Class: Reading Writing Foundations Teacher: Meryl Becker

Lesson: Daily routines Date: 10-5-16

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| Skill Objective #1 (Students will be able to…)  Students will be able to read and understand a reading passage about daily routines |
| Frameworks:  R1.2a, R2.2b |
| Content Objective #2 (Students will know that…)  Students will know how to talk about daily routines. |
| Frameworks:  Navigating Systems 1-3 |
| Activities  1a Go over new vocabulary students will encounter in the reading.  b. Students turn and talk and some report back to class: What do you do every morning? Is it always the same?  c. Students read a section of the reading silently as the teacher reads aloud, then repeat sentences after the teacher, then respond to oral comprehension questions.  d. In pairs students read the passage to each other.  f. Students do the other exercises, some in class and some for homework. |
| Materials  Blackboard, chalk, book That’s Life, High Beginning, Chapter 1. |
| Assessment #1  The teacher walks around the class and listen to students read.  The teacher walks around the class and monitors the exercises. |
| Wrap Up Reflection  Is it better to have same routine or is it better to do things differently? |

Class: Reading Writing Foundations Teacher: Meryl Becker

Lesson: singular and plural nouns with verb “to be” Date: 10-5-16

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| Skill Objective #2 (Students will be able to…)  Students will be able to use the verb “to be” with singular and plural nouns |
| Frameworks:  S2.2c |
| Content Objective #1 (Students will know that…)  Students will know that a singular noun used with the verb “to be” needs a or an, while plural nouns do not |
| Frameworks:  S2.2c |
| Activities  1a.Brainstorm jobs and write them on the board. Model making sentences with these words and the use of “a”, eg, I am a teacher. Write some sentences on the board and underline the a. Students make sentences about themselves, giving an occupation or I am a student.  b. Draw male and female stick figures and students make sentences, such as, He is a doctor.  c. Give rule for use of “an” and students practice.  d. Model using the above with plurals and students practice, eg We are students, They are lawyers. Write some sentences on the board and underline the plural s.  e. Students go over rules and examples on handout and practice writing singular and plural sentences. They do another page for homework. |
| Materials  Blackboard, chalk, handout from English Grammar Through Guided Writing – verbs - p. 28-30. |
| Assessment #1  The teacher walks around the class and checks the exercises. |
| Wrap Up Reflection  When do you use a and an? When do you use the s at the end of nouns? |