Class: RWF Teacher: Lis Stark

Theme/Lesson: Simple Present Review/ New Year’s Date: Jan. 6, 2014

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. their writing has greatly improved (capitals in the beginning, periods at the end). They are ready to work together to figure out other kinds of writing mistakes. | L1.2a L1.2b L2.2a L2.2b  S2.2a S2.2b  R1.2b R2.2f W1.2c  W1.2 c W1.2d W2.1e W2.2d W2.2e W2.2f W2.4c W1.4b  **Navigating Cultures**: comparing New Year’s celebrations in Ethiopia, China, Somalia, the US, Brazil, and in Haiti. |
| 2. It’s necessary to continually review the Simple Present to make sure we understand how to use it to talk about daily routines.  3. People all over the world have special ways of celebrating New Year’s. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. work together to identify writing mistakes with proper nouns, verbs, and prep. phrases  2. Write sentences using the simple present tense correctly to talk about their special person’s daily routines and preferences. |
| 3. Sort New Year’s information into categories and then extract the information to make sentences.  4. Read two vocabulary rich passages about different New Year’s celebrations and demonstrate comprehension by answering compare/contrast questions.  5. Using the provided scaffolding, write a personal story about New Year’s celebrations. |

**ACTIVITIES: MATERIALS:**

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| 1. Practice Fluency: Listen to me read the homework story, “Moving Day” and then practice reading fluency with partners. Practice prepositions of place by speaking the scripted dialogue about moving furniture and manipulating furniture pictures to match the dialogue.  2. As a class, identify and correct the single mistake in each of the example sentences on the board. The sentences are from students’ own writing.  3. Imagine the daily routine of their “Special Friend,” and then write sentences in simple present about their “Special Friend’s” daily routine.  4. Build pre-reading knowledge base of New Year’s celebrations by doing the prereading activity in the “New Year’s Day” mini-unit by Rona Magy. Compare and contrast content of two difficult reading passages about New Year’s celebrations. Write about their own New Year’s traditions. | “Moving Day” story from That’s Life Intro.  Photocopies of a couch, a TV, and a heavy chair  Laminated pictures of their “Special Friends” and a new activity sheet that prompts and scaffolds their writing about their “Special Friend’s” routines.  “New Years Day” stories pp. 48-50 from *Beginning Stories from the Heart* by Rona Magy. |

**ASSESSMENT(S):**

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| **Performance**  Informal: How well can the students write and read the third person simple present tense of daily routine verbs. |

**WRAP-UP & REFLECTION:**

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| After doing pre-reading and reading exercises about New Year’s, how well will students be able to talk about New Year’s celebrations of others? (In general, these students have difficulty taking in and conveying information about an “other” person. TO what degree will each student feel comfortable participating in the next class’s group activity about New Year’s? |