Class: Reading and Writing Foundation Teacher: Lis Stark

Theme/Lesson: What reading can teach us Date: Jan. 7, 2014

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Our reading goals are fluency, comprehension, and learning about writing. | 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  Develop and use reading skills to identify the writer of a text, the title, and perhaps the subject of the text.  Intercultural knowledge: compare and contrast New Years traditions from various countries, including the US. |
| 2. Careful rereading can teach us new vocabulary; ideas and information; phonics and spelling; and ways to organize writing. |
| **Skill Objective(s)** (Students will be able to…) |
| 1.navigate the expository writing of other adult students, using the picture, title and by line for clues to the text  2. compare and contrast the information in separate texts, through scaffolding questions  3. organize their own information into lists to prepare them for writing their own texts |
|  |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. Students rewrite scrambled simple sentences and questions and talk about simple writing conventions to explain their unscrambled sentences.  2. Students write on slips of paper their answers to my question, “What’s reading?” I make an organizational map of their answers on a large sheet of poster paper.  3. Students focus on the photos, titles, and bylines of the two homework reading texts, “Chinese New Year” and “Ethiopian New Year” in order to answer my verbal questions about the writers and their purpose for writing.  4. Students recall information from the texts they read over vacation and reread in class tonight to answer comprehension questions that lead us to compare and contrast the two texts.  5. Students read my sample writing model and then organize their thoughts into lists to prepare to do their own writing.  6. Students write rough draft paragraphs, using their lists to keep their ideas organized.  7. Students review the poster paper, “What’s reading?” and add anything else they think should be included. | My mixed up sentences worksheet to unscramble.  Half-slips of plain paper for brainstorming; a poster paper; markers.  “Chinese New Year” by Cindy Tse and “Ethiopian New Year” by Mulugeta Gebrmichael published in *Beginning Stories from the Heart*.  My worksheets that prompt students to classify sorted information from the text as a way to understand the content of the text. These worksheets also prompt students to complete dictated words from the text that share phonics or defy phonics rules.  My Sample organization paper and essay, “American New Year.”  All-Star 1 textbook p. 155. |

**ASSESSMENT(S):**

|  |  |
| --- | --- |
| **Performance**  Can students unscramble the simple sentences and questions? What writing conventions can they remember to support their rewritten sentences?  How well did the students organize their thoughts in their own rough draft writing?    What additional ideas do students have by the end of class about the question, “What’s reading?” |  |

**WRAP-UP & REFLECTION:**

|  |
| --- |
| I’ll review all their rough drafts and edit them to better organize their thoughts. In some cases, this may mean my completely rewriting their text, so they can understand the necessary edits. They’ll write a more polished draft of their writing and read them to classmates. We will compare/contrast the information we learn about New Years celebrations in the students’ respective countries. |