Class: RWF - evening Teacher: Lis Stark

Theme/Lesson: Reading Groups/Simple Present Date: May 5, 2015

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Lists are categories  They aren’t sentences  Students can write main ideas for lists | 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 |
| 2. Discussing the topic, learning vocabulary, and looking at a picture can help students prepare to read a story.  3. Looking at the Contents pages of a picture dictionary can help them find information faster. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Add to lists    2. Define vocabulary words before reading a text to help them read the text  3. Identify sentence mistakes |
| 4. Use the Contents pages of picture dictionary to locate vegetables.  5. Use the simple present to talk about likes and dislikes and what they can do and what they can’t do. |

**ACTIVITIES: MATERIALS:**

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| 1. Students add words to the lists on the boards and say the main ideas of each list. How do they know where the words belong?  2. Reading Groups: The high group will use context clues to guess the meaning of three difficult vocab. words. The low group will guess the main idea of three more lists.  3. Identify the writing mistakes from past homework and learn from the mistakes on their corrected and returned homework papers.  4. Use the content pages and the picture dictionaries to broaden our vocabulary when we talk about likes/dislikes using the simple present . | Reading books  *What’s Next?* 2 Lesson 2 and my lists paper  *That’s Life* Lesson 10 “Apartment Problems” and my activities paper  Corrected homework papers  Picture dictionaries  White boards, dry markers, erasers |

**ASSESSMENT(S):**

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| **Performance**  **How fluently can students talk about classmates’ likes an dislikes in the simple present.** | **Next class I will give a formal assessment on the simple present positive and negative.** |

**WRAP-UP & REFLECTION:**

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