Class: RWF p.m. Teacher: Lis Stark

Theme/Lesson: Date: Oct. 4, 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 write an additional sentence by using the conjunction, also Writing more is a goal. It means your thoughts need to be organized. In class, we say our sentences before we write them to make sure they’re correct.  2. completing emergency forms is a life skill and a very important part of RWF  3. Many words with ea and ee make the long e sound  4. A lease is a legal, binding document that can protect tenants from rent increases and guarantees a place to live for a year if the agreements are met. | L1.2a L1.2b L2.2a L2.2b  S2.2a S2.2b  R1.2b R2.2f  W1.2c  Navigating Systems:  1: “Reading” and “Writing” a calendar  2: Completing an emergency form properly |
| **Skill Objective(s)** (Students will be able to…)  1. Write two or more complete and clear sentences about this double question: What is your favorite snack? Why?  2. Talk about events in different seasons, using the phrase “in the” before the season. e..g. It snows **in the winter**.  3. Complete the SCALE emergency form with a minimum of teacher help.  4. Answer in writing a series of comprehension questions about the *Talk of the Block: Home* (long vowels) story, “Help with the Lease.” |

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| **MATERIALS:**  Blue writing books, paper with the four seasons diagram and weather words and pictures, calendar template for Oct. 2016,  SCALE emergency forms, *Talk of the Block: Home long vowels, Skills Sharpener 1*  **ACTIVITIES:**  1. What’s your favorite snack? Why? Students should think about and talk about both questions and their answers. I introduce the conjunction also and explain their goal is to write at least two sentences today. The second sentence will start with also. They will say something MORE about their favorite snack. They must say their sentences aloud to the class before they receive their blue books to write.  2. Look at my paper with the four seasons cycle diagram and talk about weather words on the following pages. Students will orally complete sentences with the phrase: in the \_\_\_.  e.g. I say: It is hot and sunny …  They say: in the summer.  3. Complete the missing standard information on a calendar template for Oct. 2016 and identify which days they DO come to school and which days they DO NOT come to school in Oct.  4. After listening to my presentation about common health conditions and emergencies, the students will be asked to complete the SCALE emergency forms (paper forms) with a minimum of teacher support.  5. Recall the last story in Talk of the Block: Home long vowels and, after reading in pairs, recall details of the current story by answering oral questions. Complete written exercises in the book that test both their comprehension and recall.  6. Review school action phrases: raise your hand; write on the board; sit down; close your book; open your book; listen  In preparation for completing a homework page from *Skills Sharpener 1* |

**ASSESSMENT(S):**

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| **Performance**  Can the students answer two questions from the talking prompt: What is your favorite snack? Why? with clarity and ease. We’ve practiced this skill for 3-4 classes already. Can they add an extra sentence, starting with **also** and make that sentence meaningful and relevant as well? |

**WRAP-UP & REFLECTION:**

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| How can I bring more student awareness to the phonics practice that is built into the text of *Talk of the Block*? This series really focuses on specific phonic awareness, but I want to make students aware of the sounds they’re learning more than I do. |