Class: Reading, Writing Foundations Teacher: Lis Stark

Theme/Lesson: Reading Skills; Applying Grammar to Writing Date: 3/3/15

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Both the lower and higher reading groups will know that our goals are reading fluency and reading comprehension. The lower group will know that studying phonics and individual words will help them become stronger readers. The higher group will know that thinking about a subject before reading about it will help them understand that subject. | L2.2a L2.2c L3.2e  S2.2c S3.2b S3.2d S1.4a L3.4d  R1.2a R1.2b j R1.2c R1.4a R2.2d R2.2 R3-4 a  W1.2 c W1.2d W2.1e W2.2d W2.2e W2.2f W2.4c W1.4b |
| 2. All the students will know that the grammar we study (subject pronouns; verb be positive; contractions; possessive adjectives) helps us communicate clearly. We need to apply the grammar we learn to our writing. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. The lower reading group will be able to say something about the day they registered at SCALE as a pre-reading exercise. They’ll be able to supply the missing phonics words and sight words in cloze exercises after they finish their reading.  2. The higher reading group will be able to write answers to the comprehension questions independently. |
| 3. All students will be able to write original sentences (highly scaffolded), plugging in the correct parts of speech we’ve studied (subject pronouns; possessive adjectives; verb be; and contractions) |

**ACTIVITIES: MATERIALS:**

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| 1. Lower reading group meets with Lis to have a prereading discussion(about registering for class) and to practice reading for fluency in the novel, *What’s Next?* chapter 3.  2. The higher reading group meets with Anne to study new vocabulary words related to the new story; have a prereading discussion about traffic; listen to the story read aloud, and choral read for fluency practice. *That’s Life* High Beginning “The Traffic Jam.”  3. To review grammar points, classmates match up index card pairs of subjects and subject pronouns; subjects and verb be; subjects and possessive adj’s  4. Students study pictures on the board and write original sentences, using the correct subject pronoun; possessive adj., and verb be. | the novel, *What’s Next?* chapter 3  *That’s Life* High Beginning “The Traffic Jam.”  My grammar index card activity to match parts of speech correctly  Pictures of an interesting man; an interesting woman; and interesting kids  My scrambled sentences paper |

**ASSESSMENT(S):**

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| **Performance**  How well can students write about the pictures and use the grammar we’ve studied correctly? e.g. Can they use He’s and His in the correct parts of sentences? |

**WRAP-UP & REFLECTION:**

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| Based on their writing performance today, are they ready to move to the next step in grammar, which will be generating yes/no questions with the verb be. |