

Lesson Title/Focus	At the Market – focus on vocabulary: listening & speaking	Date	May 21, 2013
Subject/Grade Level	Level ½ ELL	Time Duration	30 minutes
Unit	I Can Learn English!	Teacher	Mrs. Hurkett

Language Outcomes & ELL Strategies

Language Outcomes/program of studies outcomes

Students will learn utility words (apples, bananas, eggs, cheese, milk, bread, meat) with visuals (Listening, Linguistic: Vocabulary)

Students will respond to yes/no questions (Listening, Strategic: Questioning)

Students will respond to either/or questions (Listening, Strategic: Questioning)

Students will use memorized phrases with visuals (Speaking, Strategic)

LEARNING OBJECTIVES

Students will learn some utility words (apples, bananas, eggs, cheese, milk, bread, meat), answer yes/no and either or questions, and practice the phrase, "I can see the _____" with the use of visuals.

ASSESSMENTS

Observations:

- Teacher will observe student recognition of utility words
- Teacher will observe student willingness to pronounce utility words
- Teacher will observe student responses to yes/no questions
- Teacher will observe student responses to either/or questions
- Teacher will observe student ability to use a memorized sentence

Key Questions:

- Is this an apple? Is this a banana? etc.
- Is this bread or meat? Is this milk or cheese? etc.

Products/Performances:	<ul style="list-style-type: none"> o Students will use the phrase, "I can see the _____" with the help of visuals. 	
LEARNING RESOURCES CONSULTED		
<ul style="list-style-type: none"> o Alberta K-12 ESL Benchmarks o Orange Fountas & Pinnell materials 		<ul style="list-style-type: none"> o At the Market level A book o Cut outs of utility words
PROCEDURE		
Introduction		Time
Attention Grabber	Look through "At the Market." Ask students to identify the foods they see in their first language.	5 min.
Assessment of Prior Knowledge	Do students know what these are in their first language? Do they know any in English?	
Body		Time
Learning Activity #1	Look through each page of "At the Market" again. Point to the food on each page and say the name in English. Have students repeat.	5 min.
Assessments/ Differentiation:	Can they repeat? Say words more slowly for some, or allow some more practice.	
Learning Activity #2	<p>Yes/no questions:</p> <p>Check to see if students understand the difference between yes and no. Nod for yes and shake your head for no. Have them repeat these words.</p> <p>Look through the book again. On each page ask, "Is this a _____? Students reply yes or no.</p>	5 min.
Assessments/ Differentiation	Can students reply correctly? Are they comfortable answering with one word answers?	
Learning Activity #3	<p>Either/or questions:</p> <p>Look through the book again. On each page ask an either/or question. Is this a _____ or a _____?</p>	5 min.

<i>Assessments/ Differentiation</i>	Can students differentiate between the two nouns? Do they answer in English or German? Are they comfortable answering?	
Learning Activity #4	<p>Use memorized sentences:</p> <p>Look through the book again. This time, read the sentences in the book. Have the sentence translated in German so students can understand what it means.</p> <p>Read through again, and have students say the sentences chorally with you.</p>	5 min.
Assessment of Learning:	<p>Use memorized sentences independently:</p> <p>Hold up one of the food cut-outs (ex. banana). Model how to say, "I can see the banana." Have each student repeat one at a time.</p> <p>Hold up another cut-out. See if students can say the sentence, "I can see the _____."</p> <p>Prompt and model when necessary.</p> <p>Go through all cut-outs.</p>	5 min.
Feedback From Students:	Did you like this activity? Were you comfortable saying these words?	
Feedback To Students	Great job with your words! You are learning English really well!	
Transition To Next Lesson	Practice your new words. Tomorrow we will be talking about them again!	

Reflections from the lesson	
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