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

Lesson\_\_\_\_Clothing and Weather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_2/3/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…) use present continuous tense to describe weather and clothing  Skill Objective #2 use conjunctions to describe relationships in compound sentences |
| Frameworks:  L2.2a Understand basic vocabulary used in social interactions and related to personal needs |
| Content Objective #1 (Students will know that…)  The conjunction but signifies an opposites relationship while the conjunction and signifies a same or unrelated relationship. |
| Frameworks:  S1.2c Ask and respond to simple questions related to basic needs with support  L2.2f Recognize and understand contractions of BE and use of doesn’t/don’t |
| 1.a. Using student text, review vocabulary terms related to weather. Students identify phrases that are continuous or simple.  b. Teacher directed learning, notes on but, and, because, and so.  c. In pairs, have students ask about the weather (refer back to clothing on page 128-129):  Student A, decide season, Student B, describe the weather and explaining what they are wearing or not wearing.  Ex. It is spring. It’s warm outside, so I am wearing a T-shirt. It is summer. It’s hot outside, but I am wearing a jacket. It is winter. It is cold outside, and I am wearing a hat. Students switch places when each season is covered. |
| Materials  English in Action, weather chart |
| Assessment #1  Written sentences related to discussion. Answers include equal and/but sentences |
| Wrap Up Reflection  Students describe an outfit another student in the class is wearing, others guess who that student is. While guessing, highlight AND and BUT throughout the conversations. |
| Skill Objective #2 (Students will be able to…)  Differentiate between single and double negatives and use proper grammar to express dislike. |
| Frameworks: |
| Content Objective #2 (Students will know that…)  English does not use two negatives to express dislike |
| Frameworks:  L2.2f Recognize and understand contractions of BE and use of doesn’t/don’t |
| Activities  1a. Students create blackboard chart of common adjectives and adverbs  b. From the stack of pictures in the teacher’s resource area, find images of people doing different things. Have students create a story around the activity, include (name, age, description, activity, what they are wearing). When students are done, line images up at the front of the room. Ask students to read their stories, other students guess who the story relates to.  c. Teacher led instruction, introduce Like/Don’t like  d. Review images on page 170, conversation handout.  e. Students partner and say what they like or don’t like.  I like dancing, I don’t like dancing. I never like dancing |
| Materials  Pictures of people doing different activities  English in Action  List of activities to like or dislike |
| Assessment #2  Return to photographs and ask students if they like or don’t like the activities the individuals are participating in. |
| Wrap Up Reflection  Tie together weather, clothing, and like/dislike with the following questions. What season do you like most. What activities do you do during that season? What season do you like least? What activities do you do during that season? |