

Lesson 1

Objectives:

- Life skill: Introductions; Names and Documents
- Listening & Speaking: Listening to and doing introductions
- Transition & Critical Thinking: Effective Communication
- Literacy: Writing personal introduction and story
- Grammar: Review Simple Present Tense
- Learning Target #3

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 4-5

Make Student Copies

- Grammar in Action Bk 1. Pg. 2-3.

Make Single Copies or Reference

- All-Star 2 Textbook. Transcript. Pg. 176.
- Grammar in Action Bk1. Transcript. Pg. 188 (Unit 1, Pg 2).

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Student introductions (15 mins)
- Activity 2: “What’s his last name?” (30 mins)
- Activity 3: Simple Present Grammar (30 mins)
- Activity 4: Check for understanding (15 mins)

Calendar Question (15 mins)

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

Activity 1: Student Introductions (15 mins)

- Introduce yourself to the class, following this format. Write on the board:

Hi. My name is _____. I am from _____.
 I’ve lived in Minneapolis for _____ years.
 I want to learn English because _____.

- Discuss body language used when meeting new people (handshake, wave, eye contact).
- Have students take a few minutes to write their own introductions in their notebooks. Have them turn to a partner and practice their introduction.

- Now write the following questions on the board:
 - What is your name?
 - Where are you from?
 - How long have you lived in Minneapolis?
 - Why do you want to learn English?
- Model these questions on one or two students.
- Have students practice questions with a partner.
- If there's time, have students introduce a classmate to the class.

Activity 2: “What’s his last name?” (30 mins)

- Pass out All-Star 2 Textbook (Colored Pages). Pg. 4-5
- Go through each new word. Have students listen to you and repeat. Match new vocab to the illustrations.
 - Pronunciation: Give students ample opportunity to pronounce the words. For each, have them listen and repeat at least 5 times. Then write the vocab word on the board and underline the stressed syllable. Try clapping to emphasize the stress:

Birth certificate

- Complete Parts 2-3.
- Window on Grammar: use this exercise to transition into the next activity.
 - Write Simple Present Tense on the board.
 - Complete #1-5 as a class.

Activity 3: Simple Present Grammar (30 mins)

- Warm-Up: Write Simple Present Tense on the board. Ask students if they know what this means. Give examples.
- Pass out copies from Grammar in Action Bk 1. Pg. 2-3.
- Pg. 2: Read transcript through twice. First time: students write their answers; second time students listen and check answers.
- Pg. 9: Students read the story and then write their own to read in front of the class.

Activity 4: Check for understanding (15 mins)

- Ask students: what is a birth certificate? A diploma? A building pass?
- What is Simple Present Tense, and what are some examples of this tense?

Lesson 2

Objectives:

- Life skill: Describing People
- Listening & Speaking: Asking/answering questions
- Transition & Critical Thinking: Effective Communication
- Literacy: Writing a paragraph to describe oneself and others
- Grammar: Simple Present Tense
- Learning Target #5

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 6-7.

Make Student Copies

- Grammar in Action Bk 1. Pg. 4-5.
- All-Star 2 Textbooks (Colored Pages). Pg. 18-19.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Interview/Find Someone Who Worksheet (15 mins)
- Activity 2: “She has curly hair.” (30 mins)
- Activity 3: Simple Present Tense (30 mins)
- Activity 4: Check for understanding (15 mins)

Calendar Question (15 mins)

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

Activity 1: Interview and Find Someone Who (15-30 mins)

- Pass out Grammar in Action Bk 1. Pg. 4-5.
- Part B: Students ask each other the questions and record names under the Yes or No column, and complete writing exercise.
- Encourage students to use **clarifying questions** when they speak with each other or you. Explain to your students the importance of **intonation** and teach a variety of ways to indicate confusion such as the following:
 - I’m sorry. Could you repeat that please?
 - I’m sorry I didn’t hear you. Could you please say that again slowly?
 - You said.... ?
 - Did you say X or Y?
 - Pardon?
 - Excuse me?

- What was that?
- Say that again please?
- I'm sorry, I don't understand what _____ means.
- *Tip: You can role model these questions by having the students say something to you, and then you ask the question – model not only the words but the **tone** of your voice.

Activity 2: “She has curly hair.” (30 mins)

- Pass out All-Star 2 Textbook (Colored Pages). Pg. 6-7
- Go through each new word. Have students listen to you and repeat. Match new vocab to the illustrations.
- Complete Part 2. (Students should not write in the books, just point).
- **Writing Prompt:** Have students write a paragraph describing themselves or someone they know using new vocabulary.
- Window on Grammar: use this exercise to transition into the next activity.
 - Write Simple Present Tense on the board
 - Complete #1-5 as a class.

Activity 3: Simple Present Tense (30 mins)

- Pass out copies of All-Star 2 Textbooks (Colored Pages). Pg. 18-19.
- Discuss the difference between regular and irregular verbs, using the chart at the top of pg. 18.

Activity 4: Check for understanding (5-15 mins)

- Ask students for examples of both regular and irregular verbs.
- Ask students to write a description of you, the teacher, using words they learned today.

Lesson 3

Objectives:

- Life skill: Describing People
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Learning Strategies/Effective Communication
- Literacy: Reading
- Grammar: Simple Present Tense; Adjectives
- Learning Target #9

Materials

Make Student Copies

- “Dish Soap for Dinner” Unit 1 (Day 1) Pg.2-4. See “True Stories Tab.”
- Grammar in Action Bk 1. Pg. 12-15, staple as a packet.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Describing People (45 mins)
- Activity 3: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“Dish Soap for Dinner” Unit 1 (Day 1) Pg.2-4.

- Pre-reading: Follow directions.
- Have the students read the story and circle any words they don’t know.
- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together and check answers.

Activity 2 Describing People (45 mins)

- Pass out Grammar in Action Bk 1 Pg. 12-15.
- Pg. 12: Go through adjectives as a class. Have students work with partners to fill in the blanks. Go through answers as a class.
- Pg. 13: Explain what “Opposite” means. Model the first question in each exercise. Do Part D orally together as a class.

- Pg. 14: Part E: model and then have students complete. Part F: Read from transcript.
- Pg. 15: Skip Part G and do Part H. Students ask a partner a question. As part of their speaking practice have them each say a **clarifying question** before answering. Explain to your students the importance of **intonation** and teach a variety of ways to indicate confusion such as the following:
 - I'm sorry. Could you repeat that please?
 - I'm sorry I didn't hear you. Could you please say that again slowly?
 - You said.... ?
 - Did you say X or Y?
 - Pardon?
 - Excuse me?
 - What was that?
 - Say that again please?
 - I'm sorry, I don't understand what _____ means.
- *Tip: You can role model these questions by having the students say something to you, and then you ask the question – model not only the words but the **tone** of your voice.

Activity 3: Check for understanding (5-15 mins)

- Go back to the list of adjectives on Pg. 12. Give students a spelling quiz.
- Go to Pg. 13, Part B and ask class for the opposite of each adjective you read to them.

Lesson 4

Objectives:

- Life skill: Introductions
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Effective Communication
- Literacy: Reading
- Grammar: Simple Present Tense; doesn't/don't
- Learning Target #2

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 12.

Make Student Copies

- Grammar in Action Bk 2. Pgs. 16; 18.

For Teacher Reference – Vocab Review

- All-Star 2 Textbooks (Colored Pages). Pg. 4; 6; 8.
- Grammar in Action Bk 1. Pg. 12.
- Pictures – see Activity 1 for details.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Review this week's vocabulary (30 mins)
- Activity 2: Introducing People (15 mins)
- Activity 3: Present Tense Practice: doesn't/don't/does (30mins)
- Activity 4: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Review This Week's Vocabulary (30 mins)

- Choose 10 vocabulary words from this week's lessons to review. (See Teacher Reference, above for textbook pages to review).
- Find pictures in Teacher Room to go with the ten review vocab words.
- Write words one at a time on the board and review using the picture prompts with students.
- Have students create a story using 5-10 vocabulary words and share their story with a classmate.

Activity 2: Introducing People (30 mins)

- Dialogue 1: model with one student. Then have students practice with each other. Write each dialogue on the board and switch out the phrases you want to target (those that are highlighted in blue/yellow boxes).
- Dialogue 2: model with two students. Then have students practice with each other. Write each dialogue on the board and switch out the phrases you want to target (those that are highlighted in blue/yellow boxes).
 - *If there is time...as part of their dialogue practice have students review and practice using a **clarifying question** before answering their partner. Explain to your students the importance of **intonation** and teach a variety of ways to indicate confusion such as the following:
 - I'm sorry. Could you repeat that please?
 - I'm sorry I didn't hear you. Could you please say that again slowly?
 - You said.... ?
 - Did you say X or Y?
 - Pardon?
 - Excuse me?
 - What was that?
 - Say that again please?
 - I'm sorry, I don't understand what _____ means.
 - *Tip: You can role model these questions by having the students say something to you, and then you ask the question – model not only the words but the **tone** of your voice.

Activity 3: Present Tense Practice: doesn't/don't/does (30 mins)

- **Grammar in Action Bk 2. Pg. 16.** Review “graph” with students.
- Do #1-4 together.
- Have partners complete #5-11.
- Make sure students are looking at graphs to answer the questions.
- **Creating questions:** Pass out lined paper, and assign a statement from Pg. 16 to each student. Then have students create a question for each statement. Model #1:
 - ***The average person wears a seat belt.***
 - ***Does the average person wear a seat belt?***
 - Have students ask each other the question they created, and their partner will answer using the statement.
- **Grammar in Action Bk 2. Pg. 18 (if there's time).** Part A. Interview. Follow instructions.

Activity 4: Check for understanding (5-15 mins)

- Have students think of one question about a classmate or teacher, and ask a partner that question. The partner should then ask the classmate or teacher for the answer. Focus on reviewing correct usage of “does” and “do” in the formation of the questions.
 - For example:

- Student A: Does Teacher have a car?
- Student B: Teacher, do you have a car?

Lesson 5

Objectives:

- Life skill: Going places around town
- Listening & Speaking: Listening to Classroom Activities
- Transition & Critical Thinking: Navigating Systems
- Literacy: Writing stories using pictures
- Grammar: Present Continuous
- Learning Target #9

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 20-21.

Make Student Copies

- Grammar in Action Bk 1. Pg. 84-85.

Make Single Copies or Reference

- Grammar in Action Bk1. Transcript. Pg. 192 (Unit 10, Pg 85).

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Going Places (45 mins)
- Activity 2: Present Continuous Practice (30 mins)
- Activity 3: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Going Places (45 mins)

- Pass out **All-Star 2 Textbook (Colored Pages)**. Pg. 20-21.
- Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
- List out all the places in the illustrations and have students write them in their notebooks (library, post office, etc.).
- Complete Part 2.
- **Writing Prompt:** Have students write a short story describing two or three of the pictures using the new vocabulary. They can make up names for the people in the pictures. Have students share their writing with a partner or the class.
- Window on Grammar: use this exercise to transition into the next activity.
 - Write Simple Present Continuous on the board

- Complete #1-5 as a class.

Activity 2: Present Continuous Practice (30 mins)

- Pass out **Grammar in Action Bk 1** Pg. 84-85.
- Do Part A.
- Part B-C: Read through transcript 9 (Pg. 192 -Unit 10, Pg 85) twice. Students write names next to people in picture. Complete Part C after students are finished writing names in the picture.
- Skip Part D.
- Part E: As a class, do #1. Then have students work individually on the other questions. Check final answers as a class.

Activity 3: Check for understanding (5-15 mins)

- Go back to the list of phrases in All Star Student Book pg. 20-21. Dictate sentences using those phrases.

Lesson 6

Objectives:

- Life skill: Going places around town
- Listening & Speaking: Listening Activity
- Transition & Critical Thinking: Navigating Systems; Learning Strategies
- Literacy: Taking a test
- Learning Target #9

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 20-21 (review); 22-23; Pg. 32.
- Lined paper for students.

Make Student Copies

- All-Star 2 Workbook (Black/White Pages). Pg. 18-19.
- Grammar in Action Bk 1. Pg. 84-85.

Make Single Copies or Reference

- All-Star 2 Textbook (Colored Pages). Pg. 178, transcript.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Going Places -Review (15 mins)
- Activity 2: How do I get there? (45 mins)
- Activity 3: What do you know? (15 mins)
- Activity 4: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Going Places – Review Vocab (15 mins)

- **All-Star 2 Textbook (Colored Pages).** Pg. 20-21.
- **All Star 2 Workbook (Black/White Pages).** Pg. 18-19.
- Review vocabulary in Textbook, Pg. 20. Then have students complete Workbook pages, 18-19.

Activity 2: How do I get there? (45 mins)

- All-Star 2 Textbooks (Colored Pages). Pg. 22-23.

- List out all the places in the illustrations and have students write them in their notebooks (library, post office, etc.).
- Complete Part 2 -3.
- **Writing Prompt:** Choose a student and write that student's name on the board. Tell students that "Abdi" is at the supermarket and wants to go to the gas station. Have them write directions for Abdi and share them with a partner. After they are finished, write directions as a class on the board.
 - Repeat this exercise using different students' names and with different start/end points.
- Window on Grammar: use this exercise to transition into the next activity.
 - Write Simple Present Continuous on the board
 - Complete #1-5 as a class.

Activity 2: What do you know? (15 mins)

- **All-Star 2 Textbook (Colored Pages).** Pg. 32; transcript Pg. 178.
- Have students listen to you read and write the correct answer on a separate piece of paper.

Activity 4: Check for understanding (5-15 mins)

- Go back to the list of phrases in All Star Student Book pg. 22. Dictate sentences using new vocabulary.

Lesson 7

Objectives:

- Life skill: Going places
- Listening & Speaking: Listening to story for information
- Transition & Critical Thinking: Navigating Systems; Learning Strategies
- Literacy: Reading charts/maps
- Learning Target #2

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 26-27.
- Highlighters of different colors

Make Student Copies

- “I ran for Everyone” Unit 4 Pg.14-16. See “True Stories Tab.”
- All-Star 2 Workbook (Black/White Pages). Pg. 20.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Map Reading (30-45 mins)
- Activity 3: Worksheet (15-30 mins)
- Activity 4: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“I ran for Everyone” Unit 4 Pg.14-16. Tell students to keep their copies for tomorrow’s class.

- Pre-reading: Follow directions.
- Pre-reading: Ask students to turn over the story and take out a piece of paper. Read this sentence to them, and ask them to listen for the answer when you read the story to them. You can also write this sentence on the board.
Every day Jeff puts on an artificial _____.
Read the story slowly two times. Students can write down the answer when they hear it.
- Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.

- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together (Pg. 15) and check answers. Leave Pg. 16 for tomorrow's lesson.

Activity 2: Map Reading (30-45 mins) All-Star 2 Textbook (Colored Pages). Pg. 26-27.

- First ask students if anyone has been to California. Study the map together on Pg. 27, so students understand that they are studying a map of California.
 - Next, ask them what each color line represents (they will need to read the Legend for this)
- Part I, Pg. 26: Do together as a class.
- Part II, Pg. 26: Do the first question together, and then have students work alone or with a partner.
- Window on Math, Pg. 27: Review the information in yellow, and then have students complete questions on their own. Correct as a group.

Activity 3: Worksheet (15-30 mins)

Pass out All-Star 2 Workbook (Black/White Pages). Pg. 20.

- Part A: First have students highlight the arrows they see in the picture. Then have them answer the questions as a group or with a partners. Do the first question together.
- Part B: This is a grammar review for present continuous. First have students complete the matching exercise. Then have them practice asking and answering the questions with a partner.
- Part C: Have students complete this exercise as a speaking activity with a partner. Model the first question with a student. Then have students write complete sentences about their partner, for example:
 - Abdi goes to a shopping center a few times a year.

Activity 4: Check for understanding (5-15 mins)

- Discussion: When do students use maps? Do they often read lightrail schedules or bus schedules? What is most difficult about reading a map? Did they read maps often before moving to Minneapolis?

Lesson 8

Objectives:

- Life skill: Going places
- Listening & Speaking: Listening to story for information
- Transition & Critical Thinking: Navigating Systems; Learning Strategies
- Literacy: Reading charts/maps
- Learning Target #2

Materials

Make Student Copies

- “I ran for Everyone” Unit 4 Pg.14-16. See “True Stories Tab.” (Students should have their copies from yesterday).
- Map of Minneapolis Worksheet with questions (see Worksheets Tab)
- Grammar in Action Bk 1. Pg. 86-87; 184.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Map Reading (30 mins)
- Activity 3: Grammar Practice (30 mins)
- Activity 4: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“I ran for Everyone” Unit 4 Pg.14-16.

- Have students look at the pictures only for the story, Pg. 14.
- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg. 16.

Activity 2: Map Reading, Minneapolis (30 mins) Pass out copies of Minneapolis Map Worksheet, Pg. 1-2.

- Follow instructions on Worksheet.

Activity 3: Grammar Practice (30 mins)

Pass out Grammar in Action Bk 1. Pg. 86-87.

- Explain Part A, Pg. 86, and do the first question together. Make sure students understand they can put “No one.” Add in a #11. Write on the board:
_____ is _____. Students should make up a sentence.
For example, *The teacher is standing in front of the board.*
- Part B, Pg. 86: As a class, walk around the school and have students note on a piece of paper what staff and other students are doing. After returning to the classroom, have students write a paragraph using present continuous to describe what is happening around the building.
- Part C, Pg. 87: Work together as a class to complete the chart. Recreate the chart on the board.
- Part D, Pg. 87: Put students in pairs. Pass out the alternate picture, Pg. 184, to each pair. Follow instructions.

Activity 4: Check for understanding (5 mins)

Look at the Minneapolis map again. Ask students how to get from one place to another. For example, *How do I get from here to Franklin Library?* Students can work together to give directions. Ask a student to write directions on the board using help from the class, too.

Lesson 9

Objectives:

- Life skill: Finances
- Listening & Speaking: Listening to Classroom Activities/Conversation Practice
- Transition & Critical Thinking: Critical Thinking
- Literacy: Defining Words
- Grammar: Simple Past Tense
- Learning Target #8

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 36-37.

Make Student Copies

- Grammar in Action Bk 1. Pg. 124-125.

Make Single Copies or Reference

- Grammar in Action Bk1. Transcript. Pg. 195 (Unit 14, Pg. 125).

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Finances (45 mins)
- Activity 2: Simple Past Tense (30 mins)
- Activity 3: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Finances (45 mins)

- Warm-Up: Tell students you'll be studying the topic of finances this week. Ask them if they create personal budgets for their spending. Talk about your own experience with budgets.
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 36-37.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
 - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.

- Part 2: Model how to complete a question on this chart with a student. Then pair up students and have them complete the exercise with their partner. Walk around the room to assist.
- Part 3: Skip for now.
- Window on Grammar: use this exercise to transition into the next activity.
 - Complete #1-5 as a class.

Activity 2: Simple Past Tense Practice (30 mins)

- Pass out worksheets Grammar in Action Bk 1 Pg. 124-125.
- Do Part A.
 - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part B-C: Read through transcript on Pg. 195 (Unit 14, Pg 125) twice and have students complete Part C.
- Skip Part D.
- Part E: Have students partner up. One student asks the questions first and the other answers; then have them switch. Remind them to use **was** in their questions and answers to indicate a past time period.

Activity 3: Check for understanding (5-15 mins)

- Find Someone Who Activity. All-Star 2 Textbook (Colored Pages). Pg. 36.
- On the board, write:
 - Find someone who
 - Uses a credit card to buy groceries.
 - Pays the electricity bill online.
 - Pays the rent with a check.
 - Uses cash to buy groceries.
 - Ask students write these lines in their notebook for reference.
 - Model the dialogue: “Do you use a credit card to buy groceries?”; “Yes, I do” or “No, I don’t.”
 - Students ask each other the questions until they find someone who fulfills each of the above categories. They should write that person’s name down.

Lesson 10

Objectives:

- Life skill: Finances
- Listening & Speaking: Asking Questions
- Transition & Critical Thinking: Critical Thinking
- Literacy: Writing using Simple Past Tense
- Grammar: Simple Past Tense
- Learning Target #3

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 40-41.

Make Student Copies

- All-Star 2 Textbooks (Colored Pages). Pg. 50-51.

Lesson Preview

- Calendar Question (15 mins)
 - Activity 1: Finances (45 mins)
 - Activity 2: Simple Past Tense (30 mins)
 - Activity 3: Check for understanding (5-15 mins)
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Calendar Question (15 mins)

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

Activity 1: Finances (45 mins)

- Warm-Up: Ask them if they go to a bank and which one. What do they do at the bank? What questions do they have about going to the bank?
- Talk a little about your experience with banking.
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 40-41.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
 - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part 2: Follow instructions.

- Part 3: Write dialogue on the board and model with a student. Then ask students to practice the dialogue with a partner. Erase and change prompts on the board for each of the variations in the book.
 - When students are comfortable with the dialogue, erase dialogue and put only the prompts on the board. Ask students to practice the dialogue using only the prompts to get started. Model with a student first.

Activity 2: Simple Past Tense Practice (30 mins)

- Pass out copies of All-Star 2 Textbooks (Colored Pages) Pg. 50-51.
- On the board, write a column of regular verbs and their past tense forms and then a column of irregular verbs and their past tense forms (you can copy the chart from Pg. 50). Ask students to study this chart and determine what is different between the columns. For example:

I cash – I cashed	I buy – I bought
I talk – I talked	I come – I came
I look – I looked	I eat – I ate

 - Explain that some verbs are considered **regular** and others **irregular**.
- Have students complete Parts 1-2.
- Pg. 51: Listen and Repeat: Go through each form of asking a question in past tense and have students repeat. Ask students what word leads questions in the simple tense as a review (“do”).
- Parts 3-4: follow directions. Students can work in pairs or alone. Check answers as a group.
 - Have students ask a partner the questions they unscrambled from Part 3 on Pg. 51.

Activity 3: Check for understanding (5-15 mins)

- Have students create past tense questions using each of the Wh-/How questions and ask a partner these questions. Have students focus on using past tense verb forms in both questions and answers.
- As prompts, on the board write phrases like: last month, last night, last week, last year, etc..
 - Example: A student asks a partner, “Abdul, what did you do last night?”/ “I ate dinner with friends.”

Lesson 11

Objectives:

- Life skill: Finances
- Listening & Speaking: Listening to a story
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #4

Materials

Make Student Copies

- “The Love Letter” Unit 5 Pg.18-20. See “True Stories Tab.”
- All-Star 2 Textbooks (Colored Pages). Pg. 46-47 – students will be writing on the pages.
- Grammar in Action Bk 2 Pg. 131.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Pay Stubs (45 mins)
- Activity 3: Past Tense Review (15 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“The Love Letter” Unit 5 18-20. Tell students to keep their copies for tomorrow’s class.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg. 19 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together (Pg. 19) and check answers. Leave Pg. 16 for tomorrow’s lesson.

- Discussion: Have students discuss with a partner, Do you like the way this story ended? Why or why not? Go around the room while partners discuss to ask their opinions.
- Summary and Sequence: On the board, write
 - 1)
 - 2)
 - 3)

Ask student to help summarize the story by highlighting three events.

Activity 2: Paystubs (45 mins) All-Star 2 Textbook (Colored Pages). Pg. 46-47.

- Part 1: Do #1 together on the board. Then have students read through and complete exercise on their own. They should write the correct letter on a separate sheet of paper. Correct as a class. Write new vocabulary on the board to discuss:
 - Employee
 - Salary
 - Deducts/deductions
- Part 2: Ask a few general questions about the paystub as a warm-up (“What is the employee’s name? What is his social security number?). Then have students complete exercise with a partner or alone. Correct as a class.
- Part 3: Complete as a class. After finished, have students circle all verbs in the past tense. List verbs on the board for review.
- Window on Math: Discuss deductions. Work together on the first word problem, and then have students complete second problem on their own. Check as a group.

Activity 3: Check for Understanding: Past Tense Review (15 mins)

- Pass out **Grammar in Action Bk 2 Pg. 131**.
- Complete first part of Part B as a class. Have students work on second part alone or in pairs. Check as a group.

Lesson 12

Objectives:

- Life skill: Finances
- Listening & Speaking: Listening to stories and to fill in blanks
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #4

Materials

- All-Star 2 Textbooks (Colored Pages). Pg. 46 – review.

Make Student Copies

- “The Love Letter” Unit 5 Pg.18-20 (see True Stories Tab).
- Lesson 12 Paystub (see Worksheets Tab).
- Grammar in Action Bk 2 Pg. 130-131,133.

For Teacher Reference

- Transcripts, Grammar in Action Bk 2, Pg. 196 (Unit 14, Pg. 130, 131, 133).

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Pay Stubs (30 mins)
- Activity 3: Past Tense Review (30 mins)
- Activity 4: Check for Understanding (5 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“The Love Letter” Unit 5 18-20.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg.20.
- Summary and Sequence: On the board, write
 - 1)
 - 2)
 - 3)

Ask students to help summarize the story by highlighting three events. Students who were absent should listen and write down the summary in their notebook.

Activity 2: Paystubs (30 mins) All-Star 2 Textbook (Colored Pages). Pg. 46.

- Review vocabulary from Part 1:
 - Employee
 - Salary
 - Deducts/deductions
- Part 2: Use Lesson 12 Paystub to complete the answers. Continue with the same name, Andy.

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Activity 3: Past Tense Review (30 mins)

- Pass out **Grammar in Action Bk 2 Pg. 130-131, 133.**
- Using transcripts, complete activity on Pg. 130. After students finish numbering the pictures, number off students, 1-6.
 - Students write a description of their own based on their numbered picture, using a past tense verb form.
- Review from yesterday: students should complete Part B on their own. Check as a group.
- Part C: Follow instructions.
- Write these irregular verbs on the board and ask students to conjugate into simple past tense forms (they will use in the next exercise):
 - Speak, ring, tell, break, get, put, be, drive, pay, see, steal
- Pg. 133, Part B: Read the story twice. First time have students listen and read along without writing anything. The second time, they should write down the past tense verbs they hear. Check answers as a group.

Activity 4: Check for Understanding (5 mins)

- Ask students what a deduction on a paystub is. What deductions are common? (Social Security, healthcare, federal income tax, etc..)

Lesson 13

Objectives:

- Life skill: Goals
- Listening & Speaking: Listening to Classroom Activities/Conversation Practice
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Grammar: Simple Past Tense
- Learning Target #4

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 52-53.

Make Student Copies

- Grammar in Action Bk 1. Pg. 146-147.

Make Single Copies or Reference

- Grammar in Action Bk 1. Transcript Pg. 196 (Unit 16, Pg. 147).

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Goals (45 mins)
- Activity 2: Simple Past Tense (30 mins)
- Activity 3: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Goals (45 mins)

- Warm-Up: Tell students you'll be studying the topic of goal-setting this week. Take a few minutes to have a classroom discussion around goals, with questions like: Do you like to set goals? Why or why not? Does everyone need to set a goal? Add your own opinion regarding goal-setting.
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 52-53.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
 - Partner Work: ask students to choose three new vocab phrases or words and write a sentence using the new phrase or word. Then have them read and discuss their definitions with a partner.

- Part 2: Creating Charts. Model your own chart on the board for this exercise, and then give students a chance to create one in their notebooks and fill it out. Have students present their charts to the class.
- Part 3: Skip for now.
- Window on Grammar:
 - Complete #1-5 as a class.
 - Then have students write 2-3 sentences using the format:
 - If I want to _____, I should _____.
 - Students should use their goals to complete this exercise.

Activity 2: Simple Past Tense Practice (30 mins)

- Pass out worksheets Grammar in Action Bk 1 Pg. 146-147. Transcript. Pg. 196 (Unit 16, Pg. 147).
- Do Part A.
 - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part B: Read through transcript twice and have students either tell a summary together or each write a summary of the story using the pictures.
- Part C: Pair up students. Model with a student how to ask and answer teach question variation: Did Oscar...Yes, he did/ Did you...Yes, I did. Focus on repetition and having students accurately forming the past tense in question form.
- Part D: Have students complete on their own. Check answers as a group.

Activity 3: Check for understanding (5-15 mins)

- Find Someone Who Activity. All-Star 2 Textbook (Colored Pages). Pg. 52.
- On the board, write:
 - Find someone who wants to
 - Buy a house
 - Become a US citizen
 - Get a job
 - Get a GED
 - Learn something new
 - Ask students write these lines in their notebook for reference.
 - Model the dialogue: “Do you want to buy a house someday?”
 - Students ask each other the questions until they find someone who fulfills each of the above categories. They should write that person’s name down.
 - *Students can also complete exercise with a partner and present findings to the class, for example: “Habibo wants to buy a house someday” or “Habibo doesn’t want to buy a house.”

Lesson 14

Objectives:

- Life skill: Goals
- Listening & Speaking: Conversation practice
- Transition & Critical Thinking: Learning Strategies
- Literacy: Writing using Simple Past Tense
- Grammar: Simple Past Tense
- Learning Target #3

Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 54-55.

Make Student Copies

- Grammar in Action Bk 1. Pg. 148-149.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Goals (30 mins)
- Activity 2: Simple Past Tense (45 mins)
- Activity 3: Check for understanding (5-15 mins)

Calendar Question (15 mins)

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

Activity 1: Goals (45 mins)

- Warm-Up: Have students think about their goals they brainstormed yesterday. What must they do in order to accomplish these goals?
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 54-55.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
 - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part 2: Follow instructions. Model how to switch out the yellow/blue sections in the 1st conversation with a student. Then pair students and have them try. Have students role play their conversations to the class after they've practiced on their own.

- Part 3: Write. Follow directions, and also introduce the term “cluster diagram.” Do your own on the board as a model, and then have students create one for themselves.
- Window on Grammar: Review grammar functions in yellow box as a class and then have students complete the five questions. Check as a group.
 - Oral exercise: Have students look at their goals and choose one activity they will do to accomplish their goal (such as going to school). Then have them tell the class using the future with *be going to*.

Activity 2: Simple Past Tense Practice (30 mins)

- Pass out copies of Grammar in Action Bk 1. Pg. 148-149.
- Pair up students. Have one student read the story on Pg. 148 out loud to their partner, who should have their copy turned face down. The partner should write down the past tense verbs they hear. Then they can check with their partner. Once finished, they can complete the questions together.
 - Do the same for Pg. 149, but have the partners switch, so that the other person listens and write down past tense verb forms.

Activity 3: Check for understanding (5-15 mins)

- Have students write a short story about an event in their life using the past tense. Tell them to write the story as quickly as possible, focusing only on using past tense forms. Have them give the stories to you as they finish. Provide corrections if you have time, and leave them in the ELC office with staff to pass back to students tomorrow.

Lesson 15

Objectives:

- Life skill: Goals
- Listening & Speaking: Conversation practice
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #9

Materials

- All-Star 2 Textbooks (Colored Pages). Pg. 56-57.

Make Student Copies

- “Lost and Found” Unit 5 Pg. 22-24. See “True Stories Tab.”
- Grammar in Action Bk 1 Pg. 152, 155.

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Goals (30 mins)
- Activity 3: Past Tense Review (30 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“Lost and Found” Unit 5 Pg. 22-24. Tell students to keep their copies for tomorrow’s class.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg. 23 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.

- Do the vocabulary section together and check answers. Leave Pg. 24 for tomorrow's lesson.
- Summary and Sequence: On the board, write
 - 1)
 - 2)
 - 3)

Ask student to help summarize the story by highlighting at least three events.

Activity 2: Goals (30 mins)

All-Star 2 Textbooks (Colored Pages). Pg. 56-57.

- Part 1: Do #1 together on the board. Go around the room and have each student try creating a sentence using one new word/phrase based on the pictures.
- Part 2: Have students compose a story using at least 5 new words/phrases and the picture as a prompt. Have students read their stories to the class.
- Part 3: Follow instructions. Model how to switch out the yellow/blue sections in the 1st conversation with a student. Then pair students and have them try. Have students role play their conversations to the class after they've practiced on their own.
- Part 4: Find Someone Who. Follow instructions.

Activity 3: Check for Understanding: Past Tense Review (30 mins)

- Pass out Grammar in Action Bk 1 Pg. 152, 155.
- Pg. 152, Part A: follow instructions.
- Pg. 152, Part B: skip – leave if there is time at the end of class.
- Pg. 155, Follow instructions. Do the first few questions together, then have students work in pairs or alone to complete. Check answers as a group.

Lesson 16

Objectives:

- Life skill: Goals
- Listening & Speaking: Listening to stories and to fill in blanks
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #5

Materials

- All-Star 2 Textbooks (Colored Pages). 58-59; Pg. 67
- Extra sheets of lined paper.

Make Student Copies

- “Lost and Found” Unit 5 Pg. 22-24. See “True Stories Tab.”

Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Goals (30 mins)
- Activity 3: Writing Activity (25 mins)
- Activity 4: Check for Understanding (5 mins)

Calendar Question (15 mins)

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

Activity 1: Reading (30 mins)

“Lost and Found” Unit 5 Pg. 22-24.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg.24.
- Summary and Sequence: On the board, write
 - 1)
 - 2)
 - 3)

Ask students to help summarize the story by highlighting three events. Students who were absent should listen and write down the summary in their notebook.

Activity 2: Goals (30 mins)

All-Star 2 Textbook (Colored Pages). 58-59.

- Part 1: Follow instructions.
- Part 2: Follow instructions.
- Part 3: Have students brainstorm important events in their life. Have them keep this list for the writing activity. They should share the events with a partner or the class.
- Window on Math: Discuss the best way to answer a word problem, using the strategy outlined in the book. Have students complete the exercise.

Activity 3: Writing Activity (25 mins)

All-Star 2 Textbooks (Colored Pages). Pg. 67.

- Have students choose an event in their life they want to write about. Using the timeline on Pg. 58-59 as an example, have students work on creating a timeline with 3-5 dates that show what happened leading up to and after this event. Then have them write 5-6 sentences describing this event. Have them focus on using the **past tense** and **time phrases**.

Activity 4: Check for Understanding (5 mins)

- Ask students to define the following words/phrases: (from Pg. 56 in All Star 2 Textbook).
 - Office manager
 - Designer
 - Bookkeeper
 - disorganized