Class: RWF Teacher: Lis Stark

Theme/Lesson: parts of a sentence; using a dictionary; reading skills Date: Jan. 5, 2016

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. They can physically arrange the parts of a sentence to help them learn the basic sentence grammar pattern. (subject, time word, verb, complement)  2. The more they practice using the dictionary, the easier it becomes. | L1.2a L1.2b L2.2a L2.2b  S2.2a S2.2b  R1.2b R2.2f W1.2c  Navigating Systems:  Basic English Dictionary (book form) |
| 3. They can continue to use their reading books at home to help them practice reading English stories. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. arrange themselves and their assigned word into meaningful sentences and identify the grammar parts  2. use the dictionary guide words to locate words in the dictionary and identify the meanings of those words  3. answer comprehension questions about a story after learning vocabulary words and thinking about their prior knowledge of the story topics |

**ACTIVITIES: MATERIALS:**

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| 1. On white board, students write correct sentences from scrambled sentence parts on board. They illustrate their sentences to show they comprehend the sentences.  2. On white board, students spell frequency words that correlate with percent (100% - always) ((90% usually) (70% often) (50% sometimes) etc.  3. In two distinct group levels, students use the sight words in their dictionaries to find certain words and their definitions. The advanced students need to read multiple definitions for a word.  4. In two distinct group levels, students talk about their personal past experiences (access prior knowledge) that relate to the story they’re about to read. They read vocabulary words and their definitions and give example sentences to show they understand the meanings of the words. Students read their texts and answer comprehension questions after discussing the answers with classmates and the teacher. | White boards, markers, and erasers  Scrambled sentence parts on colored papers  Basic English Dictionaries  My dictionary activity pages  Reading books: Life Goes On High Beginning  Talk of the Block long vowels shopping |

**ASSESSMENT(S):**

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| **Performance**  **I’m most concerned with how correctly students can combine parts of a sentence and then identify these parts comfortably. It could be the activity they present at the celebration on the last night of Cycle 1.** |

**WRAP-UP & REFLECTION:**

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| The students will take home their dictionaries and their reading books. I’d love to know if they do try to use these materials at home, now that we’ve practiced using them so frequently in class. |