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

Lesson\_\_\_\_Simple Present Questions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_Oct. 5, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Ask questions using correct simple present form with proper names in an exercise about finances |
| Frameworks:  L2.4a, L2.4b, S2.4c |
| Content Objective #1 (Students will know that…)  There are many ways to save money and spend responsibly. Students may be able to learn from each other. |
| Frameworks: |
| Activities  1a. Distribute slips of paper with different spending/saving questions to each student. They get up and ask each other their questions then switch papers and find another partner. Continue for 10-15 minutes until they have asked and answered most of the questions.  b. Write the word ‘bank’ on the board. How many students have an account at a bank? Savings or checking? Ask students to think of words and expressions that have to do with banks. I write words as they say them, mind map style. Open books to page 34 Spending and Saving unit. Look at vocabulary. Are there any new words? Ask other students for explanations. They do Ex. A vocab. Check answers with partner.  c. Small group discussions: Is it good to have credit cards? What are the advantages and disadvantages? Do you know anyone who has/had a spending problem with credit cards? If so, what happened? Report back to class.  d. Call on a student to read simple present grammar boxes at top of page and another to answer with short answers. Then work in pairs on practice conversation.  e. Page 36. Have students read what each person in the book does to save money. Do ex C with proper names. Check with partners. Call on students to write sentences on the board.  f. What are some ways you save money? I write suggestions on the board. Do others do this? I write names of students who say yes.  How could we make this into a question using the students’ names? Do at least two together as a group, then they do at least 5 on paper and I walk around and check. |
| Materials  English In Action textbook, Slips of paper for cocktail party conversations, half sheet handout for small group conversations, exit ticket mini-quiz |
| Assessment #1  5 sentences that I look at and see if more practice is needed. |
| Wrap Up Reflection  Exit ticket mini-quiz: Make 4 sentences into questions using names. |
| Skill Objective #2 (Students will be able to…)  Read a short story from True Stories in the News and explain it to a classmate who hasn’t read it. |
| Frameworks:  R1.4a, R1.4b, S1.4c |
| Content Objective #2 (Students will know that…)  People understand best if you plan how to explain something and make sure you hit the key points |
| Frameworks: |
| Activities  1a. Break students into 3 groups (A, B and C) Distribute to each group one easy story (half page) from True Stories in the News. They read it and discuss it in their groups. I circulate and explain anything they don’t understand.  b. I write on the board. Who? What? When? Where? (Not all questions are answered in each article) I ask each group to think about how to explain the story to someone who hasn’t read it. What are the most important points to talk about? They each practice telling the story to each other.  c. Then I change the groups so there are groups of A+B+C. They each try to explain the story WITHOUT reading it to each other. Do the others understand what the story is about? Can they answer basic questions about it? Partners can ask for more information, if they don’t understand. I walk around and monitor.  d. Then I pass out a question sheet for each story with Who what when where questions. I ask them to answer the questions without looking at the stories. |
| Materials  Copies of 3 different stories, question sheets |
| Assessment #2  Answer the basic questions about the stories in writing |
| Wrap Up Reflection  What is the hardest thing about explaining something to someone else? Is it easier if they plan what they will say first? |