Class:\_\_\_\_ELL A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson \_\_\_Buying Clothes\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_Dec. 1\_2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Skill Objective #1 (Students will be able to…) ask questions using ‘do you’ and give short answers in a clothing store role play |
| Frameworks: S1.2c, S2.2a, S2.2b, S2.2c, S3.2d |
| Content Objective #1 (Students will know that…) the adjective goes before the noun |
| Activities  1a. *Future English* Page 94 – top of page talk about sizes of jackets. Some come in XS, S, M, L, XL  What clothing comes with sizes in numbers?  b. Look at the picture of the man shopping. Have the students guess: What is he asking the sales assistant about? (Write on the board) price, color, size  Listen to the conversation on track 33. Who was right?  Answer the questions in the book about the conversation.  c. Page 95 Play listen and repeat conversation about shopping for clothes. Students repeat.  Students practice in pairs with substitution words.  d. Write grammar of making questions with do/does on board and short answers. Show how third person s follows does/doesn’t Contraction does not Do exercises in the book.  e. Do Wkbk page 57 ex. A and B to practice question formation  f. Form 2 groups of students. Arrange desks to form a line that one student stands behind with paper copies of sweaters in different sizes and colors. The other students in each group form a line in front of the desks to shop for the size and color sweater that is written on their card. If the first ‘store’ doesn’t have what they are looking for, they can go to the other ‘store.’ |
| Materials  *Future English* textbook and workbook, mp3 player, speakers, paper copies of sweaters and size/color cards |
| Assessment #1  Listen to their questions. Correct question formation, adjective placement and intonation, when necessary |
| Wrap Up Reflection  Do you think you can go to a store and buy clothing now, or do you need more practice? |
| Skill Objective #2 (Students will be able to…)  Write a sentence in simple present about a food buying story using third person singular |
| Frameworks: W2.2a, W2.2b, W2.2c, W2.2d, W2.2e |
| Content Objective #2 (Students will know that…)  Reinforcing the third person -s in simple present |
| Activities  1a. Look at picture. What is the woman doing? What does SALE mean?  Echo read story. Discuss cheap – expensive. Is 39 cents a pound for apples cheap? How much do they usually cost?  b. Do fill in blank exercise, T/F comprehension, and complete the sentence exercises .  c. Practice given dialog with a partner. Then use supermarket circulars to do other dialogs. |
| Materials: Apples on Sale story from ‘That’s Life’, supermarket circulars with vegetable or fruit items circled |
| Assessment #2  Exit ticket: Write one sentence about Claire from the story. |
| Wrap Up Reflection  Do you try to buy things that are on sale or do you just buy the foods that you like? |