Class: \_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: \_ Introduction of Future Tense\_\_\_\_ Date: TBD; April, 2015\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. We can use Present Continuous for the future, especially Be going to. We can also use will and will not (won’t) with the base form of the main verb. | **L/S:**  L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)  L3.4c Indicate to the speaker what was (or was not) understood from a spoken message  S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)  **R:**  R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)  **W:**  W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings)  W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process |
| 1. Probably and might show possibility. Probably is placed between the helping verb and the main verb (I will probably go.) When you use Might, you don’t need will. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. match vocabulary with pictures with 1 mistake out of 8 or fewer. |
| 1. Talk about and chart goals using will and won’t in at least 8 sentences per group of 3 or 4 students. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Do you remember how to form Present Continuous? Do you remember that you can use it for definite plans in the future? Can you give some examples? What other helping verb can be used for future tense? Can you give examples? 2. Begin Unit 2: Dreams and Goals of *Future 3*, by identifying which future plans for career and education are pictured. Listen and repeat the vocabulary and write in the correct words under the pictures. Categorize school goals, work goals and Community goals. Add your own. Read the paragraph about Damir’s dreams and we’ll put new vocabulary on the board. 3. Go over the grammar lesson: will, will probably, might, and won’t. Read and complete sentences with these choices, complete a conversation, and write your thoughts about situations in the book. 4. In groups of 3 or 4, talk about your goals and plans. Use will, will probably, might, and won’t. Use chart paper and markers to categorize what you will and won’t do in school, at work, and in your community. One student can be the scribe and another can speak, or you can choose to take turns. 5. Present your charts to the class. Class can ask questions. 6. How do your answers differ from your classmates? How are they the same? What are your goals for school that we can help you with? Which do you need to work on yourself? | * *Future 3* * *Futuere 3* Workbook |

**ASSESSMENT(S):**

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| **Performance**  I will check book work, circulate and check charts, and observe/listen to presentations. |  |

**WRAP-UP & REFLECTION:**

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| You will continue to think about these goals with Sheila (ECA). Read the notices around the classroom. Do any offerings apply to you? Have you taken extra classes or workshops at SCALE or elsewhere? Are there professional development opportunities at your job? Give 3 sentences with will and 3 with won’t on your way out.  Homework: *Future 3* Workbook pages 14 and 15: Continue to use new vocabulary and identify goals. |