Class:\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_ Sub Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_9/30/15\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)Correctly pronounce vcv and vccv pattern words |
| Frameworks:R2.3a Use knowledge of common letter patterns to decode words |
| Content Objective #1 (Students will know that…)Short and long vowel sounds often follow a vcv and vccv pattern. |
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| ActivitiesThe class will play a game of “tic tac toe”. Students will be grouped into two teams of approximately 8 students on each team. The student that has a birthday closest to today’s date will begin the game for their team. Students will all discuss the answer together as a group the before the person who answers gives a final answer. The person giving the answer changes on each turn. The “tic tac toe” boards need to be written on the board, the answers are not to be displayed. Students are guessing if the vowel sound in each word is short or long. Students should remember that vcv and vccv words follow a particular rule and will result in a long or short vowel sound. See attachment 1 for the answers for each box. The game will continue through 3 rounds of play to ensure that each student has been able to represent their group’s answer to the class. It is important to note that to answer the question, students are not pronouncing the word correctly for the answer, they are answering either long or short to indicate the correct vowel sound. Once a round is complete, students will chorus the different words on the board before moving on. |
| MaterialsTic tac toe answer sheet |
| Assessment #1Anecdotal evidence. Could students correctly pronounce the words on the board? |
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| Skill Objective #2 (Students will be able to…)Use comparative adjectives to compare two things |
| Frameworks:S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case) |
| Content Objective #2 (Students will know that…)“er” is used for one syllable adjectives and two syllable adjectives ending in y become “ier”. Adjectives with 2 or more adjectives use More or less. Some adjectives have irregular comparative forms. |
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| ActivitiesGive students attachment 2 “comparative adjectives”. Write the rules of comparative adjectives on the board as direct instruction. Read the conversation between Miguel and Tim and have students complete the exercise at the bottom of pg. 108.Students complete pg. 109 individually, then compare answers with a neighbor. Correct all sentences on the chalk board. When complete, work with students as a whole group to complete part C on pg. 109 |
| MaterialsAttachment 2 Comparative adjectives, Grammar Step By Step 3, pg. 108-109 and 217 |
| Assessment #2Student’s answers on part B will be correct. |
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| Skill Objective #3 (Students will be able to…)Identify key elements of an expository text |
| Frameworks:R1.4c Compare/ contrast information from a simplified or adapted multi-paragraph text on familiar subjects |
| Content Objective #2 (Students will know that…)Different sports can be compared using comparative adjectives |
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| ActivitiesDivide students into pairs numbered 1 and 2. Student 1 will read attachment 3, Thai Boxing. Student 2 will read attachment 4, Curling. Students will take notes while reading, and teach their partner the key points discussed in their reading. As a class, create a Venn diagram on the board. Students will discuss the similarities and differences between the two sports.Speaking: In pairs, students using attachment 5, comparative adjectives, to describe the two sports. |
| MaterialsAttachment 3, Thai Boxing. Attachment 4, Curling. Attachment 5, comparative adjectives (Thai Boxing and Curling are taken from Thoughts and Notions, pg. 41 and 46, if time remains, copy the questions associated with the reading and ask students to complete the work with a partner) |
| Assessment #3Students can use comparative adjectives to compare the two sports |
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| Skill Objective #4 (Students will be able to…)Write a paragraph using comparative adjectives |
| Frameworks:W2.4d Use intermediate grammatical structures(e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| Content Objective #4 (Students will know that…)Comparative adjectives can be used to express opinions |
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| ActivitiesStudents will answer the writing prompt: Compare Thai Boxing to Curling. Which sport would you be more interested in watching? |
| Materials |
| Assessment #4Students written paragraphs will reflect use of comparative adjectives |
| Wrap Up ReflectionCollect student’s written work. Read a few paragraphs written by the students. If appropriate, see if students can guess which student wrote the paragraph. |