Class:\_\_\_\_New Start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Sounds and Syllables\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_1/6/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Say and spell simple words  Skill Objective #2  Participate in a conversation |
| Frameworks:  S1.2a Say and spell simple words and numbers  S1.2b Participate in short social conversations on familiar topics with support |
| Content Objective #1 (Students will know that…)  Vowels have different sounds based on placement within a word |
| Frameworks:  1.3.2c Listen for emphasized or stressed words in a phrase or sentence |
| Activities  1a. Students will preview a photograph of the Aversa family. The class as a whole will review family vocabulary words along with specific vocabulary words from the story (son, daughter, expecting, maybe, first, second, third, fourth)  b. Students will read basic sentences from a picture story.  c. Students will break into pairs and use conversation cards to ask each other questions about the story and about their own families. (in the beginning, how many children does the Aversa family have? Why do they want another baby? How many sons do they have? Do they want more babies? How many children are in your family? How many sons are in your family? How many daughters are in your family?)  d. Review the story related pronunciation guide highlighting how the vowel in LOVE and TO are different. Introduce long and short vowels, change cap/kit/bit/hat/hop to cape/kite/bite/hate/hope |
| Materials |
| Assessment #1  Give students index cards and ask them to pronounce words depending on their spelling |
| Wrap Up Reflection  Students classify words on the board depending on short or long vowels |
| Skill Objective #2 (Students will be able to…)  Assign activities by time of day |
| Frameworks:  S2.2b Develop basic vocabulary related to descriptions and everyday needs |
| Content Objective #2 (Students will know that…)  Prepositions of time can be placed at the beginning or ending of a sentence. |
| Frameworks:  W3.2z Practice sentence structure and mechanics by copying sentences and simple, short paragraphs |
| Activities  1a. Review everyday activities with students using images from English in Everyday Life. Add prepositions of time.  b. Students break into partner groups and receive one image from the story of a day in the life of a character. Partner groups must create a sentence  c. Introduce transitional words (first, next, then, after that, finally). Groups read their sentences out loud in order of occurrence, using transitional words. |
| Materials |
| Assessment #2  Students create a paragraph about a different character’s day. |
| Wrap Up Reflection  Students create the daily routine of a movie star, soccer player, or political leader. |