**Stand-Alone SUB LESSON PLAN**

ELL – A/1/RWF/Maybe ELL-B/2

Class Room #:\_\_\_\_\_\_ Break Time: \_\_\_\_\_\_\_\_\_\_

**OVERVIEW**:

This is basically a **stand-alone** plan, not tied into regular class curricula. Hopefully it’s an opportunity for students to draw upon content and skills they already possess. The times for each activity are approximate. The Attachments are part of the lesson. The Supplements can make the lesson easier or more challenging.

**PREPARATION:**

Print Attachment 1 –letter Copy and cut in half, one letter per student

Print Attachment 2 –conversation grid Copy and cut in half, one grid per student

Print Attachment 3 –reading packet Copy 2-sided and staple, one for each student

Low Levels – Print Supplement C and copy for each student

High Levels- Print and copy Supplements A and D for each student

You might want to write the GRAMMAR chart on the board before class starts.

**ALSO**: (after break) students usually **exercise**. The students can take turns demonstrating what stretches they do, or you can lead the stretches.

In this folder:

 Attachment 1 -Letter to the students

 Attachement 2 - Conversation grid

 Attachment 3- Reading Packet, “A Son for Mr. and Mrs. Aversa?”

 Supplement A -“Crazy English!” – Homophones sheets for higher levels

 Supplement B -“Crazy English” – Homophones Key

 Supplement C-scripted conversation for lower levels

 Supplement D – incomplete conversation for higher levels

**LESSON PLAN OBJECTIVES**

 Students will know that:

 They will prepare to read the story about a family. It has a surprise in it.

 Their goals are reading fluency and comprehension.

 Students will be able to:

 conjugate the verb to have in simple present

 make singular nouns (family member words) plural

 identify male and female family member words

 pronounce lists of story words with the same phonetic vowel sounds

 spell story words from dictation

 answer reading comprehension question independently and correctly

**PLAN**

**10 minutes – Getting Started**

 Give each student a copy of my letter (Attachment 1) when she/he comes into the room.

 Read the letter together in unison.

 Ask each student to write her/his first name on the back of the letter to help you remember names.

 Introduce yourself.

 Ask students to introduce themselves to you.

 Ask for a student volunteer to write today’s date on the board and say it with the class.

 WARM-UP: Remembering numbers. Everyone stands.

 Shake left hand while counting from 1 – 10.

 Shake right hand while counting 11 – 20.

 More? Shake left hand while counting backwards 10-1.

 More? What’s this number? 0 (Write on board.) What does it mean?

**10 minutes – GRAMMAR – Verb *have* in simple present**

 GRAMMAR CHART ON BOARD

|  |  |  |
| --- | --- | --- |
| subjects | verb – to have | rest of sentence |
| IYouSheHeItMy friendMr. BrownMrs. BrownWe TheyMy friendsMr. and Mrs. Brown | havehas | a bananafive bananas. |

 **Singular and Plural**

 Remind students that ***a*** means ***one***.

 Remind students that if the noun is plural, don’t use **a** first. Add **s** to the end.

 Ask the students to read this chart with you as a drill.

 (I have a banana. You have a banana. She has five bananas. etc.)

 Point to a subject and ask individual students to say a sentence.

**10 minutes – SPEAKING PRACTICE USING VERB to HAVE**

 Tell students they’ll practice using the verb have to talk about something they have today. Give examples of anything: (e.g. I have five fingers. I have six children. I have a doctor’s appointment.)

 Ask students around the room one by one to say “I have \_\_\_\_\_\_\_\_\_\_.”

 Supplement: After the students say what they each have, you can ask the class questions to see what they remember: “Who has \_\_\_?” and the class can respond as a whole, “Rosa has \_\_\_.”

**5 Minutes – VOCABULARY – Family Members**

 **Singular/Plural – Say the S at the end for plural words.**

 Remind students that most words when they are plural, need **s** at the end.

 Explain to students you’ll say a family word and they have to make it plural.

 If I say **brother**, you say **brothers**.

 If I say **mother**, you say **mothers**.

 **son**

 **sister**

 **father**

 **daughter**

 **baby**

 **aunt**

 **grandfather**

 **cousin**

 **Male/Female –** Remind students that ***male*** means boy or man and ***female*** means girl or woman.

 Explain to students you’ll say a family word and they have to tell you the opposite word.

 If I say **brother**, that’s male. You say, **sister**.

 If I say **mother**, that’s female. You say **father**.

 If I say **son**….you say…

 **uncle**

 **grandmother**

 **husband**

 **daughter**

 **\*baby** – careful! It’s the same word, male or female.

 **\*cousin** – Careful! It’s the same word, male or female.

**15 minutes – SPEAKING-ASKING/ANSWERING QUESTIONS. Learn about family size(numbers).**

 **Write on board:** *How many* ***sisters*** *do you have?*

 Explain that this is a question. You see a question mark.

 Ask students to repeat the question with you.

 Explain that sisters is plural because you don’t know how many.

 Tell students they’ll ask a partner about how many family members he or she has.

 Pass out conversation grid (Attachment 2) and explain how to use it.

Allow time for student partners to interview each other.

**10 minutes – SPEAKING/REPORTING**

 Tell students they will each tell the class about his or her partner’s family.

 They need to give the information on the chart.

 e.g. Rosa has two sisters. She has a brother. She has one daughter. She has two sons.

 Remember: if the number is zero (0), then you can say, “She has **no daughters**” or “She **doesn’t have any** daughters.”

Remember: if the number is one (1) then you can say **one** or **a** “She has a daughter” or “She has one daughter.”

 Remember: if the number is two (2) or more, then the family word must be plural. You need to say **s** at the end. “She has two daughters.”

**5 minutes** – (page 1) **PREVIEW/ANTICIPATION**

Hand out the reading packet (Attachment 3).

Ask students to look at the picture on page 1 with you and follow the directions.

Ask students to read the title with you.

 Why is there a question mark at the end of the title?

**5 minutes – (page 2) PRONUNCIATION FOR FLUENCY**

Tell students that you will help them practice pronouncing words in the story.

 This helps build reading **fluency** – how smoothly/easily they can read the words.

 Tell the students about the sounds in each box.

 Ask students to listen to you and repeat the words in each box.

 Ask students to spell these words aloud:

 “How do you spell…?

 love very much doctor another born hospital

**5 minutes – (page 2) DICTATION/SPELLLING**

 Ask students to listen and spell these words on their paper.

 love very much doctor another born hospital

 Review the answers together or have student partners review together.

**10 minutes – (pages 3-4) READING**

 Follow the directions.

 When you get to Box 4, ask students if they know what ***is expecting*** means.

 Ask student partners to take turns reading every other box to each other in quiet voices.

**15 minutes** – **(page 5 and page 6)** **VOCABULARY COMPREHENSION WRITING**

 **Ask students to work on these two pages independently/on their own**.

 They need to give you p. 5 and p. 6 when they finish.

 They keep the story.

**SUPPLEMENTS FOR LOW-LEVEL CLASSES:**

 **Scripted Conversation**

 Ask students what they think about the story. Ask them what Mr. and Mrs. Aversa think.

 Give the students Supplement C – scripted conversation

 Ask the students to repeat the lines after you read them.

 Students can practice and present, two at a time, in front of the class.

 **Conversation – What do you know about this surprise?**

Tell students two babies are **twins**. Three babies are **triplets**. Four babies are **quadruplets**. Ask the students if they know any twins, triplets, or quadruplets.

 **Considerations – What is good about having a big family? What are some problems?**

 Ask student pairs to think about big families. Is it good to have a big family? Why? What are some problems big families have? You can write their responses on the board.

**SUPPLEMENTS FOR HIGHER-LEVEL CLASSES:**

 **Homophones**

 Give students Supplement A -“Crazy English!” – Homophones sheet

 Supplement B is the key.

 **Writing a Conversation**

 Give students Supplement D – incomplete conversation.

 Ask partners to complete the conversation between Mr. and Mrs. Aversa and present it.