

Class Lesson Plan 1

Objective: Meeting your classmates

1. Calendar (6:45-6:55) - (See "Worksheets" tab)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Taking off Workbook pg 40-42 b,d,p,t

- Answers on pg 152-153
- Follow book directions

4. Core Text pages 2-3 (7:30-8:30)

Student book page 2 (7:30-7:40)

- **Part 1.** Listen to the conversation. Repeat after teacher.
- With a student or a teaching partner, model the dialogue.
- Have students practice with a partner.
- Go around the room and have each pair stand up and read for the class.

Part 2 (7:40-7:50)

- Practice saying the alphabet together chorally.

- Say the alphabet "Round Robin" style. One person says A, the next person says B, etc.
- Have the students say the alphabet by themselves.

Student book page 3 (7:50-8:10)

- **Part 3.** Continue conversation
- Practice with pairs.
- **Stand Up and Talk:** Students stand up and fill in their chart. They need to ask "What is your first name? What is your last name? How do you spell that" to six different students.

Skip part 4 (pg 3)

Skip page 4

Page 5: Part A and B

- Identify where they are from on the map. Stand up and show the class using the map. The students can point and say, "I am from _____. Where are you from?" to the next person.

Homework/Extra material for class

- Workbook page 2 and 3

Class Lesson Plan 2

Objective: Identify classroom nouns

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Taking off Workbook pg 43,44,45 f,g,h,j

- Answers on pg 152-153
- Follow book directions

4. Core Text page 6-7 (7:30-8:30)

- **Part 1:** Teacher reads the 19 classroom nouns as students repeat.
- Teacher re-reads the 19 nouns and students point to the picture/number in their book and repeat again.
- **Part 2:** Follow the directions.

Skip part 3

Workbook 1 page 4

- **Part A:** Follow directions.

- **Part B:** Teacher reads example, "Where's the desk?" and the possible answers, "It's on the floor, it's on the wall, it's on the table."
- Teacher directs students to the picture and shows them it's on the floor.
- Questions 1-5, teacher asks the questions. Ask students to point to classroom noun in the picture, as they answer them together.

Workbook 1 page 5

- If time, do "house" activity. Students write nouns they have in their house on the lines in the house on the paper.

Class Lesson Plan 3

Objective: Fill out a short application

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Introduce the Sam and Pat book - Lesson 1 only.
- Write the name Sam under the man.
- Write the name Pat under the woman.
- Teacher reads the whole story.
- Teacher reads one line, students repeat.
- Check for understanding.
- Students read sentence 1 to teacher and teacher writes on the board.
- All of the class reads again together.
- Continue until all the sentences are dictated, written on the board and read together.
- Have students read the story by themselves until 7:20
- **Phonics:** Teacher reads the word and the students write in the missing letter.
- When finished, go back and read the words together.

- For extra practice, teacher can say a sound they just practiced, and students say name of letter.

4. Core Text pages 10-11

Student book page 10 (7:30-7:50)

- **Part 1:** Follow the directions.
- **Part 2:** Follow the directions. Teacher writes sentences on the board and fills in blanks with class.

Skip Part 3

Student book page 11 (7:50-8:10)

- **Application:** Teacher will read out all 17 vocabulary words on the application in random order, such as "telephone number," "first name," "zip code," "state," etc.
- Students find the vocabulary word and circle it in their books on the application.
- **Window on Grammar A and B**
- Follow directions.

Workbook 1 page 9 (8:10-8:30)

- C,D,E,F Follow directions

Workbook 1 page 8

- Do if there is time

Class Lesson Plan 4

Objective: Greeting people and job ads

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat: Lesson 1 only.
- Teacher reads a line and students repeat.
- Model partner reading with another volunteer/student.
- One person reads the first line, the second person reads the second line. Keep switching.
- Pair students together. Have them read alternate lines. When they finish, have them switch and the first person reads the second line.
- Answer questions for the story together.

4. Core Text (7:30-8:30)

Student book page 16 CASAS practice (7:30-7:45)

- Teacher reads script from the back of the book (page 176) to class.

- Students need to circle the picture for A,B, or C. They do not need to bubble the circles at the bottom. Teacher checks students as they go.

Page 14, Part 1 (7:45-7:50)

- Follow directions and do together.
- Skip Part 2 on page 14

Page 15, Part 3 and 4 (7:50-8:10)

- Follow directions.

Page 19 (8:10-8:25) Possessives (not to mastery!)

- Follow directions.

Page 18 Part 1 and 2

- Do if there is time.

Class Lesson Plan 5

Objective: Community places and directions

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Taking off Workbook pg 46,47,48 l,m,n,r

- Answers on pg 152-153
- Follow book directions

4. Core Text (7:30-7:50)

Page 20, Part 1

- Follow directions.

Skip part 2

Page 21 Window on Grammar, Part A and B

- Follow directions

Page 22-23, Part 1 (7:50-8:25)

- Ask three volunteers to come up to the front of the class.

- Write the seven phrases on the board and practice reading.
- Point to a word, and the class says it. The volunteers need to position themselves according to the class command.
- Continue with all seven words.
- Fill in pictures 1-7 in the book.

Part 2

- Listen and repeat conversation and then have students practice with a partner.

Part 3

- Do an example with the whole group of the post office. Assign partners and let them practice finding buildings and putting numbers on them together.

Workbook 1 pg 18

Do as class if there is time.

Class Lesson Plan 6

Objective: Community places and directions

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Taking off Workbook pg 49,50,51 k,q,v,w

- Answers on pg 152-153
- Follow book directions

4. Core Text

Student book page 24-25, Part 1 (7:30-7:55)

- Write and review direction words on the board (from pg 22)
- Together as a class, write five things about the picture.
Students need to write the sentences in their notebooks.

Part 2

- Follow directions.

Skip Part 3

Go outside! (7:55-8:30)

- Model on the board two different ways to write the same sentence: 1. The school is next to a house. 2. There is a house next to the school. (Not to mastery)
- Have the students stand outside the church and write five sentences about where their school is using across, from, next to, in front of, near, behind, between, on the corner of, etc.
- Students can write sentences, such as "The school is on the corner of Chicago and 24th Street."
- When students finish, have them read their sentences to the class and check together to if they can see the other buildings or streets they're writing about.

Class Lesson Plan 7

Objective: Community places and directions

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat: Lesson 2
- Teacher reads the whole story.
- Teacher reads one line, students repeat.
- Check for understanding.
- Students read sentence 1 to teacher and teacher writes on the board.
- All of the class reads again together.
- Continue until all the sentences are dictated, written on the board and read together.
- Have students read the story by themselves until 7:20.
- Phonics: Teacher says the word, and students write the missing letter. Read again together when finished.

4. Core Text (7:30-8:30)

Workbook 1 pg 20 (7:30-8:00)

- Follow the directions.

Student book pg 28 (8:00-8:15)

Part 1

- Follow directions.
- Practice conversation with whole group, and have students practice with a partner.
- Don't practice the blue and yellow boxes (1-4). It's annoying.

Workbook 1 pg 22, Part A (8:15-8:30)

- Follow directions.

Class Lesson Plan 8

Objective: Community places and directions

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat: Lesson 2.
- Teacher reads a line and students repeat.
- Model partner reading with another volunteer/student.
- One person reads the first line; the second person reads the second line. Keep switching.
- Pair students together. Have them read alternate lines. When they finish, have them switch and the second person reads the first line.
- Answer questions for the story together.

4. Core Text (7:30-8:30)

Student book pg 32, CASAS practice, Part 1 (7:30-7:40)

- Follow directions.

Skip pg 33

Page 34, Part 1 (7:40-8:00)

- Follow directions. Read stories A and B together.
- Have the students take turns reading aloud to the class.
- Then, fill in the two word charts.

Page 35, Part 2 (8:00-8:10)

- Do together as a class.
- Write Ann's story on the board.
- Have students come up and fill in the five missing punctuation marks.
- Students can copy in their books.

Part 3 (8:10-8:30)

- Brainstorm activities they like to do and don't like to do. Write on the board. For example: learn English, pay bills, play with children, clean the bathroom.
- Students categorize their likes and dislikes in the chart.

Part 4

- Teacher models writing sentences about themselves using a list with commas. (I like to swim, eat, and go to school.)
- Students write their own stories.
- Have students read to the class if time.

Workbook pg 31

Do as a class if there is time.

Class Lesson Plan 9

Objective: Time

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 103, short a

- Follow directions. Write the letter a on the board. Ask what the name of the letter is. Ask what sound it makes. Have the students practice making the "a" sound-- like for apple.

Notebook dictation

- Dictate 10 short a words. Have students write the whole word in their notebooks.
- 1. Sam 2. Pat 3. Fat 4. Van 5. Man 6. Can 7. Mad 8. At 9. has 10. Fast
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters (except for maybe sam and pat)).

Core Text (7:30-8:30)

Student book page 36-37 (7:30-8:15)

- Follow directions.
- Part 3: practice *ONLY* with 2 o'clock

Sequencing Times (8:15-8:30)

- Write times on index cards and give one to each student: 6:00am, 7:30am, 9:45am, 11:15am, noon, 2:15pm, 2:30pm, 2:45pm, 4:00pm, 5:30pm, 9:45pm, 10:15pm, 11:00pm, midnight
- It starts at 6am and ends at midnight. Ask the 6am, noon, and midnight to come up first and order them on the board (tape or leaning on tray).
- Then ask, "Who has times in the morning?" The people who stand up should have am on their cards. Have students stand up and put their cards in the correct order. Read the times together and check.
- Ask for the afternoon times to stand up and put in order.
- Ask for the night times to stand up and put in order.
- Read all the times together one more time.

Page 32, Part A

- Do as a class if there is time.
- Follow directions, skip b and c.

Class Lesson Plan 10

Objective: Time

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Board Relay

- Divide students into two equal teams. Tell them you (teacher) are going to say a word and the first person in each team will come quickly to the board to write it. The person who writes the fastest gets a point for their team.
- Put the letter "a" on the board. Ask the students what letter it is. Ask them what sound it makes (short a like apple). Have the students make the sound.
- Begin the game.
- Read: sam, pat, van, mad, has, can, man, at, and, fast

Sentence Dictation

- Dictate the sentences to the students slowly. Repeat as many times as necessary.
 1. Sam is fat.
 2. Pat has the van.
 3. Sam and Pat are happy.
- Tell students to circle the words that have the "a" sound in each sentence.

4. Core Text 7:30-8:30

Workbook 1 page 33

Part D (20 min)

- Follow directions.
- Write your answers on the board.

Part E (20 min)

- Work in pairs to fill in the blanks.

Part F (20 min)

- Follow directions.

Class Lesson Plan 11

Objective: Time

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat: Lesson 3 "At Home" (p8,p11)
- Teacher reads the whole story.
- Teacher reads one line, students repeat.
- Check for understanding.
- Students read sentence 1 to teacher and teacher writes on the board.
- All of the class reads again together.
- Continue until all the sentences are dictated, written on the board and read together.
- Have students read the story by themselves until 7:20.
- Phonics: Teacher says the word, and students write the missing letter. Read again together when finished.
- Choose 6 short "a" words from the list above to dictate.

4. Core Text (7:30-8:30)

Workbook 1 page 35 (7:30–8:00)

- **Part C:** Follow directions
- **Part D:** Follow directions

Student book page 39 (8:00–8:30)

- Look at the picture of the library. Use the schedule at the bottom of page 39. Have students write seven sentences—one sentence for each day.
- (For example: The library is closed on Monday.)
- All the students' sentences will not be the same. That's fine. For example, Monday's sentences could be: The library opens at noon on Monday. Or, The library closes at 3pm on Monday. Or, The library is open from noon to 3pm on Monday.
- When a student is finished, they can write one of their sentences on the board as other students complete their sentences.

Class Lesson Plan 12

Objective: Calendar

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 3: Teacher reads a line and students repeat.
- Model partner reading with another volunteer/student.
- One person reads the first line; the second person reads the second line. Keep switching.
- Pair students together. Have them read alternate lines. When they finish, have them switch and the second person reads the first line.
- Answer questions for the story together.

4. Core Text (7:30-8:30)

Student book page 52, Part 1 and 2 (7:30-8:15)

- Follow directions. Write the words under the pictures.

Date Match-up (see Worksheet tab) (8:15-8:25)

- In pairs, students cut apart date strips. Then they work together to match the correct dates together.
- Check as a class when finished.

Student book page 46

Do this page together as a class if time allows.

Class Lesson Plan 13

Objective: Money

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Write the letter "a" on the board. Ask the students what letter it is. Ask them what sound "a" makes (ah, like apple). Practice the short a sound.
- **Pair brainstorm:** In pairs, have them write down as many words as they can that have a short a sound (like cat, hat, bat, etc). See what group has the most.
- Choose 1 student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
The man is fat.
- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
Sam is mad.

- Choose two more students to come write each sentence on the board to check and practice reading together.

4. Core Text (7:30-8:30)

Student book page 40-41 (7:30-8:00)

- Follow the directions for Part 1 and 2
- Skip Part 3

Pre-cut money flashcards (see English 2 basket) (8:00-8:30)

- Hand out pre-cut flashcards to pairs (coin, the word, the number):
Penny, nickel, dime, quarter, half-dollar, dollar, five dollars, ten dollars
- In pairs, they need to match the picture of penny, with the word penny, and the amount of .01. Do penny as a class.
- After that, each pair matches the money until finished.
- When the class is finished, ask them "How much is a penny?" "How much is a nickel?" "How much is a dime?" "How much is a quarter?" "How much is a half-dollar?"

Class Lesson Plan 14

Objective: Money

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Dictate all ten short "a" words to students. Write "a" on the board. Have students practice the short a (apple) sound.
- 1. Bat 2. Cat 3. Fan 4. Sat 5. Map 6. Gas 7. Fast 8. Black 9. stamp 10. Hand
 - To check, write the numbers and a line for the word horizontally across the board.
Ex: 1. _____ 2. _____ 3. _____, etc)
 - Assign a number to each student and have them come up to the board and write the word on the line.
 - Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters).

4. Core Text (7:30-8:30)

Flashcard 147 (see Worksheet tab) (7:30-8:00)

- Divide class into 4 teams. Use school coins if they're available - see ELC office for coins.
- Each team finds three different ways to buy the fruit using different coins. For example: The banana team can buy bananas with 2 dimes, 4 nickels, or 1 dime and 2 nickles.
- Call each team up to tell the class how they can buy the fruit.

Workbook 1 page 38-39 Part A and B (8:00-8:30)

- Follow directions.

Class Lesson Plan 15

Objective: Money

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat: Lesson 4, Sam is late to work (p12-13)
- Ask the students to say what they see in each picture. Talk as a class.
- Teacher reads the whole story.
- Teacher reads one line, students repeat.
- Check for understanding.
- Have students read the story by themselves until 7:30.

4. Core Text (7:30-8:30)

Flashcard 99 (see Worksheet tab): Check dictation

(7:30-8:00)

- Write the check on the board. Review the name, address, phone number, and different line meanings.
- Dictate date of the check. Use today's date.
- "Pay to the order of ELC School."

- "On the memo line, write 'school book'."
- Have them write their signature.

Student book page 42, Part 1-3 (8:00-8:30)

- Follow directions

Class Lesson Plan 16

Objective: Assessment time and money

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 4: page 13
- Teacher reads a line and students repeat.
- Teacher starts at the beginning. Tell students you're going to read one word from each sentence and they need to circle it.
- MODEL: Teacher writes sentence 1 on the board: Sam is mad. He is very mad. Teacher says the word Sam and circles.
- Number 2 "circle work."
- Number 3 "circle van."
- Number 4 "circle bus."
- Number 5 "circle fun."
- Number 6 "circle go."
- Number 7 "circle not."
- Number 8 "circle run."
- Number 9 "circle late."
- Number 10 "circle boss."

- Work with a partner to complete page 14
- Check as a class

4. Workbook 1 page 44-45 (7:30-8:30)

- Have students do page 44-45 by themselves. They have 30 minutes to complete. Do number 1 and 2 as examples and then let them finish the rest independently.
- At 8:00 stop the students and tell them you're going to go over the questions together beginning with question 1. But, now you're also going to fill in the bubble sheets on the side. If their answer isn't correct, ask the students to change it. Bubble together as a class. Write ABCD on the board so they have a model of bubbling.

Class Lesson Plan 17

Objective: Clothing

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 104, short "u"

- Follow directions. Write the letter "u" on the board. Ask what the name of the letter is. Ask what sound it makes. Have the students practice making the "u" sound—as in "under." You can give the example of a sound you make if you get punched in the stomach!

Notebook dictation

- Dictate 10 short "u" words. Have students write the whole word in their notebooks.
- 1. Sun 2. Gum 3. Up 4. Tub 5. Cut 6. Pup 7. Rug 8. Hug
9. Bus 10. Gus
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters (except for maybe Gus).

4. Core Text (7:30-8:30)

Student book page 68-69 (7:30-8:15)

- Part 1, 2, and 3: Follow directions.
- Part 3: Write and model the question on the board:
“What color is the jacket?” “It is brown.” (singular)
“What color are the socks?” “They are blue.” (plural)

Writing (8:15-8:30)

- Using the pictures and vocabulary from page 68 and 69 have the students write what 2 classmates are wearing.
(Alberto is wearing _____. Asha is wearing _____.)
- Have the students read and check with a partner.
- Have the students read to the class and have the class guess who is wearing the clothing described.

Class Lesson Plan 18

Objective: Clothing

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Board Relay

- Divide students into two equal teams. Tell them you (teacher) are going to say a word and the first person in each team will come quickly to the board to write it. The person who writes the fastest gets a point for their team.
- Put the letter "u" on the board. Ask the students what letter it is. Ask them what sound it makes (short u like up). Have the students make the sound.
- Begin the game.
- Read: 1. Sun 2. Gum 3. Up 4. Tub 5. Cut 6. Pup 7. Rug 8. Hug 9. Bus 10. Gus

Sentence Dictation

- Dictate the sentences to the students slowly. Repeat as many times as necessary.
 1. The sun is up.
 2. A bug is in a rug.
 3. Gus is on the bus.
- Tell students to circle the words that have the "u" sound in each sentence.

4. Core Text (7:30-8:30)

All-Star Workbook 1 page 62 (7:30-8:00)

- Use the pictures from Student book page 68 and 69 to review clothing names and colors.
- Page 62: Part A: As a class, fill in the singular and plural chart. Write the chart on the board and have students come up and write the words in the correct column. You may want to explain singular means 1 and plural means 2 or more.
- Part B: Do together as a class filling in **is** and **are**.

Writing: (8:00-8:30)

- When exercises are completed, ask students to write 4 sentences about what they are wearing. Model with yourself first and write on the board what you're wearing. Ex: I am wearing blue jeans. I am wearing a pink shirt. I am wearing white socks, etc. Emphasize color before the clothing words (adjective before noun).
- Have students read in groups of 3 or 4.

Class Lesson Plan 19

Objective: Clothing

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 5: page 16-17
- Look at the two clocks at the top of the story. What time is the first clock? (write on board) and what time is the second clock? (write on board). Talk about Sam's face. How is he feeling? Discuss the word *problem*. What does problem mean?
- Teacher reads the whole story.
- Ask basic comprehension questions to students around the word *not*. What does it mean, "The bus is not fast?" What does it mean "Sam is not happy?"
- Teacher reads a line, and students repeat.
- Have students partner together and take turns reading sentences.
- Have students answer the questions on page 17.
- Read and check together.

4. Core Text (7:30-8:30)

Student book page 70-71 (7:30-8:00)

- Part 1: Follow directions. Focus on the action words with teacher demonstrating # 8-14 (“come into”—Teacher will come into the room, talking, leaving, etc.)
- Skip Part 2.
- Skip Part 3.

All-Star Workbook 1 page 65: D and E (8:00-8:30)

- Do together as a class filling in the *be* verbs.
- Complete Part E chart on the board together.

Class Lesson Plan 20

Objective: Clothing

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 5: page 16, 18, 19
- Review the story. What does NOT mean? Give several examples: Sam is not happy; The bus is not fast; The bus is not fun.
- Teacher reads the whole story.
- Teacher reads a line, and students repeat.
- Have students partner together and take turns reading sentences.
- Page 18 and 19: Pick the correct word together and students write it in the blank.
- Go around the room and have each student read a sentence to check.

4. Core Text (7:30-8:30)

Student book page 72-73 (7:30-8:15)

- Part 1: Follow directions.
- After you finish Part 1, go back and ask each student, "How much is the t-shirt?" Have them point to the tag and say, "\$5.00." Continue through all of the clothes.
- Go back again and practice the color for each of those items.

Guessing Game (see Worksheet tab)

- Based on Part 1: Teacher asks questions and writes student answers on board: (Hand out worksheet)
 1. What is medium and purple?
 2. What is small and yellow?
 3. What is large and brown?
 4. What is green and costs \$15.00?
 5. What is yellow and costs \$20.00?
 6. What is small and costs \$5.00?
 7. What is blue and costs \$25.00?
 8. What two things are yellow?
 9. What two things are medium?
 10. What two things are small?

Student book Casas practice page 80 (8:15-8:30)

- Teacher reads the following questions and students circle A, B, or C. Teacher repeats the question two times. This is a tough exercise for students and takes time to explain what the question is asking.
 1. How much is the sweater? (\$15)
 2. What color is the shirt? (brown)
 3. What is he doing? (he's leaving)
 4. What size is the dress? (a small)

5. Is this coat on sale? (yes, it is)
6. What size is the skirt? (it's extra-large)
7. What color is the sweater? (it's a green sweater)
8. Are the shoes large? (yes, they are)

Class Lesson Plan 21

Objective: Food

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Write the letter "u" on the board. Ask the students what letter it is. Ask them what sound "u" makes (uh-like up-or like you're getting punched in the stomach). Practice the short "u" sound.
- **Pair brainstorm:** In pairs, have them write down as many words as they can that have a short "u" sound (like hug, bus, up, etc). See what group has the most.
- Choose 1 student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
Gus has a cup.
- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
The bus is fast.

- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
Gus has a taxi.
- Choose three more students to come write each sentence on the board to check and practice reading together.

4. Core Text (7:30-8:30)

Student book page 84-85 (7:30-8:15)

- Part 1: Follow directions. Write the words next to the pictures. Next to the light bulb picture in each category, write another food as a class. Teacher may need to help generate ideas.
- For example: Grain: crackers, enjera, tortillas
Dairy: ice cream
Meat: pork, beef

Get Up and Talk (see Worksheet tab) (8:15-8:30)

- Have students walk around the room and ask a question to a different person every time. The students only need to read the questions, answer the questions out loud, and check the correct box. Model the activity with a few students first.

Class Lesson Plan 22

Objective: Food

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Dictate all ten short "u" words to students. Write "u" on the board. Have students practice the short "u" (up) sound.
- 1. Jump 2. Plug 3. Duck 4. Luck 5. Lunch 6. Shut 7. Sunday 8. Stuck 9. Must 10. under
 - To check, write the numbers and a line for the word horizontally across the board.
Ex: 1. _____ 2. _____ 3. _____, etc)
 - Assign a number to each student and have them come up to the board and write the word on the line.
 - Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters).

4. Core Text (7:30-8:30)

Student book page 86 (7:30-8:00)

- **Part 1:** Ask student what they see in the picture (ex: A woman is shopping. A man is reading. A man is mopping the floor, etc.)
- **Part 2:** Follow directions.

Writing in groups (8:00-8:30)

- Divide the students up in groups of 3 or 4. Have them work together to write 5 sentences about the picture.
- Each group can bring their paper up and read the sentences to the class.

Class Lesson Plan 23

Objective: Food

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 6: page 20-21
- Ask the students if they remember the story from last week. How was Sam feeling? What was Sam's problem? (the bus)
- Teacher reads the whole story.
- Ask basic comprehension questions to students about the story.
- Teacher reads a line, and students repeat.
- Have students partner together and take turns reading sentences.
- Have students answer the questions on page 21.
- Read and check together as a class.

4. Core Text (7:30-8:30)

Student book page 88 and 89 (7:30-7:50)

- Part 1: Follow directions.
- Skip Part 2.
- Skip Part 3.

All-Star Workbook 1 page 82 (7:50-8:30)

- Follow directions.

Class Lesson Plan 24

Objective: Food

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 6: page 20, 22
- Review the story. Ask the students what they remember from yesterday about the story.
- Teacher reads the whole story.
- Ask basic comprehension questions to students about the story.
- Teacher reads a line, and students repeat.
- Have students partner together and take turns reading sentences.
- Page 22: Teacher dictates words and students write them on the lines.
 1. Fat
 2. Mad
 3. Cup
 4. Bug
 5. Hat
 6. Run
 7. Rug
 8. Bug
 9. Van
 10. man

4. Core Text (7:30-8:30)

Student book page 90 and 91 (7:30-8:10)

- Part 1: Write the categories on the board: Food, Ray's Supermarket, Ford's Supermarket.
- As a group, using the food listed in Part 1, write in the price and amount of each food.
- Teacher asks random questions, such as "How much are the green beans at Ray's?" "How much is the chicken at Ford's?" etc.

All-Star Workbook 1 Casas practice, page 90 (8:10-8:30)

- Teacher writes the question on the board for number 1 and the choices. Give students a few minutes to choose an answer and then discuss it with the class. Emphasize question words (how much, when, where, how many).
- When #1 is finished, then write #2. Give a few minutes, choose and discuss. Continue through 5, one at a time.

Class Lesson Plan 25

Objective: Families

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 105 ; "u" and "a" together

- Look at the pictures together and write the word. See what the students can do by themselves. Go back and check together. You can even have the students come up to the board and write the words on a line to check both spelling and writing.

4. Core Text (7:30-8:30)

Student book page 100-101

Part 1(7:30-7:45):

- Listen and repeat the 14 family words.
- As you read the word, have them look and point at the picture carefully. **DO NOT REFER TO THE PICTURES BY NAME!** Only refer by the family name (i.e. husband, wife).

Writing family names (7:45-8:15)

- Do not make a chart as the book directs. Instead, when you're finished reading through the words, go back and write each family name under the correct picture together.
- Check for understanding, and you may want to draw the pictures on the board and label with them. You should also walk around the room and check to make sure they are labeling correctly.

Asking Questions about family (8:15-8:30)

- When you have finished labeling the questions, randomly ask 7 questions with, "What is number 8?" (son).
- Then, ask 7 more questions with, "What number is brother?" (10).

Class Lesson Plan 26

Objective: Family Activities

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Sam and Pat page 23.
- Have the students try and write the short u words by themselves. If they don't seem to know a lot of the words, then you can say the word and they can write the word on their papers. Have students write the words on the board to check. Read together.
- Dictate sentences:
 1. Pat can go in the taxi.
 2. Gus has a fat cat.
 3. The bus is fun.

4. Core Text (7:30-8:30)

Student book page 102-103. (7:30-8:00)

- Part 1: Follow directions.

Ask them what jobs they do. (8:00-8:15)

- Write on the board, "What job do you do?" Practice saying together.
- Then write on the board, "I _____." Model an activity. "I make the bed."
- Have the students go around the room and one at a time ask the question to the next person and the next person answers with an activity.

Write sentences (8:15-8:30)

- Have the students choose which activities out of the 9 they do and write complete sentences about them.
- Ask for volunteers to read their sentences when they are finished writing.

Class Lesson Plan 27

Objective: Families

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 10: page 36-37
- Look at the pictures. Talk about what the students see in each picture one by one.
- Teacher reads the story 2 times through.
- The first time, have the students follow along with the words.
- The second time, have the students point to the pictures that match as you read (they don't match perfectly).
- *NEW! Teacher reads a line, students repeat the line.*
- *Teacher asks 1 student to read the line by him/herself.*
- *Then Teacher asks, "What word in #1 has a short "a" sound?"*
Circle the words together.
 1. Sam, fast
 2. Has
 3. Has, pants
 4. Has

5. Has, jacket, hat
6. (No A)
7. Taxi
8. Sam, taxi
9. Sam, fast
10. Sam

4. Core Text (7:30-8:30)

Family Worksheet #1 (see Worksheet tab) (7:30-8:15)

- Review family words on the board: husband, wife, mother, father, daughter, son, sister, brother
- Have the students look at the word box and sort the family words by gender. Check together. Have students come up to the board and write one word under men or women.
- Model the second part of the paper: I am a _____.
- Have the students write about themselves in complete sentences.
- Have the students read their sentences to a partner.
- Go around the room and ask about two family members at a time. For example: "Are you a husband or a wife?" (write on the board). Every student asks and answers "I am a wife." "I am a husband." "No, I'm not." (Write choices on the board).
- Ask brother/sister; mother/father; son/daughter

Student book page 106 (8:15-8:30)

- Read Story 1 about Pilar. Teacher reads to the class.
- Part 1 Graph: Show students name: Pilar. Marital Status: Married. Lives with: Husband and two children.

- Read Story 2; Fill in Boris's graph together.
- Assign Stories 3 and 4 (with graph) as homework.

Class Lesson Plan 28

Objective: Families

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

- Sam and Pat—Lesson 10: page 36-38
- Look at the pictures. Talk about what the students see in each picture one by one.
- Teacher reads the story 1 time.
- Go around the room and each student reads one number. Read story again if there are more students than numbers.
- Have the students circle the short u words in the story. Have them dictate the words to you and write them on the board to check.
- Pg 38: Follow directions. Do together and then ask for a volunteer to write on the board.

4. Core Text (7:30-8:00)

Family: Do you have? Worksheet (see Worksheet tab)

- Review family names.
- Model the question, "Do you have a _____?"
- Model the two possible answers, "Yes, I have a _____."
"No, I don't have a _____."
- Read the questions on the worksheet together. Ask individual students to read specific numbers.
- Have the students work by themselves to write the answers. Walk and around and check the students and correct when needed.
- When they are finished, partner the students together. Have one student read the questions and the other student answers the questions. Then switch.
- Finally, have the students go around the circle and ask a question to the person next to him/her. The person answers and asks the next person in the circle.

All-Star Workbook 1 page 100, Part A and B (8:00-8:30)

- Follow directions. Complete as a class.

Class Lesson Plan 29

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 108, short "o"

- Follow directions. Write the letter "o" on the board. Ask what the name of the letter is. Ask what sound it makes. Have the students practice making the "o" sound-- like for mop. You can show the students how your mouth looks like an "O" when you make the sound!

Notebook dictation

- Dictate 10 short "o" words. Have students write the whole word in their notebooks.
- 1. mop 2. stop 3. job 4. pop 5. sock 6. clock 7. chop 8. stock 9. pot 10. box
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters (except for maybe Gus).

4. Core Text (7:30-8:30)

Student book page 116-117 (7:30-8:15)

- Teacher reads the word; students repeat and find the word in the picture on page 117.
- Part 2: Teacher writes on the board chart with "I have one... I have two... I have ten...."
- As a class complete the chart (on the board and in their books).

All-Star Workbook 1 page 108, Part A (8:15-8:30)

- Write the words on the correct lines for the body parts either in pairs or individually.

Class Lesson Plan 30

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Board Relay

- Divide students into two equal teams. Tell them you (teacher) are going to say a word and the first person in each time will come quickly to the board to write it. The person who writes the fastest gets a point for their team.
- Put the letter "o" on the board. Ask the students what letter it is. Ask them what sound it makes (short o like mop). Have the students make the sound.
- Begin the game.
 - Read: 1. mom 2. stop 3. job 4. chop 5. sock 6. clock 7. chop 8. shop 9. pot 10. box

Sentence Dictation

- Dictate the sentences to the students slowly. Repeat as many times as necessary.
 1. I shop for a mop.
 2. Mom has a job.
 3. I lost my sock.
- Tell students to circle the words that have the "o" sound in each sentence.

4. Core Text (7:30-8:30)

Student book page 118-119 (7:30-7:45)

- Skip Part 1
- Part 2: Tell students all the people in the picture are sick and at the doctor's office.
- Read the new words together: 1. Headache
- Have students find the picture and repeat the word.
- Finish through stomachache.

Write Sentences (7:45-8:15)

- When the students finish, go back to #1. Look at the picture. Ask the students, "He or she?"
- In their notebooks, have them write, "She has a headache."
- Continue through #8, asking he or she and writing the sentences in their notebooks.

Review (8:15-8:30)

- Teacher asks, "What's the matter in number 1?" Students respond, "She has a headache." (Full sentences expected.)
- Continue until finished.

Class Lesson Plan 31

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat: Lesson 22 (page 96-97)

- Look at the pictures.
- Tell the students Sam is sick.
- Picture 1: What's the matter?
- Ask students to identify body part (back).
- Picture 2: Ask students, "What's the matter?"
- Ask them to identify the body part (hip).
- Picture 3: "What's the matter?"
- Ask them to identify neck.
- Picture 4: Ask question, identify leg.
- Read the story line by line as students listen.
- Sentence 4, students circle the word back.
- Sentence 5, hip.
- Sentence 6, neck.
- Sentence 7, leg.

- After sentence 10, ask the students, "What should Sam do?" Elicit response, "Sam can call the doctor."
- Sentences 1-10: Teacher reads; students repeat, line by line.

4. Core Text (7:30-8:30)

All-Star Workbook 1 page 111 Part D (7:30-8:00)

- Write the medical history form on the board line by line as you go.
- Read the medical history form together. Talk about the medical history form line by line. Ask students questions along the way (ex: What is the first name of the patient?)
- Answer the questions together when you've finished going over the chart carefully.

All-Star Workbook 1 page 110 Part C (1-4) (8:00-8:15)

- Part C: Follow directions.

Stand Up and Talk About Health worksheet (see worksheet tab) (8:15-8:30)

- Read questions together as a class.
- Have students stand up and talk to their classmates. One classmate for every number. They need to ask the question, and the other person needs to answer, Yes, I do or No, I don't.

Class Lesson Plan 32

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-8:10)

Sam and Pat: Lesson 22 (96-100)

Review (7:00-7:10)

- Review pictures.
- Review sentences 1-10. What's wrong with Sam?
- Teacher reads, students repeat.

New Sentences (7:10-7:30)

- Page 98: Sentences 11-20: Teacher reads, students listen.
- Teacher reads, students repeat line by line.

Page 99 (7:30-7:50)

- Write Yes or No together as a class. Have students read sentences.

- Ask the students, "What sentence in the story tells you the answer?" for each question. Help students refer back to story for each question. It will be a little difficult.

Page 100 (7:50-8:10)

As a class write the sentences next to the picture. Write on the board.

1. Sam has a pain in his neck.
2. He has a pain in his leg.
3. He has a pain in his back.
4. He is in bed.
5. Sam calls the doctor.

4. Core Text (8:10-8:30)

Flashcard 197 (see Worksheet tab)

Medical form

- Review personal information words.
- Complete together.

Class Lesson Plan 33

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Write the letter "o" on the board. Ask the students what letter it is. Ask them what sound "o" makes (ah—like octopus). Practice the short o sound.
- **Pair brainstorm:** In pairs, have them write down as many words as they can that have a short o sound (like mop, pot, stop, etc). See what group has the most.
- Choose 1 student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
I shop for pop.
- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
I cook in a pot.

- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
October is not hot.
- Choose three more students to come write each sentence on the board to check and practice reading together.

4. Core Text (7:30-8:30)

Student book page 122-123 (7:30-8:15)

- Part 1: Follow directions. Listen and repeat new words.
- Write the safety warnings under the picture. (For example: 1. Flammable 2. Poison)
- Discuss the meanings of the words with the students.
- Part 2: Follow directions.

All-Star Workbook page 114 (8:15-8:30)

- Tell the students we're going to look at these vocabulary words: heat, contains, flush, avoid
- Find them in the ads below and discuss their meanings.

Class Lesson Plan 34

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Dictate all ten short "o" words to students. Write "o" on the board. Have students practice the short "o" (on) sound.
- 1. block 2. boss 3. stock 4. shot 5. rock 6. lost 7. jock 8. cost 9. doctor 10. off
 - To check, write the numbers and a line for the word horizontally across the board.
Ex: 1. _____ 2. _____ 3. _____, etc)
 - Assign a number to each student and have them come up to the board and write the word on the line.
 - Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters).

4. Core Text (7:30-8:30)

All-Star Workbook page 114 (7:30-8:00)

- Review the words from Part A in the ads.
- Answer the questions in Part B.

All-Star Workbook page 116 (8:00-8:30)

- Read the story in Part A.
- Answer the questions in Part B.

Class Lesson Plan 35

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 14 (page 77)

- Explain to the students that Pat is making a appointment because she feels sick. She is talking to a secretary. Ask the students what a secretary does. And where does a secretary work?
- Choose a good reader to model the dialogue with you.
- After you read, ask these questions:
What is Pat's problem?
What day is her appointment?
What time is her appointment?
- You read a line, students repeat.
- You be "Pat" and the students be "Secretary" and chorally read the dialogue. Switch parts.

- Assign half of the class to be "Pat" and the other half "Secretary" and have the class chorally read the dialogue together.
- Pair students together and have them practice both parts.

4. Core Text

All-Star Workbook page 117 (7:30-8:30)

- Review the story of page 116 about Peter's accident from yesterday. (Front/Back copies)
- Page 117, Part D: Complete the accident form together.
- Part E: Answer the questions 1-6.

Class Lesson Plan 36

Objective: Health

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:45)

Sam and Pat Book 2: Lesson 14 (page 77)

- Explain to the students that Pat is making an appointment because she feels sick. She is talking to a secretary.
- Choose a good reader to model the dialogue with you.
- Read a line and have students repeat.
- Partner students together. Have them practice both parts.
- Ask for the pairs to read to the class one at a time.

Pat Makes an Appointment: cloze worksheet

- Pass out worksheet.
- Have students use the reading to fill in the missing words on the worksheet.

Page 78, Book 2! (7:30-7:45)

- Follow directions.

4. Core Text (7:45-8:30)

All-Star Workbook page 120-121

- Do together.
- Read the ad first for questions 1-5.
- Look at the accident report for questions 6-10.

Class Lesson Plan 37

Objective: Home

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Write the letter "o" on the board. Ask the students what letter it is. Ask them what sound "o" makes (ah—like octopus). Practice the short "o" sound.
- **Pair brainstorm:** In pairs, have them write down as many words as they can that have a short o sound (like mop, pot, stop, etc). See what group has the most.
- Choose 1 student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
I put my socks on at eight o'clock.
- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
My job is to chop vegetables.

- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
I mop in the shop.
- Choose three more students to come write each sentence on the board to check and practice reading together.

4. Core Text (7:30-8:30)

Student book page 138-139 (7:30-8:30)

- Part 1: Follow directions. (7:30-7:35)
- Part 2: Follow directions (7:35-8:00)
- Part 3: Follow directions (8:00-8:30)

Class Lesson Plan 38

Objective: Home

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Dictate all ten short "o" words to students. Write "o" on the board. Have students practice the short "o" (on) sound.
- 1. block 2. boss 3. stock 4. shot 5. rock 6. lost 7. jock 8. cost 9. doctor 10. off
 - To check, write the numbers and a line for the word horizontally across the board.
Ex: 1. _____ 2. _____ 3. _____, etc)
 - Assign a number to each student and have them come up to the board and write the word on the line.
 - Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters).

4. Core Text (7:30-8:30)

Student book page 144, CASAS practice (7:30-8:00)

- Teacher reads sentences 1-8 and students choose correct answer. Teacher should repeat three times for each question.
 1. There is a sink in my bathroom.
 2. There is a closet in my bedroom.
 3. There is a car in my garage.
 4. He falls down the stairs.
 5. Where is the TV?
 6. Does the apartment have a bathtub?
 7. Do you live in a house?
 8. What is the rent?
- Check together when finished.

All-Star workbook page 122 (8:00-8:30)

- Part A: Students do not write about their own home, just put the furniture in the correct categories in the chart.
- Write the chart on the board; do together. Some furniture can go in multiple rooms.

Class Lesson Plan 39

Objective: Home

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 1: Lesson 19 (page 78-80)

- Look at the pictures as a class. Ask the students what they see in each picture one at a time.
- Review market is the same as supermarket.
- What jobs are at the supermarket?
- Teacher reads the story.
- Teacher reads again and students point to corresponding pictures (as best they can).
- Teacher reads line by line and students repeat.

Page 80

- Read about job ad and answer questions. Look at the pictures on page 78 for help with the job ad.
- Answer the questions together.
- Have students write the answers on the board

4. Core Text

All-Star Workbook page 122 (7:30-7:45)

- Part B: Look at the picture. Read sentences 1-6 together. Circle true or false.

All-Star Workbook page 125, Part F (7:45-8:05)

- Together, look at the ad. Answer the questions 1-5.

All-Star Workbook page 134, CASAS practice (8:05-8:30)

- Read the 4 ads and answer the questions together.

Class Lesson Plan 40

Objective: Home

1. Calendar (6:45-6:55)

- Students write the date on the top of their notebook page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:45)

Sam and Pat: Lesson 19 (pg 78-79, 81) (7:00-7:30)

- Review the story. Look at the pictures as a class. Ask the students what they see in each picture one at a time.
- Teacher reads line by line and students repeat.
- Teacher puts students in pairs. Students alternate reading lines to complete the story and then switch and read again.
- When the students have finished, go around the room and each student reads one sentence until the story is finished.

Page 81 (7:30-7:45)

- Students look at the picture and write the sentence that matches. Students work independently. Do number 1 together as a class first.

4. Core Text (7:45-8:30)

Student book page 142-143 (7:45-8:20)

- Part 1: Follow directions. Review words on bills.
- Part 2: Do as a class. Look at bills on page 142.
- Part 3: Complete the checks together.

Write a list of bills every month (8:20-8:30)

- Have students write a list of bills they have to pay every month. You can brainstorm together. Ask them how they pay them? Check, money order, etc.

Class Lesson Plan 41

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 95; "a" and "o" together

- Students listen and write the correct vowel:
1. Cab 2. Pot 3. Ran 4. Pat 5. Jock 6. Lock 7. Map
- Check on the board together.

Short Relay

- Divide students into two groups. One person from each group will go up to the board and write the word you say. The first person to write it correctly wins a point.
1. Map 2. Mop 3. Pat 4. Pot 5. Cap 6. Cop 7. Black 8. Block 9. Last 10. lost

4. Core Text (7:30-8:30)

Student book page 148-149 (7:30-8:00)

- Part 1: Follow directions. Write the words above the pictures.
- Skip Part 2
- Skip Part 3

Write in notebooks (8:00-8:20)

- Have students copy the sentences from the student book into the notebook. (Ex: A chef cooks food)

Job Talk (8:20-8:30)

- Go through each job. Ask who can fix cars and write a sentence for the student and job on the board. (Ex: Jose can cook food). Read together.

Class Lesson Plan 42

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sentence dictation: a/o/u

- Review sounds for short "a," "o," and "u."
- Dictate sentences for students to write down:
 1. Sam is on the bus.
 2. Pat is in the van.
 3. Gus has a taxi.
 4. Do you have a job?
 5. Where is the bus stop?
- Have students come up to the board and write the sentences to check and read as a class.

4. Core Text (7:30-8:00)

All-Star workbook page 138 (7:30-8:00)

- Ask students to look in the student books again to review on page 148-149.

- Follow directions for the whole page in workbook.

Page 139, Part C

- Answer the questions. Read to the class when finished.

Job Application: Longman ESL Literacy Flashcard 219, page 183 (see Worksheet tab) (8:00-8:15)

- Review personal information vocabulary.
- Fill out personal information section of job application.
- If students have/had a job and they know the information, they can fill in. Otherwise, don't worry about filling in the past work history.

Job Application CASAS practice (same card) with additional worksheet (Job application CASAS practice -- see worksheet tab) (8:15-8:30)

- Read the questions and answer together.

Class Lesson Plan 43

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat: Lesson 20 (page 85 and 87)

- Ask a student to model the dialogue with you.
- Review the story from last week verbally—Sam got a job at the supermarket.
- Model several times. Make sure to tell students who is Sam and who is Pat in the dialogue.
- Ask the students what good news Sam is telling Pat.
- Emphasize the words: mop, bag, and stock (his job).
- Ask: What day can he start? What time does he go to work? What time does he finish work? Is Sam happy or sad? Is Pat happy or sad?
- Read the line and have the students repeat.
- Divide the class into two parts for choral reading. Have one part read Pat and the other Sam. Switch when finished.

- If time, Teacher takes one part and students take the other part.

Page 87

- Model writing answers to "What is a good job for you?" on the board.
- Have students complete the page, answering the questions.

4. Core Text (7:30-8:30)

Student book page 158 (7:30-8:00)

- Part 1: Follow directions.

Student book page 150-151 (8:00-8:30)

- Fill in the job chart on page 150 together. Write the chart on the board.
- Write the name of the job for the first ad on the board and circle the job name. Ask students to circle the name of the job in their notebooks.
- Continue through all the jobs.

Class Lesson Plan 44

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat: Lesson 20 (page 85-86)

- Ask a student to model the dialogue with you.
- Review the story from last week verbally—Sam got a job at the supermarket.
- Model several times. Make sure to tell students who is Sam and who is Pat in the dialogue.
- Read a line and the students repeat.
- Pair the students together and let them practice reading the dialogue together several times. Have them switch parts.
- Ask for volunteers to come up to the front and read the dialogue to the class. Make sure and clap for each group that reads to the class.

Page 86

- Complete as a class.

4. Core Text (7:30-8:30)

Stand Up and Talk about Jobs! Worksheet (*see Worksheet tab*) (7:30-7:50)

- Review asking names and spellings.
- Review "Yes, I do." "No, I don't."
- Have students stand up and talk to 12 different people to find out their names and if they have a job.

Longman ESL Literacy Flashcard 215, page 174 and Time Sheet Casas practice worksheet ---*see Worksheet tab for both of these---* (7:50-8:10)

- Together as a class look at the time sheet and answer the questions on the worksheet.

Longman ESL Literacy Flashcard 216, page 175

Empty Time Sheet ---*Worksheet tab---*

- Dictate the following information for students to write in their empty time sheets. Walk around and check as you dictate.
- Company: ABC Company
- Employee: Bob Black
- Date: Today's date with numbers (ex: 8/4/08)
- Tell students that Bob doesn't work on Sunday.
- Monday he goes in to work at 9:00am.
- He goes out for lunch at 12:00pm.
- He comes back from lunch at 1:00pm.
- He goes home at 4:00pm.
- Model that strip on the board and where you write the numbers in the chart.

JUDI clocks --Level 2 basket --

- Students show what time Bob comes in.
- They show what time he has lunch, comes back from lunch and goes home.
- Calculate together the total hours for Monday.
- Tell them Bob works the same hours Tuesday-Saturday. They can fill in their charts accordingly.
- Calculate together the total hours Bob works.

Class Lesson Plan 45

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 106, short "I"

- Follow directions. Write the letter "i" on the board. Ask what the name of the letter is. Ask what sound it makes. Have the students practice making the "i" sound-- like for sit. You can show the students how your nose crinkles when you make an "i" sound!

Notebook dictation

- Dictate 10 short "i" words. Have students write the whole word in their notebooks.
- 1. sick 2. fix 3. hit 4. pin 5. sip 6. fig 7. pill 8. his 9. big 10. thin
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters (except for maybe Gus).

4. Core Text (7:30-8:30)

All Star Workbook 1, page 140-141 (7:30-8:30)

- Follow directions.
- Part D is addition. Try it—help as needed.

Class Lesson Plan 46

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Board Relay

- Divide students into two equal teams. Tell them you (teacher) are going to say a word and the first person in each line will come quickly to the board to write it. The person who writes the fastest gets a point for their team.
- Put the letter "i" on the board. Ask the students what letter it is. Ask them what sound it makes (short "i" like sit). Have the students make the sound.
- Begin the game.
 - Read: 1. sick 2. hip 3. pick 4. fish 5. fit 6. sit
7. six 8. chin 9. swim 10. big

Sentence Dictation

- Dictate the sentences to the students slowly. Repeat as many times as necessary.
 1. A big fish swims.
 2. The big pig sits.
 3. His lips are thin.
- Tell students to circle the words that have the "i" sound in each sentence.

4. Core Text (7:30-8:00)

All Star Student Book 1, page 152-153 (7:30-8:30)

- Follow directions.
- Part 2: Read the script (p 184) several times to fill in the information.
- Put the chart at the bottom (At the Job Interview) on the board. Students can write ideas in the chart.
- Have students read their sentences out loud for the class or in groups of 4.

Class Lesson Plan 47

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 1 (page 2-4)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story. Draw pictures for support.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.

4. Core Text (7:30-8:30)

All Star Workbook 1, page 142-143 (7:30-8:30)

- Follow directions.

Class Lesson Plan 48

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 1 (page 2-6)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.
- Complete exercises on page 5-6 together.

4. Core Text (7:30-8:30)

All Star Student Book 1, page 154-155 (7:30-8:30)

- Follow directions.

Class Lesson Plan 49

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Write the letter "i" on the board. Ask the students what letter it is. Ask them what sound "i" makes (ih—like his). Practice the short "i" sound.
- **Pair brainstorm:** In pairs, have them write down as many words as they can that have a short "i" sound (like sip, chip, fish, etc). See what group has the most.
- Choose 1 student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
His dad is sick.
- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
Sam is not thin.

- Choose another student to read a dictation sentence for other students to write in their notebooks.
- Have the student read:
I like milk and chips.
- Choose three more students to come write each sentence on the board to check and practice reading together.

4. Core Text (7:30-8:30)

All Star Workbook 1, page 144-145 (7:30-8:30)

- Follow directions for A-F.

Class Lesson Plan 50

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

- Dictate all ten short "i" words to students. Write "i" on the board. Have students practice the short "i" sound.
- 1. spin 2. lips 3. wind 4. this 5. zip 6. ship 7. thin 8. spit 9. flip 10. brick
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters).

4. Core Text (7:30-8:00)

All Star 1 Student Book, page 156-157 (7:30-8:00)

- Practice the three short dialogues.
- Have students practice in pairs and then perform.

Who Works in Your School? Worksheet ---see Worksheet tab--- (8:00-8:30)

- Brainstorm with the students jobs they see in the school (supervisor, tester, teacher, custodian, driver, computer teacher, math teacher, upstairs workers, etc.)
- Pass out the worksheet. Do the example together.
- As a class, list the jobs in the first column.
- Tell the students they need to work in groups to find the information. They can go to the office and ask, they can look at pictures of people on the wall, they can ask you, they can ask other students, etc.
- They need to fill in the names and then write the sentences in the box.
- Have students read their sentences to the class when finished. Compare answers/people.

Class Lesson Plan 51

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 2 (page 10-11)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story. Draw pictures for support.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.

4. Core Text (7:30-8:30)

All Star Student Book 1, page 159 (7:30-8:00)

- Have students fill in the job application with their own information.
- As a group, go around the class and ask one personal information question to the next student. The next student answers and then asks on. Have students ask different questions each time.

All Star Workbook 1, page 144 (8:00-8:30)

- Follow the directions.

Class Lesson Plan 52

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 2 (page 10-12)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.
- Have students circle the short i words in the story. (They learned them yesterday).
- Complete the activity on page 12 together.

4. Core Text (7:30-8:30)

All Star Workbook 1, page 146-147 (7:30-8:30)

- Follow directions.
- Page 147: C and D

Class Lesson Plan 53

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Sam and Pat page 107, short "e"

- Follow directions. Write the letter "e" on the board. Ask what the name of the letter is. Ask what sound it makes. Have the students practice making the "e" sound-- like for egg. You can show the students how your mouth smiles when you make the "eh" sound. They should all look happy!

Notebook dictation

- Dictate 10 short "e" words. Have students write the whole word in their notebooks.
- 1. egg 2. leg 3. step 4. bet 5. let 6. men 7. send 8. rest 9. nest 10. check
- To check, write the numbers and a line for the word horizontally across the board.

Ex: 1. _____ 2. _____ 3. _____, etc)

- Assign a number to each student and have them come up to the board and write the word on the line.
- Read and check together. Make sure the students can read the word, the word is spelled correctly (let the students tell you if it is or not), and if the letters are written correctly on the line (all the letters sitting on the line except letters like g, y, p AND no capital letters (except for maybe Gus).

4. Core Text (7:30-8:30)

All Star Workbook 1, page 146-147 (7:30-8:30)

- Re-read the story on page 146 about Tatiana's goals.
- Page 147 bottom: Interview a classmate about their goals. They can write sentences about their classmate's goals. Share their answers in groups of 4 and then for the whole class.

Class Lesson Plan 54

Objective: CASAS Practice

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Phonics (7:00-7:30)

Board Relay

- Divide students into two equal teams. Tell them you (teacher) are going to say a word and the first person in each line will come quickly to the board to write it. The person who writes the fastest gets a point for their team.
- Put the letter "e" on the board. Ask the students what letter it is. Ask them what sound it makes (short "e" like egg). Have the students make the sound.
- Begin the game.
 - Read: 1. sell 2. web 3. net 4. men 5. jet 6. bed
7. egg 8. fell 9. red 10. yes

Sentence Dictation

- Dictate the sentences to the students slowly. Repeat as many times as necessary.
 1. The dress is red.
 2. The pen is on the desk.
 3. The men sell eggs.
- Tell students to circle the words that have the "eh" sound in each sentence.

4. Core Text (7:30-8:30)

All Star Student Book 1, page 160 (7:30-8:30)

- CASAS practice
- Part 1: Read the script on page 184. Students choose the correct answer. Read each sentence twice.
- Have students bubble on the answer sheet.
- Check together.
- Part 2: Read the sentences on page 184. Students write what they hear and then answer the questions.
- Check together. Have students write the sentences on the board.

Class Lesson Plan 55

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 3 (page 14)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story. Draw pictures for support.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.

4. Core Text (7:30-8:30)

All Star Student book 1, page 162 (7:30-8:30)

- Part 1: Complete together.

Practice Thank You Cards for Job Interviews

- Tell the students they all applied for the same housekeeping job. The person that interviewed them is Mr. Jones. They applied last Wednesday at 2:30pm.

- Write the information on the board.
- Write the first thank you as a class.

(Today's Date) _____

Dear _____,

I had an interview last _____ at _____. I interviewed for the _____ job. Thank you for this interview. If you have any questions, please call me at (____) _____ - _____.

Sincerely,

- Read together as a class. Keep the example on the board, but erase the blanks.
- Write the new information on the board and have them write their own letters by themselves.

Mrs. Smith

Cashier

Thursday

9:15 am

- Have students read their letters when they are finished.

Class Lesson Plan 56

Objective: Work

1. Calendar (6:45-6:55)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.

2. Greetings and Calendar Talk (6:55-7:00)

- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

3. Reading (7:00-7:30)

Sam and Pat Book 2: Lesson 3 (page 14-15)

- Teacher reads the story and students listen.
- Ask the students to tell you about the story. Draw pictures for support.
- Teacher reads line by line and students repeat.
- Have students pair read, alternating lines. Switch.
- Have students circle the short "e" words.
- Complete activities on page 15 together.

4. Core Text (7:30-8:30)

- **Last Day Activities! Share food, congratulate students for moving up, "review" bingo, other games....your choice!**
- **Have fun!**