a story, what other forms might you use? |
| Skill Objective #3 (Students will be able to…)  use past continuous and simple past in complex sentences |
| Content Objective #1 (Students will know that…)  Albert Einstein, famous immigrant |
| Frameworks:  L2.4b, S2.4c, R2.4d, R2.4e, W2.4d, W3.4a |
| Activities   1. Discuss the difference between simple past and past continuous. Play pantomime game using situations in which one action is interrupted by another so the students can use both; i.e., “You were driving when your cell phone rang.” 2. Pass out copies of Einstein story and exercises, work on when to use simple past or past continuous with when and while, p. 222-223, 225-227 3. Preview the story of Einstein, have the student read it working together, point out the time words, when was past continuous used, when was simple past used? 4. Pass out copies of a chart with before, during, after, have student pick an important event in their lives, describe what happened before, during, after, pair correct |
| Materials  pages from *Grammar in Context 2* |
| Assessment #1  Homework--use the information from the chart to write a page about your experience |
| Wrap Up Reflection  How was your immigration experience similar to Einstein’s? How was it different? |