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

Lesson\_\_\_\_\_ Feeling Adjectives\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_2/6/15\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Skill Objective #1 (Students will be able to…)  Demonstrate understanding of 9 adjectives by using them correctly in sentences they write |
| Frameworks: R2.4, W3.4b |
| Content Objective #1 (Students will know that…)  Some words have related but distinct meanings |
| Frameworks: |
| Activities  1a. Distribute vocabulary sheet without definitions, definitions sheet, and scissors to everyone. Have them cut the definitions out and match them to the word. Discuss as a group.  b. Decide which words are positive, negative and neutral. Students write positive words on white cards, negative words on yellow cards and neutral words on orange cards. Discuss as a group. Are there any synonyms or antonyms?  c. Each student decides which word is most important for them in their life. They will write in their blue books about this word, why it is important to them.  d. Each student will also write a sentence using the other words. |
| Materials: vocabulary sheet without definitions, definitions sheet, scissors, colored index cards cut in half |
| Assessment #1  Handed in written assignment |
| Wrap Up Reflection  What word do you use to describe how you feel about all the snow we have? |
| Skill Objective #2 (Students will be able to…)  Scan documents to find relevant information |
| Frameworks: |
| Content Objective #2 (Students will know that…)  You don’t need to read every word. You can look for clues to find relevant information |
| Frameworks: |
| Activities  1a. Distribute Craigslist printout to pairs. Work with a partner. Find the televisions that are under $200. What is another word? TV. Go through the list. When finished, raise your hand with the number of fingers for the number of TVs you found.  b. Discuss how this is different from checking out the listing to see other things on the list that you want. That is a different skill – reading for content.  c. Distribute EEN pages to pairs with multiple choice questions to everyone. Do one question at a time. Call on one student to read the first question. Where do you look on the page for that answer? Have them point. Read the choices for answer silently. Raise a hand when you think you have the answer. Point to place on paper when it shows the answer. Volunteer tells why s/he selects that answer.  d. Continue with other questions. |
| Materials Craigslist printout, Easy English News page, multiple choice questions |
| Assessment #2 Walk around and look at where students point to the answer. |
| Wrap Up Reflection  Was it easier to find information this time compared to last EEN exercise? Are you ready to try it on your own next time? |