

Class Lesson Plan 1

Objective: Giving Personal Information

1. Calendar Question (15 min.)—(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 (10 min.)

- 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 (20 min.)

***That’s Life, Low Beginning: Lesson 1 “A Long Bus Ride”* pg. 4-5**

- Make copies from the book and hand out one to each student.
- Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story or not, and for a reason why.
- After you finish, ask students to read the story again in pairs, switching off paragraphs.
- When they are finished, ask them to write a response in their notebooks.

Potential prompts:

- “Did you like the story? Why?”
- “Who were the main characters? What did they do?”
- “How did the story end?”
- **Extension Activity:** “Comprehension Check” pg. 5 -- Read each statement aloud and have students decide if “Yes” the statement appears in the story or, “No” the statement does not appear in the story.

4. Core Text (1 hour)

All-Star Student book 2 -- page 4-5 (30 min.)

- Part 1 and 2: Follow directions (20 minutes)
- Page 5: Window on Grammar (10 minutes)

All-Star Student book 2 -- page 14 CASAS practice (15 min.)

- Follow directions.

All-Star Student book 2 -- page 15 (15 min.)

- Follow directions.

Class Lesson Plan 2
Objective: Describing People

1. Calendar Question (15 min.)

- 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 (10 min.)

- 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 (20 min.)

Sounds Easy page 46, answers page 10

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (1 hour)

All-Star Student book 2 -- page 6 (30 min.)

- Part 1 and 2: Follow directions

Writing in your notebook (20 min.)

- Have students write 10 “describing sentences” in their notebooks. They should write 5 sentences about themselves and 5 sentences about “the teacher”.
- Model on the board examples, such as:
 “I have long hair.” “My teacher has short hair.”
 “I am short.” “My teacher is tall.”

Share Answers (10 min.)

- Have students share what they wrote.

Class Lesson Plan 3
Objective: Describing Emotions

1. Calendar Question (15 min.)

- 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 (10 min.)

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

3. CASAS Practice (20 min.)

All-Star Workbook 2, page 14-15

- Not an assessment. Do together.

4. Core Text (1 hour)

All-Star Student book 2 page 8 (20 min.)

- Part 1 and 2: Follow directions
- 1-8 new words: practice using the words in simple sentences. For example, #1: He is happy. #2 He is relaxed.

Go around the room (10 min.)

- Ask students to use the first 8 words to describe how they feel. Have the students go around the room asking, “How are you feeling today?” The next student answers the question in a complete sentence and asks the person next to him the question.

Grammar Practice: Present Continuous (30 min.)

- Look at the picture on page 9 of the student book.

- Write 2 sentences together:
 1. Sue is reading a book.
 2. Sam is playing basketball.

- Ask the students to write 5 more sentences in their notebooks. Emphasize that all of the verbs will end with **-ing**.
- When the students are finished, have each student come up to the board and write one of their sentences on the board.
- Check and read together as a class. Make sure all of the verbs are in the present continuous.

Class Lesson Plan 4
Objective: Introducing a friend

1. Calendar Question (15 min.)

- 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 (10 min.)

- 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 (20 min.)

Sounds Easy page 47, answers page 10

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (1 hour)

All-Star Student book 2 -- Page 12 (15 min.)

- Part 1: Practice ONLY the top dialogue (A,B,A, B)
- Write the dialogue on the board (A,B,A,B)
- Look at the picture and explain that it is 2 friends greeting each other.
- Have students greet each other in partners using the dialogue.

Introducing a friend (20 min.)

- Choose 3 students to come up to the front and model for the class with your direction.
- Write the new dialogue on the board:
A: Hello, _____. How are you?
B: Fine, thanks, and you?
A: I'm very well, thank you. This is my friend, _____.
B: How do you do, _____?
C: How do you do? It's nice to meet you.
- Have the students perform the dialogue for the class, inserting each other's names.
- Once students show they understand, have students form groups of 3.
- Next, have the groups practice the dialogue.
- Have students rotate through A, B, and C if there is time.

All-Star Student book 2 -- page 16 CASAS Practice (10 min.)

- Using the listening sentences (page 177 in back of book), Teacher reads the question, "What color are his eyes?" and students choose A, B, or C.
- Have students circle the answer AND bubble in the circle on the side box.
- Teacher should repeat the question only twice. The students must listen and follow along or they will miss out.

Check CASAS questions (5 min.)

- Read questions again. Class should check answers and discuss any questions or problems.

All-Star Student book 2 -- page 18 (10 min.)

- Start Part 1 and 2. Finish as much as possible. Leave the rest for the next day's teacher to finish or review.

Class Lesson Plan 5
Objective: Community Activities

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 3 "A Subway Ticket" pg. 16-17

- Make copies from the book and hand out one to each student.
- Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story.
- After you finish, ask students to read the story again in pairs, switching off paragraphs.
- When they are finished, ask them to write a response in their notebooks.

Potential prompts:

“Did you like the story? Why?”

“Who were the main characters? What did they do?”

“How did the story end?”

4. Core Text (10 min)

All-Star Student book 2 -- page 20-21 (30 min)

- Part 1 and 2: Follow directions (20 minutes)
- Page 21: Window on Grammar. Follow directions (10 minutes).

Grammar Writing (30 min)

- Write the students names on the board. Have the class brainstorm everything they are doing in class (listening, speaking, studying, reading, drinking, etc.)
- Have students write 5 sentences about what they are doing and then 5 more sentences about what other students in the class are doing. They should refer to the students by their names.
- Model several sentences (about you and other students). Make sure your sentences include direct objects, such as “I am teaching an English class.” “Asha is writing in her notebook.”
- When students finish writing, have students write one sentence each on the board and tell them they cannot repeat the sentences—they must come up with something new.
- Check the sentences and read together.

Class Lesson Plan 6
Objective: Giving directions

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 48, answers page 10

- Introduce each letter and sound.
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u).
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

****All-Star Student book 2 -- page 22 (30 min)**

- Part 1: Follow directions.
- First, identify directions on the map.
- Really practice words 8-11.
- Part 2: Do together. Focus on streets running north and south /east and west.
- Have students look at the map and ask several questions:
 - Which direction does Market Street run? (north and south)*
 - Which direction does Grand Avenue run? (east and west)*
- Practice with other streets on the map.

Following directions on the map (30 min)

- Tell students they are at the supermarket and want to go to the shopping center. Ask them which direction they should go. (Go east.)
- Now tell students they are at the library and want to go to the restaurant. How can they get there? (Turn right on River Street. Go 2 blocks. Turn left on Central Avenue. Go 2 blocks.)
- They are at the medical center and they want to go to the bank. Ask them which direction they should go. Ask them how many blocks they should go south. Ask them what direction they turn on Central Avenue. Ask them how many blocks they should go on Central Avenue.
- Ask them what cross streets the train station is on. ****Teach “cross streets**** because it is on the CASAS. (Diamond Street and Francis Avenue)
- Ask them what cross streets their school is on. Go outside and look if they don't know.

****Alternative Map activities can be found in the ‘Map Activity Bucket’ on the props shelf in the teacher room. See a Volunteer Coordinator for help!**

Class Lesson Plan 7
Objective: Giving directions

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS Practice(20 min)

All-Star Workbook 2 page 30-31

- Not an assessment. Do together.

4. Core Text (60 min)

All-Star Student book 2 -- page 26 (15 min)

- Part 1: Look at the map. Tell them it's a train station in southern California.
- Answer questions 1-5 together.

**All-Star Student book 2 -- page 27 AND Train Schedule Worksheet --
see Worksheet tab -- (30 min)**

- Look at the train schedule and answer the questions on the Train Schedule Worksheet together.

All-Star Student book 2 -- page 28 (15 min)

- Part 1: Follow directions

*Alternative train activities can be found in Map Activity Bucket on props shelf in the teacher room. See a Volunteer Coordinator for help!

Class Lesson Plan 8
Objective: Places in a phone book

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 49, answers page 10

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Student book 2 -- page 30-31 (30 min)

- Part 1: Do the 6 questions together using the telephone directory. Before you begin, ask the students general questions: What city is the directory from? How many post offices are listed in Alton? What's the number for the school? Then, begin the questions.

All-Star Student book 2 -- page 32 CASAS practice (30 min)

- Read the script in the back of the book (page 178).
- Tell students you will read each question only 2 times. Have them circle the answer and also bubble on the left side.
- When you are finished, go over the correct answers.

Class Lesson Plan 9

Objective: Money

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 8 "The Debit Card" pg. 46-47

- Make copies from the book and hand out one to each student.
- Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story or not, and for a reason why.
- After you finish, ask students to read the story again in pairs, switching off paragraphs.
- When they are finished, ask them to write a response in their notebooks.
Potential prompts:
 - "Did you like the story? Why?"
 - "Who were the main characters? What did they do?"
 - "How did the story end?"
- Comprehension check on pg. 47 is optional!
- **Extension Activity:** "What is the category?" pg. 48 -- Briefly read through each word in the word bank at the top of the page. Have students practice saying the words. Next, write the three categories on the board (Places to Shop, Ways to Pay, and Types of Restaurants).

Read a word and have students decide which category it belongs in. If the class is more advanced, have student volunteers come up to the board to practice writing the words under the correct categories.

- Complete the sentences pg. 48 -- guide students as they complete each sentence numbered 1-8. Have students complete individually, and check answers as a class.

4. Core Text (60 min)

All-Star Student book 2 -- page 36 (20 min)

- Part 1: Follow directions.
- Ask students:
 - “How do you pay for your groceries?”
 - “Do you use cash, credit card, check, or money order?”
 - “How do you pay for your gas?”
 - “How do you pay for your bus ticket?”

All-Star Student book 2 -- page 42-43 (40 min)

- Part 1: Practice the 2 new words looking at the check register on pg 43
- Part 2: Do together. Write it on the board. This will be difficult, but it is important. It is ok if students copy—if they can't do the math.
- Part 3: Answer the questions using the check register
- ***Using the check at the bottom (#325), students will find the check number in the **check register on page 43**: fill in the correct date, and write the check for the correct amount to John's garage.
- Write the check on the board and have students come up and fill it in to check. Read over together.

**Alternate Check-Writing Worksheets found in the worksheets tab if needed

- “Identify what and where information belongs on a check”
- “Fill in the check using the word bank”

Class Lesson Plan 10

Objective: Money orders and pay stubs

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 50, answers page 11

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Student book 2 -- page 44 (20 min)

- Part 1: Listen and write. Teacher reads the script in the back of the book (page 179).
- The first time, have students listen ONLY and do not write as you read.
- The second time, have students write the missing information.
- READ SLOWLY.
- Check it together. (Balance and the number might be especially difficult).

All-Star Student book 2 -- page 46 (40 min)

- Part 1: Make a copy for students and one for yourself. Wait to hand out.
 - Write **sentence one** and the potential answers on the board exactly as it appears in the book. (Underline the word ‘employee’ and draw a line _____ as it appears in the book.)
 - Choose a student volunteer. Have the volunteer model completing the sentence (An employee is a _____.) by filling in first answer A. customer, then B. worker, then C. student.
 - Have the class decide which answer makes the most sense. Ask them *why* it makes sense in that context.
 - Hand out the copies and have students complete sentence two and three with a partner.
 - Revise as a class.
- Part 2: Introduce vocabulary on the pay stub before you begin. Ask general questions:
 - How much did he make this year?*
 - How many weeks is his pay period, etc.*
 - Where is his Social Security number?*
- Use document camera to project pay stub onto the board. Practice circling keywords in the questions and finding them on the pay stub.

**Alternate Check-Writing Worksheets found in the worksheets tab if needed

- “Identify what and where information belongs on a check”
- “Fill in the check using the word bank”

Class Lesson Plan 11

Objective: Pay stubs

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 44-45

- Not an assessment. Do together.

4. Core Text (60 min)

All-Star Student book 2 -- page 47 (30min)

Part 3: They will use the pay stub from Tuesday (so they should know it well), to fill in the blanks in the story.

- Do together. Read the story together when finished. If time, read the story in pairs.
- Then, complete his deposit slip below. Do together. Write on the board.
- Skip the Window on Math.

All-Star Student book 2 -- page 48 CASAS Practice (30 min)

- Read the script on page 179 to students. Do #1 together as a warm-up.
- Read each question 2 times only.
- Have the students circle the answer and bubble in the side box.

- Check together when finished.

Part 2: Dictation. Dictate these sentences:

1. I want to make a deposit.
2. I don't have a credit card.
3. I'm going to the bank next week.

- Have one student come up to the board and write the sentence as you read. Do this for all sentences. Check and correct together.
- Alternative idea: Use the whiteboards to have students individually write the sentence themselves. Check for correct answers after each sentence.
- Alternative idea: Have students write each sentence in their notebooks as you read the sentence. Pair up students and have them look at each other's answers to make corrections. Choose 1-2 sentences from students to correct as a class.

Class Lesson Plan 12
Objective: Irregular past tense

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 51, answers page 11

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Student book 2 --page 50 (60 min)

- Before you begin any writing, have students look at the purple box “More irregular verbs” and practice.
- Write the chart on the board with only the present tense. Assign a student to write the past tense of each word in the chart. Check together.
- Go over the words and explain any unfamiliar words to the students. Elicit what they know about what words mean.
- (We ARE NOT going to do negatives in level 3).
- Then, as a class, complete Part 1. Fill in the blanks with the correct past tense words.
- Part 2: Write each sentence on the board, one at a time. Have the students come up and change the word from the present to the past.

Then when it is all done, they can copy it in their books.

It should look like this:

John ^{wanted}~~wants~~ to withdraw money from his checking account.

- If there happens to be extra time, have students write sentences in their notebooks using the past tense words and new vocabulary.

Class Lesson Plan 13
Objective: Plans and goals

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 12 "Getting His GED" pg. 70-71

- Make copies from the book and hand out one to each student.
- Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story.
- After you finish, ask students to read the story again in pairs, switching off paragraphs.
- When they are finished, ask them to write a response in their notebooks. Potential prompts:

“Did you like the story? Why?”

“Who were the main characters? What did they do?”

“How did the story end?”

- **Extension Activity:** Use the “Talking/Writing About It” section on **pg. 75** to have students reflect on the story. Have students write independently in their notebooks, or use the questions to prompt a class discussion.

4. Core Text (60 min)

All-Star Student book 2 -- page 52 (45 min)

- Part 1: Follow directions.
- Ask the students to think about their goals and write 5 sentences using the new vocabulary.
For example: I want to become a U.S. citizen.
I want to get a job.
I want to get a GED.
- Ask students to share one goal when they are finished writing.
- If time allows, have students read all of their sentences in groups of 3 or 4.

Grammar review: Past tense (15 min)

- Have students flip back to page 50 and review the past tense chart.
- The teacher says the present tense form of the verb and the class says the past tense form.
- Focus on pronunciation as well as just getting the correct form of the verb. Also emphasize that **put** doesn't change and only the pronunciation of **read** and **read** changes from present to past, but the spelling doesn't change.
- If time, have students make oral sentences with the past tense. (I ate chicken for dinner.)

Class Lesson Plan 14

Objective: Work activities and attitudes

1. Calendar Question (15 min)

- 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 (20 min)

- 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 (20 min)

Sounds Easy page 52, answers page 11

- Introduce each letter and sound
- Emphasize these letters are called consonants (all letters are except the vowels: a,e,i,o,u)
- Have the students practice the sounds.
- Dictate the first 8 words and have students fill in the consonant sounds. Ask if the students know what the picture is before you say the word. Emphasize where they should be writing the words (it can be confusing as to which #1 they write). Check the first 8 when finished before going on.
- Dictate the last 15 words.
- When you're finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Student book 2 -- page 56 (60 min)

- Part 1: Follow directions. Practice the vocabulary.
- After you practice the vocabulary, tell the students that the manager wants to give a raise and promotion to someone at the car shop. Write sentences together about why somebody will get the promotion and why someone will not. Elicit as much English as possible from the students without giving it to them.
- For example, “Arnie is disorganized.”
 - Thomas is lazy.
 - Ken is helping a customer.
 - Ben is wearing a suit.
 - Mike has a bad attitude.
 - Jon is hard working.
- Ask them, “Why isn’t #8 getting a raise?”
 - They should answer, “*He is late.*”
 - Students should use the new vocabulary as much as possible.
 - Why isn’t #14 getting a raise?
 - He is sleeping. or He is lazy.*
 - Why isn’t #15 getting a raise?
 - He has a bad attitude.*
 - Why isn’t #11 getting a raise?
 - He is disorganized.*
- If there is time, have students write 3 sentences about any of the people in their notebooks using the new vocabulary.

Class Lesson Plan 15
Objective: Questions with past tense

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 60-61

- Not an assessment. Do together. Skip #4 and 5. It's math.

4. Core Text (60 min)

All-Star Student book 2 -- page 51 (60 min)

- Chart at the top of 51 (10 minutes): Write the sentence on the board:
“Did you go to school yesterday?”
- Ask students how you answer and write on the board, “Yes, I **went** to school yesterday.”
- If they don't know the past for *go*, tell them to look on the chart on page 50.
- Continue practicing the “wh” questions from the chart orally.
- Who did I see yesterday? “How do you answer that question?” I **saw** my friend.
- For all of the “wh” questions, just generate answers, but don't write them all on the board.
- Part 3 (30 minutes): As a class, unscramble the words to make the questions. And then answer as a class.

- (20 minutes) When the writing is completed, ask a question to one student and have the student read his answer. When all five are finished, pair students up and have them ask questions 1-5 and have their partner answer.
- They can also perform in front of the class when finished.

Class Lesson Plan 16
Objective: Past tense endings

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 58, answers page 12

- Introduce each letter and sound. Emphasize the “b” is voiced and the “p” is unvoiced. Have students put their hands on their throats to feel the vibration difference for practice.
- Have the students practice the sounds. They can also put a paper in front of their face. When they say the word “Boy,” the paper should stay still. When they say the word “Pencil,” the paper should move.
- Have the students fill in the p’s and b’s chart, and then practice reading them. For example, you can say the p word, and the class can say the b word next to it. Reverse. Call on individual students for more practice if they need it.
- Dictate the 15 words.
- When you’re finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Student book 2 --page 61 (20 min)

- **Window on Pronunciation** Part A and B: Write the chart on the board. Follow directions.
- Skip Parts C and D.
- Have students fill in the 5 words under each category.

Writing sentences (25 min)

- Referencing the same 15 verbs, ask students to write sentences for #2, 5, 9, 10, and 12.
- For example, “I liked ice cream as a kid.” Model a few examples on the board. “I immigrated to the United States.”
- Ask each student to share one answer. Listen and ask other students to listen for the correct past pronunciation.

All-Star Student book 2 --page 64 CASAS practice (15 min)

- Teacher reads the script in the back of the book on page 180 two times only.
- Students listen, circle the correct answer, and bubble the box on the right.

Class Lesson Plan 17

Objective: Adjectives and comparatives

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 7 “A Dress for the Wedding” pg. 40-41

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “How did the story end?”
 - **Extension Activity:** Use the activities on **pg. 42** to practice comprehension and vocabulary. Work together to complete the fill in the blank activity. Have students work in pairs or independently to match the opposite vocab words.

Introduce adjectives (20 min)

- Teacher holds up a chair and asks the class to use adjectives to describe the chair. Brainstorm on the board. If they need help, ask them:
 1. What color is it?
 2. Is it beautiful or ugly?
 3. Is it big or small?
 4. Is it comfortable or uncomfortable?
 5. Is it hot or cold?
 6. Is it cheap or expensive?
- Ask the students to get into groups of 3 or 4 and describe a pencil using 3 adjectives. See what the groups come up with and compare.
- Then take 2 pencils from different students. And ask: Which pencil is longer? Write on the board

ex: The red pencil is longer than the yellow pencil. Ask which pencil is older?
Write the answer on the board.

Comparative Worksheet -- see *Worksheet tab* -- (20 min)

- Read the instructions together. Check class comprehension on rules to make sure they understand.
- Have students complete by themselves.
- Call students up to the board to write the answers when finished.

Writing Comparative Sentences (20 min)

- Have the students write a sentence next to the each word on the worksheet using the comparatives.
- Have the students write their sentences on the board or read aloud if time allows.

Class Lesson Plan 18

Objective: Comparing states on a map

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 66, answers page 14

- Introduce the “ph” and “th” sounds. Emphasize the “ph” is the same sound as an “f.” The “th” is a long sound. Have the students stick out their tongue to make the sound. Exaggerate your tongue out to model.
- Have the students practice the sounds.
- Dictate the first 8 words and then check.
- Dictate the last 15 words.
- When you’re finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

Map Comparison (60 min)

- Put students in groups of 3 with one sheet of paper.
- In groups of 3, have students refer to map on the very back page of Student Book.

- Identify where Minnesota is on the map. Have them circle the state. Point out other states or see what states they know (New York, California, Wisconsin, Florida, Texas etc.)
- Then say, “Minnesota is cold. Minnesota is colder than _____. (Ask them what state.)
- Write on the board. Florida is hot. Florida is hotter than _____. Ask them and fill in.
- List 10 adjectives on the board (numbered).
- They have to write a comparative sentence for each adjective.
 1. Big
 2. Small
 3. Hot
 4. Cold
 5. Beautiful
 6. Expensive
 7. Dangerous
 8. Ugly
 9. Populated (will need explanation)
 10. Polluted (will need explanation)

- When finished, have every student read one sentence. Also, have the students take turns writing in their groups. Make sure all the partners are working equally.

Class Lesson Plan 19

Objective: Writing and sharing about classes

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 66

- Part A and B: Follow directions.

4. Core Text (60 min)

Comparing Teachers (60 min)

- Put the students in groups of 3 or 4.
- Ask the students who their teacher was last night.
- Ask them to describe their teacher using adjectives (tall, short, young, old, etc). Write the adjectives on the board that they say.
- Try and elicit 10 (ex: beautiful, hard-working, smart, handsome, punctual, intelligent, lazy, faster (talking), bigger shoes)
- Then, give the groups one piece of paper and have them work together to write 10 comparative sentences using the adjectives about last night's teacher and the teacher tonight.
- Have them read their sentences to another group when finished.

All-Star Student Book 2 -- page 82

- Part 2: Choose a word (if you have time. If not, it's not a problem).
Do together.

****Ask students to bring in a picture of their country for next day's class.****

Class Lesson Plan 20

Objective: Writing and sharing about countries

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 65, answers page 14

- Introduce the “sh” and “ch” sounds. Emphasize the “sh” is a long sounds. You can use your hands to demonstrate stretching out the sound. The “ch” is a short sound. You can use your hands to demonstrate it’s just small and quick.
- Have the students practice the sounds.
- Have the students fill in the ch’s and sh’s chart, and then practice reading them. For example, you can say the “ch” word, and the class can say the “sh” word next to it. Reverse. Call on individual students for more practice if they need it.
- Dictate the 15 words.
- When you’re finished, check the answers. If there is time, have students come to the board to write the answers.

4. Core Text (60 min)

All-Star Workbook 2, page 76 (15 min)

- Part A and B: Follow directions.

Writing and Sharing about their countries (45 min)

- Put up or use a world map. Have students look back through their papers and book and brainstorm all the adjectives they've learned this week (there are quite a lot—at least 25). Write them on the board.
- Have the students take out their pictures of their countries if they brought them.
- Ask the students to compare their own countries to the United States.
- Model several sentences on the board:

Ex: Thailand is hotter than the United States.

China is more polluted than the United States.

The United States is bigger than Somalia.

- Have the students write 10 sentences comparing their country to the United States.
- Have students read 3 or 4 of their sentences to the class when finished.

Class Lesson Plan 21
Objective: Shopping

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, High Beginning: Lesson 7 "Buying Generic" pg. 40-41

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “How did the story end?”
 - **Extension Activity:** Use the activities on **pg. 42-43** to practice conversation and vocabulary. Work together to match the vocabulary words with their definitions. Model the dialogue on pg. 43, and have students practice in pairs once they are comfortable with the phrases as a class. Have a pair model to the class at the end of their practice time.

4. Core Text (60 min)

All-Star Student Book 2 -- page 78-79 (45 min)

- Part 1: Look at the 3 Tips for Smart Shoppers. Read them together carefully.
- Answer the questions together True or False in Part 1.
- The teacher will have to spend time on the new vocabulary. Explain as needed. Go slowly. Check for comprehension.
- If there is time in this block, have students partner together to practice reading.

**Extra worksheets located in the *~Worksheets Tab~* to help explain warranty and layaway policies. Use comparison chart to review comparison grammar in shopping context.

All-Star Student Book 2 -- page 80, CASAS practice (15 min)

- Part 1: Teacher reads the script on page 181 in the back of the book two times only.
- Students listen, and choose the correct answer. They need to circle the answer and bubble in the right hand box.
- Check together when finished.

Class Lesson Plan 22

Objective: Shopping

1. Calendar Question (15min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 72, answers page 16

- Introduce short “a”—like in **can** or **man**.
- Have students practice making the short a sound.
- Dictate the whole word for 1-16.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 70 (30 min)

- Part 1: Follow directions.
- After you study the 12 vocabulary words, ask students to look at the picture. Where do you buy a sofa? A doll? A ring? A washer and dryer? A dress? A shirt and tie? Pots and Pans? Boots? Lunch? Ice cream?
- Answer the questions verbally.

All-Star Student Book 2 -- page 76 (30 min)

- Part 1 and 2: dialogue. Model the first part. Give example of something that uses the adjective “tight” and “loose.”
- Pair up, practice, and then ask students to perform in pairs.
- Part 2: Discuss the adjectives “noisy” and “quieter” and then follow directions.

Class Lesson Plan 23

Objective: Shopping

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 74

- Do together.

4. CASAS (60 min)

All-Star Workbook 2, page 65 (35 min)

- Part C and D: Follow directions.
- Discuss new vocabulary as needed.

5. Core Text (25 min)

All-Star Student Book 2 -- page 77

- Part 3: Dialogue
- Model the dialogue, practice in pairs, and then ask the pairs to perform.
- Review any adjectives that need review.

Class Lesson Plan 24
Objective: Shopping

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 73

- Read the words at the top of the page and have students repeat.
- Choose 12 random words to dictate to the students from the list at the top of the page.
- Have students write the words on the board when finished.

4. Core Text (60 min)

All-Star Student Book 2 -- page 72-73 (30 min)

- Part 1: Follow directions.
- Part 2: Follow directions.
- Talk about the stores from the ads and ask general questions. For example, “Is Barb’s store open on Sunday?”

All-Star Student Book 2 --page 80 (30 min)

CASAS practice and dictation:

- 1-10: Teacher reads the script in the back of the book on page 181. Students circle the answer and bubble the correct letter.

- Correct together.
- Dictate these 2 sentences:
 1. My coat is cheaper than his coat.
 2. Her shoes are bigger than your shoes.
- Ask students to write sentences on the board to correct and check.

Class Lesson Plan 25
Objective: Food

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, High Beginning: Lesson 4 "A Secret Recipe" pg. 22-23

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask if they like the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “How did the story end?”
 - **Extension Activity:** Use the activities on **pg. 26** to practice listening and pronunciation. (Student copies of page are optional) Use the ‘Listening’ prompt on **pg. 94** to read each sentence two times. Read once slowly, and have students fill in the numbers they hear for each sentence. Review as a class.

- Review ‘Pronunciation and Writing’ and review syllables with this activity. Introduce the ‘clapping’ technique. Pair up students, and have each pair practice saying the word first, and repeating it with claps. (Ex. “Cookbook” = 2 claps)

4. Core Text (60 min)

All-Star Student Book 2 -- page 84 (30 min)

- Part 1: Follow directions.
- Help the students to read the graph and review pounds as weight.

Count and Non-count Food Items (30 min)

- Use ‘How many’ and ‘how much’

Explain to students:

- How many is used with food items you count
- How much is used with food items you don’t count
- Write “Count” and “Non-count” on the board. One by one ask students to identify where each food item will go (written under the column heading):

Count		Non-Count	
Bananas	Carrots	Coffee	Fish
Eggs	Apples	Milk	Juice
Cookies	Peanuts	Cereal	Chicken

- Using the chart, ask students to write sentences in their notebooks using the question words and count or non-count vocabulary.
- Model on the board:
 - How many bananas do you eat everyday?*
 - How much juice do you drink everyday?*
- Have students follow the pattern. There should be 6 sentences for each category.

Class Lesson Plan 26

Objective: Food

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 77, answers page 16

- Introduce short “i”—like in **lip** or **it** or **six**.
- Have students practice making the short “i” sound.
- Dictate the whole word for 1-16.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 page 86 (20 min)

- Part 1: Follow directions.

Grammar: Present progressive (40 min)

- (What is happening RIGHT NOW in the picture)
- Note: present progressive verbs end in –ing and have a helping verb.
- Ask the students to answer the questions you write on the board using the vocabulary and present progressive verbs.

- Write these questions on the board, and have students write complete sentences answering them in their notebooks.
 1. What is Ana doing? (She is pouring water.)
 2. What is Lucy doing? (She is taking an order)
 3. What is Lisa doing? (serving food)
 4. What is Max doing? (setting the table)
 5. What is Janet doing? (clearing the table)
 6. What is David doing? (tripping over a purse)
 7. What is Luke doing? (spilling water)

- Have students practice asking and answering the questions in pairs.

Class Lesson Plan 27
Objective: Food

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 91

- Do together, look at the menu, and circle the correct answer.

4. Core Text (60 min)

All-Star Student Book 2 -- page 88 (30 min)

- Part 1: Follow directions.
- Part 2: Practice the dialogue about the menu. Model with one student. Teacher is the server and student is the customer.
- Break into pairs to practice.
- Choose 2-3 pairs to perform.

All-Star Student Book 2 -- page 96 (30 min)

CASAS listening practice

- Teacher reads the questions in the back of the book on page 182.
Read 2 times only.
- Have students circle the correct answer and bubble the correct circle.
- Check together.
- Dictate 3 sentences from the back of the book 182 again slowly.
- Have students write answers on the board and check together.

Class Lesson Plan 28

Objective: Food

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 78

- Read the words at the top of the page and have students repeat.
- Randomly pick 12 words to dictate to the students.
- When they are finished, have students come to the board and write/check the answers.

4. Core Text (50 min)

All-Star Student Book 2 -- page 94 (30 min)

- Part 1: Follow directions.
- The main point of this paragraph that students need to learn is that the first ingredient is the largest amount. The last ingredient is the smallest amount.
- Write on the board:
- first ingredient= main ingredient = largest amount
- last ingredient = smallest amount

- Feel free to talk about real-life implications when they go to the grocery store and buy food. You can talk about sugar in cereals or juice or fat in products, etc.

All-Star Student Book 2 -- page 95 (15 min)

- Part 2: Follow directions.

All-Star Workbook 2, page 90 (15 min)

- Answer the five questions together.

Class Lesson Plan 29
Objective: Relationships

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, High Beginning: Lesson 2 "The Anniversary Party" pg. 10-11

- Make copies from the book and hand out one to each student.
- **Before reading:** *Search and Circle Activity* -- Have students search for words that end in "apostrophe s" within the story and circle them. Tell them this helps identify relationships when paired with a name. (You will explain more later).
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask students what their favorite part of the story was.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “How did the story end?”

- **Extension Activity:** Use questions after the story on **pg. 11** to practice using “apostrophe s” and relationship vocabulary. Focus on questions 1, 3, 4, 7 and 8.

Core Text (60 min)

All-Star Student Book 2 -- page 100-101 (15 min)

- Part 1: Follow directions.

**Relationship Identification Sheet –see *Worksheet tab* --
(45 min)**

- After reviewing the vocabulary, ask students to write sentences using “apostrophe s”
- For example: Maria is Manuel’s wife.
- Introduce sheet and have students work by themselves to answer the questions using pg. 100-101 in the All-Star Student Book 2.
- Ask each student question and have them share their answer with the class. Ask if other students have a different answer for the same question.

Class Lesson Plan 30
Objective: Relationships

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 82, answers page 16

- Introduce short “e”—like in **egg** or **pen**.
- Have students practice making the short “e” sound.
- Dictate the whole word for 1-16.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 104-105 (45 min)

- Part 1: Follow directions.
- Tell students the vocabulary words are all verbs. After looking at pictures 1-8, generate ideas about these verbs in their own lives.

Write these questions on the board as you ask each one:

When do you ask for advice?

Who do you take care of?

What is a compliment you say to your children?

When do you apologize?

When do you disagree?

Who do you yell at?

Who do you criticize?

Who talks back to you?

Writing in Notebooks (15 min)

- Ask the students to answer one of the questions with a few sentences in their personal notebooks. Read to the class or a partner if time.

Class Lesson Plan 31
Objective: Relationships

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 104-105

- Do together and follow directions.

4. Core Text (60 min)

All-Star Student Book 2 -- page 112 (30 min)

- Teacher reads from the back of the book on page 182. Students listen to the conversations and answer choosing A, B, or C.
- Part 2: (page 183) Students listen to the paragraph, then listen again and write the relationships. Read as many times as you need for students to get the hang of it. And, read as slow as you need to.
- Answers:
 1. Geno is Ben's nephew. (Ask them who is talking.)
 2. Don is Ben's uncle.
 3. Tina is Ben's aunt.
 4. Joe is Ben's brother-in-law.
 5. Ann is Ben's niece.

- Have students write and check answers on the board. You can also check as you go so students can see the pattern, if you want.

All-Star Student Book 2 -- page 114 (30 min)

Grammar: 2 words verbs---NOT to mastery!

- Part 1: Look at the examples of the 2 words verbs and emphasize the examples. She called her sister up. **Called up** is the verb.
- Do 1-5 together. You can point out that “Did” is the verb that takes the past tense in the question form—but they have to change the other verb in the answer.
- Ex: **Did** you come to school yesterday?
Yes, I **came** to school.
- They practiced the past tense two weeks ago.
- Part 2: Follow directions. Students should try these independently. Check when finished.

Class Lesson Plan 32
Objective: Relationships

1. Calendar Question (15 min)

- 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 (10min)

- 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 (20 min)

Sounds Easy page 83

- Teacher reads the words from the top of the page and students repeat
- Choose 12 random words from the list to dictate to the students.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 115 (15 min)

- Review count nouns and non-count nouns. They learned these with food, but now it is with other nouns.
- Go one by one with each example.

Part 3: Do together. (30 min)

Part 4: Do together. (15 min)

Class Lesson Plan 33

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 5 "A Cat Allergy" pg. 28-29

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Ask students if they liked how the story ended.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “How did the story end?”
 - **Extension Activity:** Use the vocab word bank and corresponding chart on **pg. 30** to generate categorization practice on the board. As a class, practice distinguishing if each word/phrase is an allergy ‘symptom’, ‘help for a cat allergy’ or ‘color of a cat’ and put in the correct column.

4. Core Text (60 min)

All-Star Student Book 2 -- page 116 (45 min)

- Part 1, 2 and 3: Follow directions.
- Do all activities together as a class.
- Write the chart on the board.
- Check Part 2 and 3 when finished with each section.

Student book, page 117 (15 min)

Should and shouldn't for health.

- Give examples of should and shouldn't: wear seatbelts, smoking, exercise, eat fruits and vegetables, eat candy everyday, watch TV for 3 hours everyday, etc.

Class Lesson Plan 34

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 87, answers page 16

- Introduce short “o”—like in **hot** or **clock**.
- Have students practice making the short “o” sound.
- Dictate the whole word for 1-16.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 118 (30 min)

- Part 1: Follow directions.
- Part 2: Practice the conversation. Choose a student to read with the teacher. Pair students together. Practice all 5 scenarios. If you have a fever, you should drink more liquids. If you have a head cold, you should lay down.
- Ask each pair to perform for the class.

Part 3: Writing (30 min)

- Remind students they should choose their own answer. Not all answers will be the same.
- For example, going to the doctor for a high fever is a good answer, but not the only correct answer.
- Ask them to fill in 2-5 with their own ideas.
- Ask each student to choose one sentence to share and have students write on the board.

Class Lesson Plan 35

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 120

- 1-5, do together. Circle the answers first and then bubble.

4. Core Text (60 min)

All-Star Student Book 2 -- page 120-121 (30 min)

- Part 1: Follow directions.
- After practicing the new vocabulary words, hand out “Why did she go to the emergency room?” worksheet.

Why did she go to the emergency room? Worksheet --see Worksheet tab-- (30min)

- Review of past tense (page 50 for help). Write words on the board if students seem to need more support.
- Try and use some of the verbs on page 118 in the past tense.
- Do 2 or 3 of the questions/answers together.
- Have students try the rest on their own.
- Read and compare sentences when finished.

Class Lesson Plan 36

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 88

- Read the words from the top of the paper and have students repeat.
- Choose 12 random words from the list to dictate to the students.
- When they are finished, have students come to the board and write answers to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 122-123 (60 min)

- Part 1-3: Follow directions (20 min for each part).
- Put the chart on the board and do together.
- Emphasize that OTC means over-the-counter or without a prescription. The students can look at the blue star and read the definition.

Class Lesson Plan 37

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Intermediate: Lesson 5 "Fainting in an Elevator" pg. 28-29

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Use comprehension questions on pg. 29 as a reference for discussing the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “What did you learn from the story?”
 - **Extension Activity:** “A Conversation in an Elevator” pg. 31 Model the conversation, either first by yourself (reading both parts) or with a more advanced student/Literacy Tutor’s help

(divide the parts between you and the other person). Incorporate student volunteers as students start to comprehend the conversation. Finally, if there's time, pair up students for extra practice with one another.

4. Core Text (60 min)

All-Star Student Book 2 -- page 124-125 (60 min)

- Allow time for all 3 exercises and Window on Pronunciation.

Class Lesson Plan 38

Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 92, answers page 16

- Introduce short “u”—like in **up** and **study**.
- Have students practice making the short “u” sound. You can tell the students that the “u” sound is like getting punched in the stomach.
- Dictate the whole word for 1-16.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 126 (30 min)

- Part 1: Follow directions.
- Be sure to spend time reading the accident report together before the students start writing.
- Remind the students to answer the questions in complete sentences using the past tense.

All-Star Student Book 2 -- page 127 (30 min)

- Have students work independently to fill out the accident report.
- Check together when finished.

Class Lesson Plan 39**Objective: Health****1. Calendar (15 min.)**

- 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 (10 min.)

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

3. CASAS (20 min.)**All-Star Workbook 2, page 121**

- Have students look at the accident report and questions. Circle answers A, B, C, or D together as a class.

4. Core Text (60 min.)**All-Star Student book 2 -- page 130 (30 min.)**

- Read the story together. Focus on cause and effect.
- Have the students read the story again with a partner. Students can read 2 times—but change reader every other sentence and then switch.
- Using the story, write the cause and effect answers on the bottom of 130 together.

Student Writing (30-45 min.)

- Part 2: Teacher models a story about going to the doctor using past tense.
- Hand out paper. Have students write a story (fictional or true) about going to the doctor (or someone they know going to the doctor) using the past tense. Please emphasize that their story can be fictional. Questions to ask to prompt story writing:
 - Why did you or the person go to the doctor?
 - What happened?
 - Why did it happen?
 - When did it happen?
- When finished, students should think of a title for their story.

- Ask volunteers to read their stories if there is time.

Class Lesson Plan 40
Objective: Health

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sounds Easy page 93

- Teacher reads the words from the top of the page and students repeat.
- Choose 12 random words from the list and dictate to the students.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 128 (30 min)

- Teacher reads the script from the back of the book on page 183 two times, slowly.
- Do 1-10 and check together. Students listen and circle the answer and bubble in the circles.
- Dictation: Read the following sentences.
 1. I had a stomach ache last night.
 2. This medicine is not safe for children.
 3. Take two pills with food every morning.
- Ask volunteer students to write their sentences on the board to check together.

What is wrong with your classmates? Game --see *Worksheet tab* --

- Cut-up worksheet.
- Play charades with class. Have a student come up to the front, read the card, and act out the command.
- Have students guess using complete sentences.
- If there is time, you can change the game by playing Pictionary with the same cards. Instead of acting out, the students will have to draw the picture and the class guesses using complete sentences.

Class Lesson Plan 41
Objective: Home and Safety

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, High Beginning: Lesson 10 "Apartment Problems" pg. 58-59

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Use comprehension questions on pg. 59 as a reference for discussing the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “What did you learn from the story?”
- **Extension Activity:** “Matching: Definitions” pg. 60 -- Write the list of job titles on the board. Have students copy each title in their notebook. Explain what each person does using the definitions on the right.

- Next, dictate the definitions (a-f) and have students write the letter of that definition (a-f) next to the correct job title. Repeat definitions as needed. (Dictation script example: “A. A person who rents an apartment.....pause.....A. A person who rents an apartment)

4. Core Text (60 min)

All-Star Student Book 2 -- page 132 (40 min)

- Part 1: Follow directions.
- Part 2: Follow directions. Write the chart on the board, and then use the pictures to tell the story using past tense verbs.
- Have them write the sentences under the pictures when you are finished tell the story orally.

All-Star Workbook 2, page 122 (20 min)

- Follow directions. Finish the sentences in the Part A, and have students write 4 sentences by themselves in Part B.

Class Lesson Plan 42
Objective: Home and Safety

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 136

- Introduce the long “a”—like in **same** or **bake**.
- Tell students that the short a sound changes when you add a consonant and then an e. EX: rat/rate
- Show students on the board that all of the long “a” sounds they will be practicing will have “a” *followed by a consonant followed by an “e” / a_e (rate, have)*
- Have students practice making the long “a” sound.
- Dictate the whole word for 1-10.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

Questions on the Board (15 min)

- Teachers write these questions on the board and students orally discuss their answers:
 1. What did you shut off today?

2. What did you turn on yesterday?
3. What do you turn off at night?
4. What do you lock when you come to school?
5. What do you unplug when you go on vacation.

All-Star Student Book 2 -- page 134

Part 1 (15 min)

- Follow directions

Part 2 (20 min)

- Practice the conversation.
- Teacher models with a student.
- Students pair up and practice.
- Ask for volunteers to perform for the class.

Part 3 (25 min)

- The problem is the bathroom sink is leaking.
- Give the students this info: today's date, time right now, have them use their name, and the problem that the bathroom sink is leaking, and then have them sign their name.
- Write the chart on the board while they're working on filling in the chart, then have students who finish early come up to the board and fill in the board chart to check.

Class Lesson Plan 43
Objective: Home and Safety

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 134

- Give students 10 minutes to complete the questions by themselves, circling and bubbling.
- Then check together and discuss as needed.

4. Core Text (60 min)

All-Star Student Book 2 -- page 136 (60 min)

Part 1(15 min):

- Follow directions.

Part 2: (30 min)

- Write 5 things about the picture in their notebooks using present progressive (..ing with helping verb –happening right now). Do the example together and then have the students write 5 sentences.
- Examples:
 1. A fireman is spraying water.
 2. A fireman is climbing down the ladder.
 3. A man is crawling out the door.

4. A woman is holding her children.
 5. A man is driving the ambulance.
 6. Many firemen are working.
- Have each student come up to the board and write one *different* sentence.

Part 3 (15 min)

- Follow the directions and put in order.

Class Lesson Plan 44
Objective: Home and Safety

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 33-34

- Students circle the correct word and write it in the blank.
- Let students work independently.
- Call on students to read their answer when everyone is finished.
- If there is time, partners can practice reading the sentences to each other.

4. Core Text (60 min)

All-Star Student Book 2 -- page 142-143 (30 min)

- Part 1: Follow directions. Identify the safety problems.
- Find the safety problems in the picture on page 143.
- They should find at least 5 safety problems in the picture.

All-Star Workbook 2, page 126-127 (30 min)

- Part A, B, and C: Follow directions.

Class Lesson Plan 45
Objective: Weather Emergencies

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Beginning: Lesson 15 "Free Advice" pg. 88-89

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Use comprehension questions on pg. 89 as a reference for discussing the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “What did you learn from the story?”
 - **Extension Activity:** “Conversation at Home” **pg. 91** Model the conversation, either first by yourself (reading both parts) or with a more advanced student/Literacy Tutor’s help (divide the parts between you and the other person). Incorporate student volunteers as students start to comprehend the conversation.

Finally, if there's time, pair up students for extra practice with one another.

4. Core Text (60 min)

All-Star Student Book 2 -- page 138-139

Part 1 (10 min):

- Listen to teacher and repeat vocabulary.

Stories on page 139 (25 min)

- Hurricanes: Read the story to students.
- As a class, list 3 things that you should do in a hurricane.
- Thunderstorms: Read the story to students.
- As a class, list 3 things that you should do in a thunderstorm.
- Tornadoes: Read the story to students.
- As a class, list 3 things that you should do in a tornado.

****As you read, discuss why it's important to put gas in your car if you're in a hurricane or get under the stairs in a tornado.**

“Winter Weather Safety Worksheet/Listening Activity –see Worksheet tab -- (25 min)

- Set up “Winter Safety” video using projector/chrome book. Use the following URL:
<https://www.youtube.com/watch?v=JyzUGYXtufw&index=124&list=PL83EE50D8CEAD7E73>
- Hand out “Winter Weather Safety” worksheet and tell students they will be watching a video about being safe in the winter time. Allow students time to look over the handout.
- Go over any new vocabulary words/words the students don't understand.
- Play the video and ask the students to watch/listen and fill out the worksheet as they hear the answers (play the video twice to allow them to fill in as many answers as they can).
- Pair the students up and ask them to check their answers. Circulate the room and help with any of which students are uncertain.

- Answer the discussion questions at the bottom of the handout together as a class.

Class Lesson Plan 46
Objective: Weather Emergencies

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20min)

Sam and Pat 2, page 137

- Introduce the long “i”—like in **dime, nine**.
- Tell students that the short “i” sound changes when you add a consonant and then an e. EX: sit/site
- Show students on the board that all of the long “i” sounds they will be practicing are “i” *followed by a consonant followed by an “e” / i_e* (*site, live, hive*)
- Have students practice making the long “i” sound.
- Dictate the whole word for 1-10.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 140 (20 min)

- Skip Conversation part 1
- Conversation Part 2 about thunderstorms:
- Teacher models with a student.
- Students practice in pairs.

- Choose 2 students to perform for the class.
- Emphasize new vocabulary: predict

All-Star Student Book 2 -- page 141 (15 min)

- Part 3: Teacher reads the script on page 184 two times slowly.
- Students write in the missing words.
- Check answers together.

All-Star Student Book 2 -- page 144 (25 min)

- Teacher reads the conversations on page 184. Students choose the correct answer to complete the conversation.
- Check together.
- Dictation:
 1. Minnesota has a lot of snow.
 2. Stay inside when it is cold.
 3. Does Minneapolis have tornadoes?

Class Lesson Plan 47
Objective: Weather Emergencies

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (30 min)

All-Star Workbook 2, page 134-135

- Have students work independently and fill in the bubble sheet. Give students 20 minutes and then discuss and check for 10. Ask students to read the question and volunteer their answers.

4. Core Text (50min)

All-Star Student Book 2 -- page 146 (50 min)

- Write the chart on the board. Take your time working through it. Talk about what a contraction is. Talk about what affirmative is and what negative is.
- Part 1: Have students only choose will or won't. Avoid "II"
- Do together.
- Pair students together to practice asking the questions and answers. Then switch.
- Change partners and practice again if time.

Class Lesson Plan 48
Objective: Weather Emergencies

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 51-52

- Students circle the correct word and write it in the blank.
- Let students work independently.
- Call on students to read their answer when everyone is finished.
- If there is time, partners can practice reading the sentences to each other.

4. Core Text (60 min)

All-Star Workbook 2, page 136 (20 min)

- Part 1: Follow directions.

Write about the weather worksheet --see *Worksheet tab* --(40 min)

- Review the questions about weather on the worksheet.
- Have students write their own sentences and answer/respond to the questions.

- Pair students together to read and check each other's work when finished.
- Ask volunteers to read aloud for the class.

Class Lesson Plan 49

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Intermediate: Lesson 6 "Almost Always Late" pg. 34-35

- Make copies from the book and hand out one to each student. Also make a copy of pg. 37. Save for later.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Use comprehension questions on pg. 35 as a reference for discussing the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “What did you learn from the story?”
 - **Extension Activity:** “A Conversation with the Manager” pg. 37 -- Model the conversation, either first by yourself (reading both parts) or with a more advanced student/Literacy Tutor’s help (divide the parts between you and the other person). Incorporate

student volunteers as students start to comprehend the conversation. Finally, if there's time, pair up students for extra practice with one another.

- “Joey’s schedule” pg. 37 -- Read the chart together. Discuss the term ‘day off’. Answer the questions below the chart either as a class or in pairs.

4. Core Text (60 min)

All-Star Student Book 2 -- page 148 (30 min)

- Part 1: Follow directions.
- After you practice the new vocabulary, have students write the new words under the correct picture in their books.
- Part 2: Follow directions

All-Star Workbook 2, page 138 (20 min)

- Part A and B: Follow directions.
- Use page 148 from the student book if needed.

All-Star Workbook 2, page 139 (10 min)

- Part C: 1-6. Do together.
- Students can finish the page for homework.

Class Lesson Plan 50

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 139

- Introduce the long “o”—like in **phone** or **nose**.
- Tell students that the long “o” sound changes when you add a consonant and then an “e.” EX: rob/robe
- Show students on the board that all of the long “o” sounds they will be practicing are “o” *followed by a consonant followed by an “e” / o_e* (*robe, cove*)
- Have students practice making the long “o” sound.
- Dictate the whole word for 1-10.
- Assign students to come up to the board and write the words to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 150 (20 min)

- Part 1: Follow directions.
- Talk a lot about what these skills mean.
- Ask the students if these skills are important for school.

All-Star Workbook 2, page 140 (40 min)

- Part A and B: Follow directions.
- Use the words on page 150 in the student book for help.
- Have students share answers (both writing and circling).
- Discuss answers.

Class Lesson Plan 51

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (30 min)

All-Star Workbook 2, page 150

- 1-5: Read the ads together and answer the questions together.
- New vocabulary includes: valid, driver's license, fast growing, company seeking person, good driving history

4. Core Text (50 min)

All-Star Student Book 2 -- page 152-153

Part 1(20 min)

- Follow directions.

Skip Part 2

Part 3 (20 min)

- Practice the conversation in pairs.
- Ask volunteers to perform.

Writing in Notebooks (10 min)

- Tell students to answer these questions in their notebooks:
 1. Did you work in your country?
 2. Do you prefer a day shift or a night shift?
- Have volunteers read their sentences to the class if time allows.

Class Lesson Plan 52

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 63

- Have students fill in the blanks with the correct words for 1-6.
- Let students work independently.
- Dictate the following long “a” and long “i” words:
1. Shape 2. Wine 3. Snake 4. drive 5. Smile 6. White
- Have students come to the board and write the answers to check.

4. Core Text (60 min)

All-Star Student Book 2 -- page 158-159 (60 min)

Part 1 (20 min)

- Read the three job ads together and do 1-6 together as a group.

Application form (20 min)

- Study the application together and ask many questions together verbally.

- For example: What is his first name? When can he begin work? What job does he want? Can he work full time or part-time? Did he go to college? How much money did he make at his last job?
- **Make sure students understand the application!**

Page 158, Part 2 (20 min)

- Every false statement needs a correction.
- For example: #5

He would rather work the ^{first}~~second~~ shift

Class Lesson Plan 53

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

That's Life, Low Intermediate: Lesson 12 "Requirements for College" pg. 70-71

- Make copies from the book and hand out one to each student.
 - Tell the students to listen and follow along as you read the story. As a class, identify the characters. Use comprehension questions on pg. 71 as a reference for discussing the story.
 - After you finish, ask students to read the story again in pairs, switching off paragraphs.
 - When they are finished, ask them to write a response in their notebooks. Potential prompts:
 - “Did you like the story? Why?”
 - “Who were the main characters? What did they do?”
 - “What did you learn from the story?”
 - **Extension Activity:** “What about you?” pg. 75 -- Make a copy of this page for all students. Demonstrate how to change the statements into questions.
 - Next, model the example question with one advanced student volunteer:
 - Do you plan to go to a college or a university in the U.S.?

■ *“Yes, I do” OR “No, I don’t.”*

- Place students in pairs to complete the rest of the worksheet.

4. Core Text (60 min)

All-Star Student Book 2 -- page 160 (20 min)

- Teacher reads the script on page 185. Students listen and choose the job they hear. They circle and bubble.
- 6-10, Teacher reads the conversation and students choose the correct response.

All-Star Workbook 2, page 148-149 (40 min)

- Part A and B: Follow directions.
- Teacher reads story first.
- Have students pair up and practice reading together several times. They can read a paragraph and switch.

Class Lesson Plan 54

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 86

- Introduce the long “u”—like in **cube** or **tube**.
- Tell students that the short u sound changes when you add a consonant and then an e. EX: tub/tube
- Show students on the board that all of the long “u” sounds they will be practicing are “u” *followed by a consonant followed by an “e” / u_e (tube)*
- Have students practice making the long “u” sound.
- Circle the word for each picture. Have students try by themselves. Read the words after a few minutes for extra support.
- Assign students to come up to the board and write the words to check. Read all the words on the page for extra practice.

4. Core Text (60 min)

All-Star Student Book 2 -- page 162-163 (20 min)

- Study the resume together and answer the questions below.
- Part 2: Put the jobs in order. Write on the board and do together.

- Resume Worksheet below: Go over the key words on the board one more time for example: job objective, qualifications, experience, work history, education
- Have the students write their name, the job they like, their own qualifications, etc.
- Everyone needs to write something for every line—working at home counts, volunteering, anything...under qualifications everyone can write that they are learning English, writing English, etc.

Class Lesson Plan 55

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

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

3. CASAS (20 min)

All-Star Workbook 2, page 151

- Tell students they will have 10 minutes to complete the five questions by themselves.
- Discuss and check when finished.

4. Core Text (60 min)

All-Star Student Book 2 -- page 154-155 (60 min)

- Read the story together on page 155.
- Have the students read the story again by themselves and circle words they don't know in their books. Circulate and help students with circled words.
- Ask the class what words they circled and define the words and discuss them as a group.
- Part 2: Write **should** and **shouldn't** on the board. Have the students generate ideas and write them on the board under the category the students tell you to write it under.
- If time, have students read aloud to a partner. Then switch.

Class Lesson Plan 56

Objective: Work

1. Calendar Question (15 min)

- 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 (10 min)

- 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 (20 min)

Sam and Pat 2, page 79-80

- Dictate the following words:
 1. Pine
 2. Five
 3. Nine
 4. Ice
 5. Mice
 6. Price
 7. Lime
 8. Dime
 9. Time
 10. Bite
 11. Bike
 12. Bride
- Have students come to the board and write the answers to check.

4. Core Text (60 min)

Teacher's Choice today! Last day of the semester!

You can give book awards for finishing the book.

You can play vocabulary bingo for the whole book.

Have the students write about what they learned.

What did they like about school?

****We will spend most of class time enjoying time together at the End of Term Celebration, so no need to plan more than 20 minutes worth of material****