Class: Reading Writing Foundations Teacher: Meryl Becker

Lesson: Reading about junk mail scams Date: 2-9-15

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| Skill Objective #1 (Students will be able to…) read and understand a passage about junk mail scams. |
| Frameworks: R1.2a, R2.2b |
| Content Objective #2 (Students will know that…) not all offers by mail are legitimate |
| Frameworks: Navigating Systems 1-3 |
| Activities  1a Go over new vocabulary that students will encounter in the reading.  b. Students discuss: What is junk mail? What kind of junk mail do you get? If you get a check from a company you don’t know should you be happy? Or you should you think, hmm, something’s strange here? How can you find out if the check is ok?  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 rest of the exercise. |
| Materials: Blackboard, chalk, Access Reading Book 2 |
| 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 Have scams like this happened to you or someone you know? |

Lesson: U.S. Constitution

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| Skill Objective #1 (Students will be able to…) categorize information about the parts of the U.S. government |
| Frameworks: R2.2b |
| Content Objective #2 (Students will know/know that…) information about the parts of the U.S. government |
| Frameworks: Navigating Systems 1-3 |
| Activities  1a Review the 3 parts of the U.S. government and write on the black board. Erase the board.  b. Divide the class into two groups and give each group a big sheet of paper. On one group’s sheet write Executive” on the top, and “Judicial” in the middle. On the other group’s sheet write “Legislative” on the top and the numbers 1 and 2 spaced apart for them to write the Senate and House of Representatives.  c. Give each group a set of slips with information and students put slips under the right categories.  d. Each group shows the other group what they have learned. |
| Materials  Blackboard, chalk, large paper, slips with information |
| Assessment #1  The teacher walks around the class and checks that the information is correct. |
| Wrap Up Reflection  Why is it important to know this information? |