

Beginning ESL (<204 81RX) Feb 15, 2018

CCRS Focus: Reading 1

Content focus: family, daily activities, present progressive

Class length: 3 hours

Swbat identify say and read family words

Swbat speak using the present progressive tense in first and third person with correct personal pronouns

Swbat write the present progressive tense in third person

Swbat answer Wh- questions about a text (visual) and cite evidence for “where”

Swbat answer TDQs based on student writing and speaking

Swbat role play a phone call apologizing for interrupting

I can tell what I am doing right now

I can answer who, what and where questions about picture

I can name people in a family

I can write about my classmates

I can answer questions about a text and show my evidence

CCRS

Key Shift: Evidence

- R1A Ask and answer questions about key details in a text, cite specific textual evidence
- R3A Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- R7A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).
- SL1A Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL6A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation.
- L1A d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- L1C c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- L1A k. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

TIF: EC1, LS1, LS2, CT1 support claims

Materials

Ventures 1 student book and Audio CD

Ventures Text Dependent Questions (TDQ) ½ worksheet

Memory circle verb cards (present progressive verbs)

White boards, black markers

Class TDQs

Timer

Technology: ActivBoard

Activ Sorting activity

Ventures 1 Audio CD 1

Lesson outline:

- Warmup
- Picture evidence
- Memory game
- Writing
- Reading evidence
- Role play

Warm up activity (10 minutes)

Activboard “pass the pen” **CCRS: L1Ad**

- a. Students take turns sorting the family member words into categories matching the personal pronouns (he) (she) (he, she, or they)
- b. Students take turns returning family member names to the original pile saying a short sentence about each word: “She is a sister.” “They are cousins.” etc

Read today’s agenda

Picture evidence activities (25-30 minutes)

Ventures 1 pg 32

- A) Project image of the home. Preview each individual room picture. Large group: Ask students to tell about what each person is doing and guess family members
- B) Ventures 1 textbook (pg 32) One textbook per pair. **CCRS: L1Ad, L1Cc, R7A**
 - a. I say, they point – names of people (he’s the father, she’s the grandmother, etc)
 - b. I say, they point – actions (he’s sleeping, she’s studying, he’s dancing, etc)
 - c. I point, they say - Relationships – I point to two people (mother and son) they tell me relationship, I point to two people (sister and brother), they tell me relationship
- C) Partners: Discuss relationships among individuals in text. **CCRS: R3A**
 - a. Partner A “teacher” points to two people in the image
 - b. Partner B “student” tells relationship between the two people
T: (points to two people in image)
S: “Mother and son”
 - c. Partners take turns being “teacher” and “student”
- D) Partner work with Text-Dependent Questions **CCRS: L1Ak, SL1A, R7A**
Give partners, one copy per pair, TDQs about Ventures 1 pg. 32 image.
“Who likes music?”
“Who is a student?”
“What time is it?”
“Is it AM or PM?”
“What day is it?”
“Who is not relaxing?”
- E) Group debrief with evidence. **CCRS: R1A, R7A**
 - a. Call on or ask for volunteers to answer each of the questions for the class.
 - b. As they give their answers, ask them to say or point to their evidence
T: “Who likes music?”
S: “The son likes music”
T: “What is your evidence? / How do you know? / Show me.”
S: “He’s dancing” (or comes to the board and points to the image)

(skip if short on time)

Ventures page 33 listening activity B

Listen and identify which picture

Wrap-up orally reviews “What is the father doing?” “What is the grandfather doing?”

Speaking/listening/grammar activity (30 minutes)

Circle memory game **CCRS: L1Ad, L1Cc, SL6A**

- A) Give each student a present participle verb on a piece of paper (sleeping, brushing my teeth, eating, cooking, working, watching a movie, driving, reading, shopping, taking a shower, etc.). Some verbs may be repeated, depending on class size.
- B) Introduce sentence frame on small whiteboard
What are you doing?
I am _____.
- C) All students stand in a circle. Choose a first student to ask “What are you doing?”
 - a. Student uses sentence frame “I am *brushing my teeth*”
 - b. Introduce a second sentence frame and prompt the class to respond
T: “What is (name) doing?”
S: “He/she is _____.”
 - c. Ask a second student “What are you doing?”
After student responds, teacher prompts student to also tell what the first student is doing “She is brushing her teeth.”
 - d. Ask a third student “What are you doing?”
After student responds, prompt the student to also tell what the second and first students are doing. ex. “She is cooking. She is brushing her teeth”
 - e. Continue procedure and go around the circle. Encourage students to incorporate actions with their verbs to make them more memorable. If memory chain is getting too long, stop the chain and start with a new string.
 - f. Collect the verb cards for later.
- D) Wrap up – ask questions of the class for oral response and write **just the names** of all students on the board (we’ll need these names later)
 - a. “What is Abdi doing?” (He is driving) etc.
Write Abdi’s name on the board.
 - b. What is Leila doing? Etc.

Break time

- A) Writing (20-25 min) **CCRS: L1Cc**
 - a. Put students into groups of 3-4.
 - b. Assign a list of student names (5 to 8 names) to each group
Use the list of names from before break time. Circle a group of names for each group to write about
 - c. Assign each group to a space on a whiteboard. Tell groups that they have 10 minutes to write sentences about what each of the people is doing (from the previous memory circle activity).
Ex “Abdi is driving.”
They can use the printed verb cards from earlier for spelling reference.
 - d. After 10 minutes is up, have groups rotate to another white board to read/verify another group’s sentences.

B) Text dependent questions (20-30 min) CCRS: R1A

- a. Assign each group to a table and hand out a list of TDQs about the text (ie what is written on the whiteboards/what came from the memory circle game)
 - i. Who is at home?
 - ii. Who is at a store?
 - iii. Who is in a car?
 - iv. Who is in bed?
 - v. Who is in the kitchen?
 - vi. Who is in the bathroom?
 - vii. Who is outside the house?
 - viii. Who is at their job?
- b. Model the first TDQ

T: "Leila is at home. Hmm how do I know that? She is cooking! Who is at home? Leila is at home."
T: "Is Kamah at home? She's not? OK, how do you know? Because she's shopping."
 - i. T: "Is Carlos is at home? Where's my evidence? A-ha, he's brushing his teeth."
 - ii. T: "Who else is at home?
- c. Hand it over to the groups to answer the other TDQs
(single word answers OK if need be)
- d. Student presentation of answers and evidence **CCRS: SL1A, SL6A, R1A**

Call on small groups to answer a TDQ and point to their evidence with following roles

 - i. One student reads the question
 - ii. One student reads the group's answer
 - iii. One student points to their evidence

C) Telephone role play - (10 - 15 minutes) CCRS: SL1A, L1Cc

Show pics of people talking on the phone while doing other activities ex. someone talking and driving, talking while cooking, etc

Display the dialog:

A: Hello?

B: Hi this is _____

A: Hi _____.

B: What are you doing?

A: I'm _____.

B: Oh, sorry. I'll call you later.

A: Ok bye.

Model the dialog with a volunteer tutor or a student

Give each student one of the verb cards from earlier

- a. If there is lots of time left (15 minutes), practice dialog in conversation lines
- b. If there is less time, students can practice at tables or in partners in front of class

D) "I can" statements (5 minutes)

- a. Display 2-3 "I can" statements based on the skills practiced in this class
 - i. I can tell what I am doing right now
 - ii. I can answer who, what and where questions about picture

- iii. I can name people in a family
 - iv. I can write about my classmates
 - v. I can answer questions about a text and show my evidence
- b. For each statement, ask students whether each was EASY, SO-SO or HARD