Class: RWF Teacher: Lis Stark

Theme/Lesson:Forms, Reading Skills, Subject Pronouns, Verb Be Date: Feb. 3, 2015

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. They are able to fill out emergency forms quite independently if we review the vocabulary ahead of time.2. Subject Pronouns are used to replace the subject in a sentence to avoid repetition. | L2.2a L2.2c L3.2eS2.2c S3.2b S3.2d S1.4a L3.4dR1.2a R1.2b j R1.2c R1.4a R2.2d R2.2 R3.4aW1.2 c W1.2d W2.1e W2.2d W2.2e W2.2f W2.4c W1.4b  |
| 3. The verb Be in present simple is spelled differently, depending on the subject.4. Reading involves many skills, including phonics, vocabulary building, answering comprehension questions. It can help us generate our own writing. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Fill out the SCALE emergency form and wait to ask questions until they’ve completed everything they can do on their own.2. Fill out February calendar, spelling days correctly. Identify special events in February.3. Identify orally what subject pronoun replaces the subject in sentences they hear.  |
| 4. Take notes by copying from the board about the verb be and its various spellings with different subject pronouns.5. Demonstrate comprehension of their reading materials from last class and participate in further comprehension discussions in their reading groups. |

**ACTIVITIES: MATERIALS:**

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| 1. Brainstorm when we need to fill out forms. Practice emergency form vocabulary and help me write examples on the board. Fill out SCALE emergency forms independently and ask questions at the end.2. Identify orally what subject pronouns to use to replace the subjects in sentences they hear me say. They say example sentences with various subject pronouns to show comprehension.3. We take notes on the verb be, what spelling it takes with different subjects. 4. Hayat, Elzi, and Glaudine work with Anne in a low reading group. Eric, Cleonice, Sita, Nelta and I work in a high reading group. | SCALE emergency formsPink index cards and markers for writing subject pronounsBlank February calendarsNote paper for notes on the Verb to beCopies of That’s Life story #2 Anniversary Party Copies of What’s Next? Lesson 2 |

**ASSESSMENT(S):**

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| **Performance** Who completed their reading homework, brought it to class, and understood the reading? |

**WRAP-UP & REFLECTION:**

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| Can we sustain two reading groups that meet once a week with Anne taking one group and I the other? |