

## Lesson 1

### Objectives:

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

### Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 4-5
- Lined paper (optional for writing activity)

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Listen: Personal Information” Pg. 1-2.

### **For Teacher Reference - Worksheets Tab**

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

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### Lesson Preview

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

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Student Introductions (15 mins)**

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

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

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

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

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

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

Birth certificate

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

**Activity 3: Simple Present Grammar (30 mins)**

- Warm-Up: Write Simple Present Tense on the board. Ask students if they know what this means. Give examples.
- Refer students to Pg. 1 in the English 4 Class Book
- Pg. 1: Read transcript through twice (See “Worksheets” Tab in teacher binder; Transcript is labeled “lesson 1” and is Grammar in Action Bk1. Pg. 188). First time: students write their answers; second time students listen and check answers.
- Pg. 1 : Students read one of the stores and then write their own to read in front of the class. They may do so on lined paper or in their own notebook.

**Activity 4: Check for understanding (15 mins)**

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

## Lesson 2

### Objectives:

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

### Materials

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

### English 4 Class Book (Students bring to class each day -- no copies necessary)

- “Working Together” Pg. 3-4.
- “Spotlight on Grammar” Pg. 5-6.

#### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

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

- Refer to English 4 Class Book Pg. 3-4.
- Part B: Students ask each other the questions and record names under the Yes or No column, and complete writing exercise.
- Encourage students to use **clarifying questions** when they speak with each other or you. Explain to your students the importance of **intonation** and teach a variety of ways to indicate confusion such as the following:
  - I’m sorry. Could you repeat that please?
  - I’m sorry I didn’t hear you. Could you please say that again slowly?
  - You said.... ?
  - Did you say X or Y?
  - Pardon?
  - Excuse me?

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

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

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

**Activity 3: Simple Present Tense (30 mins)**

- Refer students to English 4 Class Book Pg. 5-6.
- Discuss the difference between regular and irregular verbs, using the chart at the top of pg. 5.

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

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

## Lesson 3

### Objectives:

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

### Materials

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Dish Soap for Dinner” Unit 1 (Day 1) Pg. 7-9
- Unit 2, “My classmates” Pg. 10-13.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“Dish Soap for Dinner” Unit 1 (Day 1) Pg.7-9.

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

### **Activity 2: Describing People (45 mins)**

- Refer to English 4 Class Book pg. 10-13.
- Pg. 10: Go through adjectives as a class. Have students work with partners to fill in the blanks. Go through answers as a class.
- Pg. 11: Explain what “Opposite” means. Model the first question in each exercise. Do Part D orally together as a class

- . Pg. 12: Part E: model and then have students complete. Part F: Read from transcript.
- Pg. 13: Skip Part G and do Part H. Students ask a partner a question. As part of their speaking practice have them each say a **clarifying question** before answering. Explain to your students the importance of **intonation** and teach a variety of ways to indicate confusion such as the following:
  - I'm sorry. Could you repeat that please?
  - I'm sorry I didn't hear you. Could you please say that again slowly?
  - You said.... ?
  - Did you say X or Y?
  - Pardon?
  - Excuse me?
  - What was that?
  - Say that again please?
  - I'm sorry, I don't understand what \_\_\_\_\_ means.
- \*Tip: You can role model these questions by having the students say something to you, and then you ask the question – model not only the words but the **tone** of your voice.

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

- Go back to the list of adjectives on Pg. 10. Give students a spelling quiz.
- Go to Pg. 11, Part B and ask class for the opposite of each adjective you read to them.

## **Lesson 4**

### **Objectives:**

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

### **Materials**

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

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- Pgs. 14-15.

**For Teacher Reference – Vocab Review - See Worksheets Tab**

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

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### Lesson Preview

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

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

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

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

**Activity 2: Introducing People (30 mins)**

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

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

- **English 4 Class Book Pg. 14.** Review “graph” with students.
- Do #1-4 together.
- Have partners complete #5-11.
- Make sure students are looking at graphs to answer the questions.
- **Creating questions:** Pass out lined paper, and assign a statement from Pg. 15 to each student. Then have students create a question for each statement. Model #1:
  - *The average person wears a seat belt.*
    - *Does the average person wear a seat belt?*
  - Have students ask each other the question they created, and their partner will answer using the statement.
- **English 4 Class Book Pg. 15 (if there's time).** Part A. Interview. Follow instructions.

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

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



## Lesson 5

### Objectives:

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

### Materials

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

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The English Class” Pg. 16-17.

### **For Teacher Reference**

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

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Going Places (45 mins)**

- Pass out **All-Star 2 Textbook (Colored Pages)**. Pg. 20-21.
- Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
- List out all the places in the illustrations and have students write them in their notebooks (library, post office, etc.).
- Complete Part 2.
- **Writing Prompt:** Have students write a short story describing two or three of the pictures using the new vocabulary. They can make up names for the people in the pictures. Have students share their writing with a partner or the class.
- Window on Grammar: use this exercise to transition into the next activity.
  - Write Simple Present Continuous on the board
  - Complete #1-5 as a class.

**Activity 2: Present Continuous Practice (30 mins)**

- Refer students to English 4 Class Book Pg. 16-17
- Do Part A.
- Part B-C: Read through transcript 9 (Found in Grammar in Action Bk 1 Pg. 192 - Unit 10, Pg 85) twice. Students write names next to people in picture. Complete Part C after students are finished writing names in the picture.
- Skip Part D.
- Part E: As a class, do #1. Then have students work individually on the other questions. Check final answers as a class.

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

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

## Lesson 6

### Objectives:

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

### Materials

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

### **English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The English Classroom” Pg. 16-17 (review from previous lesson)
- Pg. 18-20.

### **For Teacher Reference**

- All-Star 2 Textbook (Colored Pages). Pg. 178, transcript. Found in Worksheets tab in Teacher Binder

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Going Places – Review Vocab (30 mins)**

- All-Star 2 Textbook (Colored Pages). Pg. 20-21.
- English 4 Class Book Pg. 18.
- Review vocabulary in All-Star 2 Textbook, Pg. 20. Then have students complete pages, 18-19 in English 4 Class Book.

### **Activity 2: How do I get there? (30 mins)**

- All-Star 2 Textbooks (Colored Pages). Pg. 22-23.
- List out all the places in the illustrations and have students write them in their notebooks (library, post office, etc.).

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

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

- English 4 Class Book Pg. 20; Transcript is located in the worksheets tab in the Teacher Binder labeled Lesson 6.
- Have students listen to you read and write the correct answer on a separate piece of paper. (They should not receive a copy of the transcript)

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

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

## Lesson 7

### Objectives:

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

### Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 26-27.
- Copies of All Star workbook page
- Highlighters of different colors from the teacher room

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “I Ran for Everyone” Unit 4 Pg. 21-23.
- “How do I get there?” Pg. 24.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to Pg.21-23 in the English 4 Class Book “I Ran for Everyone”.

Tomorrow’s class will review this reading.

- Pre-reading: Follow directions.
- Pre-reading: Ask students to turn over the story and take out a piece of paper. Read this sentence to them, and ask them to listen for the answer when you read the story to them. You can also write this sentence on the board.

*Every day Jeff puts on an artificial \_\_\_\_\_.*

Read the story slowly two times. Students can write down the answer when they hear it.

- Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.

- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together (Pg. 22) and check answers. Leave Pg. 22 for tomorrow's lesson.

**Activity 2: Map Reading (30-45 mins)**

All-Star 2 Textbook (Colored Pages). Pg. 26-27.

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

**Activity 3: English 4 Class Book (15-30 mins)**

Refer students to English 4 Class Book Pg. 24.

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

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

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

## Lesson 8

### Objectives:

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

### Materials

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “I Ran for Everyone” Pg. 21-23 (review from yesterday).
- “Working Together” Pg. 25-27.

### **Make Student Copies**

- Map of Minneapolis Worksheet with questions (see Worksheets Tab)

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“I ran for Everyone” Unit 4 Pg.21-23 in English 4 Class Book.

- Have students look at the pictures only for the story, Pg. 21.
- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg. 23.

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

- Follow instructions on Worksheet.

**Activity 3: Grammar Practice (30 mins)**

Refer students to English 4 Class Book pg. 25-27.

- Explain Part A, Pg. 25, and do the first question together. Make sure students understand they can put “No one.” Add in a #11. Write on the board:  
\_\_\_\_\_ is \_\_\_\_\_. Students should make up a sentence.  
For example, *The teacher is standing in front of the board.*
- “What’s Happening Around the School”, Pg. 25: As a class, walk around the school and have students note on a piece of paper what staff and other students are doing. After returning to the classroom, have students write a paragraph using present continuous to describe what is happening around the building.
- Part C, Pg.26: Work together as a class to complete the chart. Recreate the chart on the board.
- Part D, Pg. 26: Put students in pairs. Students can also refer to alternative picture on pg. 27. Follow instructions.

**Activity 4: Check for understanding (5 mins)**

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



## **Lesson 9**

### **Objectives:**

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

### **Materials**

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

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Surf City” Pg. 28-29.

### **For Teacher Reference**

- Worksheets Tab in Teacher Binder: Grammar in Action Bk1. Transcript. Pg. 195 Labeled “Lesson 9”

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### Lesson Preview

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

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Finances (45 mins)**

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

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

**Activity 2: Simple Past Tense Practice (30 mins)**

- Refer students to English 4 Class book Pg.28-29.
- Do Part A.
  - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part B-C: Read through transcript (see worksheets tab in teacher binder, labeled lesson 9) twice and have students complete Part C in the Class Book.
- Skip Part D.
- Part E: Have students partner up. One student asks the questions first and the other answers; then have them switch. Remind them to use **was** in their questions and answers to indicate a past time period.

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

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

## Lesson 10

### Objectives:

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

### Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 40-41.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “Spotlight: Grammar” Pg. 30-31 (Unit 3: Dollars and Cents).

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Finances (45 mins)**

- Warm-Up: Ask them if they go to a bank and which one. What do they do at the bank? What questions do they have about going to the bank?
- Talk a little about your experience with banking.
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 40-41.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
  - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part 2: Follow instructions.
- Part 3: Write dialogue on the board and model with a student. Then ask students to practice the dialogue with a partner. Erase and change prompts on the board for each of the variations in the book.

- When students are comfortable with the dialogue, erase dialogue and put only the prompts on the board. Ask students to practice the dialogue using only the prompts to get started. Model with a student first.

**Activity 2: Simple Past Tense Practice (30 mins)**

- Refer students to English 4 Class Book Pg. 30-31.
- On the board, write a column of regular verbs and their past tense forms and then a column of irregular verbs and their past tense forms (you can copy the chart from Pg.30). Ask students to study this chart and determine what is different between the columns. For example:
 

I cash – I cashed	I buy – I bought
I talk – I talked	I come – I came
I look – I looked	I eat – I ate
- Explain that some verbs are considered **regular** and others **irregular**.
- Have students complete Parts 1-2.
- Pg. 31: Listen and Repeat: Go through each form of asking a question in past tense using ‘do’ and have students repeat. Ask students what word leads questions in the simple tense as a review (“do”).
- Parts 3-4: follow directions. Students can work in pairs or alone. Check answers as a group.
  - Have students ask a partner the questions they unscrambled from Part 3 on Pg. 31.

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

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

## Lesson 11

### Objectives:

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

### Materials

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Love Letter” Unit 5 Pg.32-35.
- “Pay Stubs” (Unit 3: Dollars and Cents) Pg. 35-36.
- “Past Tense review” Pg. 37.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Love Letter” Unit 5 Pg. 32-35 in English 4 Class Book. Tell students they will review story tomorrow.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg. 33 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together (Pg. 33) and check answers. Leave Pg. 34 for tomorrow’s lesson.

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

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

**Activity 2: Paystubs (45 mins)**

English 4 Class Book Pg. 35-36.

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

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

- Refer students to English 4 Class Book pg. 37.
- Complete first part of Part B as a class. Have students work on second part alone or in pairs. Check as a group.

## Lesson 12

### Objectives:

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

### Materials

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Love Letter” Unit 5 Pg. 32-34 (continued from previous lesson).
- “Pay Stubs” Pg. 35 – review
- “Moving” Unit 14 Pg. 38-40.

### **Make Student Copies**

- Lesson 12 Paystub (see Worksheets Tab).

### **For Teacher Reference**

- Transcripts in Worksheets Tab in Teacher Binder labeled “Lesson 12”- Grammar in Action Bk 2, Pg.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Love Letter” Unit 5 Pg. 32-34.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg.34.
- Summary and Sequence: On the board, write

1)

- 2)
- 3)

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

**Activity 2: Paystubs (30 mins)** English 4 Class Book pg. 35 (review from previous day)

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

**Activity 3: Past Tense Review (30 mins)**

- Refer students to English 4 Class Book pg. 38-40
- Using transcripts in Worksheets tab of teacher binder, complete activity on Pg. 38. After students finish numbering the pictures, number off students, 1-6.
  - Students write a description of their own based on their numbered picture, using a past tense verb form.
- Review from yesterday: students should complete Pg. 39 Part B on their own. Check as a group.
- Part C: Follow instructions.
- Write these irregular verbs on the board and ask students to conjugate into simple past tense forms (they will use in the next exercise):
  - Speak, ring, tell, break, get, put, be, drive, pay, see, steal
- Pg. 40, Part B: Read the story twice. First time have students listen and read along without writing anything. The second time, they should write down the past tense verbs they hear. Check answers as a group.

**Activity 4: Check for Understanding (5 mins)**

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



## Lesson 13

### Objectives:

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

### Materials

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

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Vocabulary” Pg. 41.

### **For Teacher Reference – see Worksheets Tab**

- Grammar in Action Bk 1. Transcript Pg. 196 (Unit 16, Pg. 147). Located in Worksheets tab in teacher binder, labeled “Lesson 13”

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Goals (45 mins)**

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

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

**Activity 2: Simple Past Tense Practice (30 mins)**

- Refer students to English 4 Class Book pg. 41 (Teacher uses Transcript on Pg. 196 (Unit 16, Pg. 147)).
- Part A.
  - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part B: Read through transcript twice and have students either tell a summary together or each write a summary of the story using the pictures.
- Part C: Pair up students. Model with a student how to ask and answer teach question variation: Did Oscar...Yes, he did/ Did you...Yes, I did. Focus on repetition and having students accurately forming the past tense in question form.
- Part D: Have students complete on their own. Check answers as a group.

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

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

## Lesson 14

### Objectives:

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

### Materials

- Bag with All-Star 2 Textbooks (Colored Pages). Pg. 54-55.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “Important Days” Pg. 42-43.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Goals (45 mins)**

- Warm-Up: Have students think about their goals they brainstormed yesterday. What must they do in order to accomplish these goals?
- Pass out All-Star 2 Textbook (Colored Pages). Pg. 54-55.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
  - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part 2: Follow instructions. Model how to switch out the yellow/blue sections in the 1<sup>st</sup> conversation with a student. Then pair students and have them try. Have students role play their conversations to the class after they’ve practiced on their own.
- Part 3: Write. Follow directions, and also introduce the term “cluster diagram.” Do your own on the board as a model, and then have students create one for themselves.

- Window on Grammar: Review grammar functions in yellow box as a class and then have students complete the five questions. Check as a group.
  - Oral exercise: Have students look at their goals and choose one activity they will do to accomplish their goal (such as going to school). Then have them tell the class using the future with *be going to*.

**Activity 2: Simple Past Tense Practice (30 mins)**

- Refer students to English 4 Class Book Pg. 42-43.
- Pair up students. Have one student read the story on Pg. 42 out loud to their partner, who should have their copy turned face down. The partner should write down the past tense verbs they hear. Then they can check with their partner. Once finished, they can complete the questions together.
  - Do the same for Pg. 43, but have the partners switch, so that the other person listens and write down past tense verb forms.
  - Answer comprehension questions if time allows.

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

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

## Lesson 15

### Objectives:

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

### Materials

- All-Star 2 Textbooks (Colored Pages). Pg. 56-57.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “Lost and Found” Unit 6 Pg. 44-46
  - “Working Together” Pg. 47

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“Lost and Found” Unit 6 Pg. 44-46. Tell students they will return to this in tomorrow’s class as well.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg.45 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
- Circulate and help students who are circling words.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together and check answers. Leave Pg. 46 for tomorrow’s lesson.
- Summary and Sequence: On the board, write

- 1)
- 2)
- 3)

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

**Activity 2: Goals (30 mins)**

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

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

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

- Refer students to English 4 Class Book Pg. 47.
- Pg. 47, Part A: follow instructions.
- Pg. 47, Part B: skip – leave if there is time at the end of class.

## Lesson 16

### Objectives:

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

### Materials

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

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Lost and Found” Unit 6 Pg. 44-46.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“Lost and Found” Unit 6 (English 4 Class Book Pg.44-46.)

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg.46.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Goals (30 mins)**

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

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

**Activity 3: Writing Activity (25 mins)**

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

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

**Activity 4: Check for Understanding (5 mins)**

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



## Lesson 17

### Objectives:

- Life skill: Housing
- Listening & Speaking: Listening to Classroom Activities/Conversation Practice
- Transition & Critical Thinking: Learning Strategies
- Literacy: Reading and writing new vocabulary.
- Grammar: Comparative Adjectives
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbooks (Colored Pages). Pg. 22-23.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- Cities - Comparative Adjectives on Pg. 48-50.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Housing (30 mins)
- Activity 2: Adjectives (45 mins)
- Activity 3: Check for understanding (15 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Housing (30 mins)**

- Tell students you'll be studying the topic of housing this week
- Warm-Up. Ask students:
  - What kind of housing do they live in?
  - Would they like to change where they live, why or why not?
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 22-23.
- Part 2: Go through each new word/phrase. Have students listen to you and repeat. Match new vocab to the illustrations.
  - Partner Work: ask students to choose three new vocab phrases or words and write a sentence using the new phrase or word. Then have them read and discuss their definitions with a partner.
- Part 3: Creating Charts. Model your own chart of pluses and minuses on the board for this exercise, and then give students a chance to create one in their notebooks and fill it out. Have students present their charts to the class.

### **Activity 2: Adjectives (45 mins)**

- Refer students to English 4 Class Book Pg. 48-50.
- Part A: Do the first 3 questions together. Then have students work in partners to complete exercise. Check as a group.
- Part B: Work together as a group to complete a chart on the board. Call on volunteers to come write each adjective in the correct column.
- Part C: Introduce the term “Comparative Adjectives.” Explain that you are comparing two things when you use this form of adjectives. Write this on the board:
  - Her house is clean.
  - Her house is cleaner than my house.

What do students notice about the comparative form?

- Go through chart on Pg. 50. Have students work in partners to complete exercise, then check as a group.
- Part D: Students can work alone or in partners. Share answers as a group.

**Activity 3: Check for understanding (15 mins)**

- Ask students to quiz each other on the the comparative form of the adjectives on Pg. 50 of their class book. One student refers to the page, the other student should have the page covered. For example:
  - Student A: What is the comparative form for good?
  - Student B: better

## Lesson 18

### Objectives:

- Life skill: Housing
- Listening & Speaking: Asking questions and listening to answers
- Transition & Critical Thinking: Learning Strategies
- Literacy: Reading pie charts
- Grammar: Adjectives
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbooks (Colored Pages). Pg. 24-25.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Student to Student” Pg. 51-52.

**For Teacher and Student Reference:**

- English 4 Class Book Pg. 53.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Housing (30 mins)
- Activity 2: Adjectives (45 mins)
- Activity 3: Check for understanding (5-15 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Housing (30 mins)**

- Warm-Up: Ask students to imagine they are looking for housing. What are some things that are essential for a good place to live, and what are things that are a bonus?
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 24-25.
- Part 1: Go through each new word/phrase. Have students listen to you and repeat. Explain vocabulary as needed.
  - Scanning practice: Have students find the abbreviations for each word using Pg. 25.
  - Partner Work: ask students to choose three new vocab words and write a brief definition in English for each. Then have them read and discuss their definitions with a partner.
- Part 2: Before practicing the dialogue, ask students how they find new housing. Do they look online? In the newspaper? Word of mouth?

- Dialogue practice: Follow instructions. Model how to switch out the green/purple sections in the 1<sup>st</sup> conversation with a student. Then pair students and have them try. Have students role play their conversations to the class after they've practiced on their own.

**Activity 2: Adjectives (45 mins)**

- Refer students to Pg. 51-52 in the English 4 Class Book.
- Pg. 51, Part C: Read through the list of information with students, having them listen and repeat each word, including the numbers. Then have students refer to questions on Pg. 53 and practice the task with a volunteer before asking students to pair up and complete exercise on their own.
- Pg. 52, Part D: Go through each question first, having students listen and then repeat. Then put students in pairs or small groups to complete the exercise. Share answers as a group.

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

- Review Pg. 50 in the English 4 Class Book (From Lesson 17). Write some of the sentence prompts from part D on the board, and have student volunteers fill in the blanks.
  - “\_\_\_\_\_ is larger than \_\_\_\_\_.”
  - “\_\_\_\_\_ is cleaner than \_\_\_\_\_.”
  - “\_\_\_\_\_ is noisier than \_\_\_\_\_.”
- Ask students where else they could use comparisons in their life. If there's time, have students try writing 1-3 sentences using comparative adjectives on their own. Have students share with a partner.

## Lesson 19

### Objectives:

- Life skill: Housing
- Listening & Speaking: Listening to a conversation about housing
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #4

### Materials

- All-Star 3 Textbooks (Colored Pages). Pg. 26-27.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “A Little Traveler” Unit 7 Pg. 54-56.
- “I’m looking for something bigger” Pg. 57

**For Teacher Reference- See Worksheets Tab**

- All-Star 3 Textbook Pg. 159 (transcript). Copy also located in Worksheets Tab in teacher binder, labeled “lesson 19”

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Housing (30 mins)
- Activity 3: Adjectives (30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“A Little Traveler” Unit 7 Pg. 54-56. Tell students to they will review this in class tomorrow as well.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg. 58 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
- Circulate and help students who are circling words.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary section together and check answers. Leave Pg. 56 for tomorrow's lesson.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Housing (30 mins)**

All-Star 3 Textbooks (Colored Pages). Pg. 26-27.

- Part 1: Complete warm-up together as a group. Then have students write a 2-3 sentence story for one or more of the pictures.
  - Review these words: tenant, landlord
- Part 2: Read just one of the dialogues for students to analyze (if there is time you can read more than one).
- Part 3: Follow instructions. Review the Communication Strategy next to the dialogue first. Model dialogue with a few different volunteers first, and then pair up students to practice with each other.

**Activity 3: Superlative (30 mins)**

- English 4 Class Book Pg. 57.
- Review comparative adjectives with students by reading through chart carefully.
- Introduce the superlative adjective. Have students get started on the worksheet but they don't have to finish it—they will work on this page again tomorrow for Lesson 20.

**Activity 4: Check for Understanding (5 min)**

- Ask students what they learned today. List what they say on the board.

## Lesson 20

### Objectives:

- Life skill: Housing
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #4

### Materials

- All-Star 3 Textbooks (Colored Pages). Pg. 28-29.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “A Little Traveler” Unit 7 Pg. 54-56.
  - “I’m looking for something bigger” Pg. 57-58.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Housing (30 mins)
- Activity 3: Adjectives (30 mins)
- Activity 4: Check for Understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“A Little Traveler” Unit 7 Pg.54-56.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the questions on Pg.56.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Housing (30 mins)**

All-Star 3 Textbook (Colored Pages). 28-29.

- Part 1: Follow instructions. Write the new words on the board and ask students to write them down along with the definition the class discusses in their notebooks.
  - Choose three terms to highlight and have students memorize them.  
Suggested: property; lease; consent.
- Part 2: Follow instructions. Model the chart on the board, and encourage students to draw a chart on a piece of paper.
- Part 3: Follow instructions.

**Activity 3: Superlative (30 mins)**

- English 4 Class Book Pg. 57-58.
- Review comparative and superlative adjectives with students by reading through chart on Pg.57 carefully. Then have students complete Parts 1 and 2 on lined paper.
- When they are finished, pair students off and have them read the questions from Part 2 to a partner. Partner can make up their answers.
- Pg. 58, Part 3: Study the as+ adjective + as chart. Read through #1 together and then assign each student a sentence to paraphrase. Have students share their sentences to the class. Correct each response on the board as necessary.
- If there's time, do part 4 as a class.

**Activity 4: Check for Understanding (5 mins)**

- Review the 3 chosen terms from the rental agreement studied earlier in class today.



## Lesson 21

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening Activities/Conversation Practice
- Transition & Critical Thinking: Critical Thinking
- Literacy: Writing a list
- Grammar: Adverbs of Frequency
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 40-41.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Transportation” Pg. 59-61.

### **For Teacher Reference - Worksheets Tab**

- Grammar in Action Bk 2, Pg. 190, Transcript for Pg. 26-27. Copy in Worksheets Tab in Teacher Binder, labeled lesson 21.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Health (45 mins)
- Activity 2: Grammar (45 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Health (60 mins)**

- Tell students you’ll be studying the topic of health this week.
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 40-41.
- Part 1: Class discussion. Encourage students to listen to each other, and use phrases like: “I agree with....”; “I’d like to add...”.
- Part 2: Follow directions. Students can work alone or in pairs. Compare answers a class. Then assign one activity to each student and ask them to create a question starting with “How often do you \_\_\_?” (For example, “How often do you wear a hat outside?” Have them turn to a partner and ask their question.
  - On the board, put model responses, such as “I always wear a hat outside”/ “I never wear a hat outside” and list these Adverbs of Frequency for students to refer to:  
(always/usually/often/sometimes/seldom/rarely/hardly ever/never)

- Part 3: Follow instructions. Have students form conversation groups of 3-4. Encourage them to give each other each a chance to answer all the questions.
- Blog Article Activity: Write the numbers 1-5 on the board. Ask students to brainstorm the top 5 things a person should do to keep healthy.
  - Ask students to explain the reasoning behind their suggestions.

**Activity 2: Grammar (30 mins)**

- Refer students to English 4 Class Book Pg. 59-61.
- With the class, go over the names and the grammar boxes on Pg. 59. Read through transcript. (find transcript in Worksheets tab in teacher binder)
- Pg. 60, Part B: Speaking practice. Have students turn to a partner and ask questions. Partner A should ask #1-6 and Partner B should answer using the models provided; then Partner B asks #6-12 and Partner A answers.
- Pg. 60, Part C: Students listen while you read the transcript.
- Pg. 61, Skip top part and introduce Adverbs of Frequency. Students complete Part D.

**Activity 3: Check for understanding (15 mins)**

Ask students:

- 1) Where do we place Adverbs of Frequency? (Answer: before the verb)
- 2) List Adverbs of Frequency.

## Lesson 22

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening Activities/Conversation Practice
- Transition & Critical Thinking: Critical Thinking
- Literacy: Filling in a chart
- Grammar: Adverbs of Frequency
- Learning Target #2

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 42-43.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “Interview” Pg. 62.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Health (45 mins)
- Activity 2: Grammar (45 mins)
- Activity 3: Check for understanding (5-15 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Health (60 mins)**

- Warm-Up: Ask students what they think about using medicine. Do they take pain-relievers? Why or why not?
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 42-43.
- Part 1: Follow directions. Ask students questions to help them scan for information, such as: “What is the patient’s name?”; “What is the date of the appointment?”
  - As you are discussing the questionnaire, list the words in yellow on the board and discuss meanings with the students. Teach pronunciation for each word.
- Part 2: Show students how to create a chart in their notebook that looks like the charts started in this section. Then have them work with a partner to fill as much of it out as possible.
  - Go over the chart as a group to make sure everyone gets the correct answers.
  - Then have students turn their paper over and quiz them:

- What is the noun for \_\_\_\_\_?
- What is the adjective form for \_\_\_\_?
- What is the verb form for \_\_\_\_\_?
- Partner Work: have them quiz each other.
- Part 3: Students work alone on writing activity. Go around the room and check writing progress.

**Activity 2: Grammar (30 mins)**

- Ask students if they remember the adverbs of frequency studied in yesterday's lesson. Ask them to help you list them on the board:
  - Always, usually, often, sometimes, seldom, rarely, hardly ever, never
- Refer students to English 4 Class Book Pg. 62. Students will interview a partner using the questions in Part B.
  - Ask students to write three additional questions related to health, and to ask their partner these questions.

**Activity 3: Check for understanding (5 mins)**

- Review Pg. 42 in All Star 3. Quiz them again on the new vocabulary:
  - What is the noun for \_\_\_\_\_?
  - What is the adjective form for \_\_\_\_?
  - What is the verb form for \_\_\_\_\_?

## Lesson 23

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Learning Strategies
- Literacy: Reading a story
- Learning Target #9

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 44-45

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Coin” Unit 9 Pg. 63-65.
- “Reading Strategies” Pg. 66.

### **For Teacher Reference - see Worksheets Tab**

- All-Star 3 Textbook Transcript, Pg. 161. Copy located in Worksheets tab in teacher binder, labeled lesson 23

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Health (30-45 mins)
- Activity 3: Reading Strategy Introduction (15-30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Coin” Unit 9 Pg. 63-65. Tell students they will review this tomorrow as well.

- Pre-reading: Follow directions.
- Listening activity: ask students to read Vocabulary question #2 on Pg. 64 and copy this question on to a blank piece of paper. They should turn over their story and listen to you read the story. When they hear the fill-in answer, they should write it in. Have the students read the story and see if what they wrote the correct answer. They should also circle any words they don’t know.
  1. Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.
- Circulate the room while students are reading the story.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary and comprehension sections together and check answers. Leave the last two activities for tomorrow's lesson.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Health (30-45 mins)**

All-Star 3 Textbook (Colored Pages). Pg. 44-45. Have ready the transcript from Pg. 161. (located in worksheets tab in teacher binder)

- Part 1: Warm-Up. Follow directions. Let students think about the questions first and jot down an answer for each. Then have them share their answers with the group.
- Part 2: Have students re-create chart in their notebooks. Read through transcript twice. Students should be listening for what are the reasons for the doctor visit and the doctor's advice.
- Part 3: Ask students: What sort of question does a doctor ask? Write their questions on the board.
  - Dialogue practice: have students practice the dialogue in Part 3. Each pair should practice both the doctor's role and the patient's role.
  - Review the giving advice phrases listed in green.
  - Write a dialogue together on the board with students using common questions asked by a doctor and the giving advice phrases in green. Have students practice this dialogue with a partner.

**Activity 3: Reading Strategy Introduction (15-30 mins)**

- Refer students to Pg. 66 in the English 4 Class Book.
- Study the strategies for reading outlined in the box at the top of pg. 70.
- Do Part 1 together.
- Leave the rest for tomorrow's lesson.

**Activity 4: Check for Understanding (5 min)**

- Ask students what they learned today.

## Lesson 24

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Learning Strategies
- Literacy: Reading a story
- Learning Target #9

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 46-47; 54-55.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “The Coin” Unit 9 Pg. 63-65.
  - “Spotlight: Reading Strategy” Pg. 66.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Coin” Unit 9 Pg.63-65.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Have the students re-read the story silently. Then read to the class out loud.
- Do the activities on Pg. 65.

### **Activity 2: Health (30-45 mins)**

All-Star 3 Textbook (Colored Pages). Pg. 46-47. Have ready the transcript from Pg. 161.

- Part 1: Warm-Up. Follow directions. Let students think about the questions first and jot down an answer for each. Then have them share their answers with the group.

- Part 2: Have students re-create chart in their notebooks. Read through the doctor's advice first, then have volunteers read through each section again. Have students pair up and fill out the chart. As a group, share answers.
- Part 3: Role Play. Ask students to role play a conversation based on each situation in the book. Do #1 with a volunteer to model the conversation.
- Part 4: If there's time, have students write letters.

**Activity 3: Reading Strategy (15-30 mins)**

- Refer students to English 4 Class Book Pg. 66.
- Review the strategies for reading outlined in the box at the top of Pg. 66.
- Do Part 2 together.

**Activity 4: Check for Understanding (5 min)**

- Ask students what they learned today.



## Lesson 25

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening Activities/Conversation Practice
- Transition & Critical Thinking: Learning Strategies
- Literacy: Writing a speech
- Grammar: Use the present tense in speech and writing
- Learning Target #6

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 40-41.

### **Make Student Copies**

- “A Healthy Pregnancy” (see Worksheets Tab)

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Health (30 mins)
- Activity 2: Presenting on Health Topics (30 mins)
- Activity 3: Reading Strategies (30 mins)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Health (15-30 mins)**

- Tell students you’ll be studying the topic of health this week.
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 40-41.
- Part 1: Class discussion. Encourage students to listen to each other, and use phrases like: “I agree with....”; “I’d like to add...”.
- Part 2: Follow directions. Expand on the questions by having students discuss why an activity is healthy or not.
  - Students can work alone or in pairs. Compare answers a class. Then assign one activity to each student and ask them to create a question starting with “How often do you \_\_\_\_?” (For example, “How often do you wear a hat outside?” Have them turn to a partner and ask their question.
  - On the board, put model responses, such as “I always wear a hat outside”/ “I never wear a hat outside” and list these Adverbs of Frequency for

students to refer to:

(always/usually/often/sometimes/seldom/rarely/hardly ever/never)

- Part 3: Follow instructions. Have students form conversation groups of 3-4. Encourage them to give each other each a chance to answer all the questions.

**Activity 2: Presenting on Health Topics (30-45 mins)**

- Continue the discussion on health by modeling a short 1-minute speech on health.
  - Have students help you create notes for your speech on the board. Put this outline up for them to consider (The information in parentheses for you to use when you present):
    - **Introduction** (ex: “Hello, I’m here today to talk to you about...”)
    - **Problem** (ex: “Too many people don’t get enough exercise...”)
    - **Solution** (ex: “Getting a gym membership or joining a club with a friend can be...”)
    - **Call to Action** (ex: “Let’s get more people out there and active!”)
  - Model a 1-minute presentation on health for the students.
  - Give students 5-10 minutes to think about a short presentation on health. They can talk about any of the topics discussed earlier in the lesson (ex: smoking, wearing sunscreen, exercising, etc.).
  - Have them present to a partner. Ask volunteers to stand at their seat and present to the class, if they would like to.

**Activity 3: Reading Strategies (30 mins)**

Pass out “A Healthy Pregnancy.” Ask students to keep this reading for Lesson 26.

- Discuss Pre-Reading questions and Definitions.
- Skimming: Have students skim the reading and define the topic of the reading.
  - For teacher reference, skimming: look quickly over a piece of writing to find the topic or main idea. Look at the title, pictures, and the first sentence of each paragraph.
  - Scanning: look quickly over information for answers to specific questions.

**Activity 4: Check for understanding (5 mins)**

Ask students to discuss two new things they learned in class today with a partner.

## Lesson 26

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening Activities
- Transition & Critical Thinking: Critical Thinking
- Literacy: Multiple choice quiz
- Grammar: Use the present tense in speech and writing
- Learning Target #5

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 52-53.

**Make Student Copies** (students should already have a copy, make 1-2 extra just in case)

- “A Healthy Pregnancy” (see Worksheets Tab)

**For Teacher Reference - see Worksheets Tab**

- All-Star 3 Textbook , Pg. 161. Transcript.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading and Writing about Health (60 mins)
- Activity 2: Multiple Choice Practice and Learning Log (45 mins)
- Activity 3: Check for understanding (5-15 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading and Writing about Health (60 mins)**

- Warm-Up: What is this reading about?
- Review the Pre-reading questions and definitions (this was done yesterday).
- Read through the entire article once while students listen. Then have students pair up. First partner reads first half; second partner reads second half.
- Go through comprehension questions first as a group, orally. Then have students work with a partner or alone to fill in the answers.
- Writing Activity: Students can choose either writing prompt. Encourage them to write 3-4 sentences and share with a classmate. Go around the room to monitor students' progress.
  - Students can read finished paragraph to the class or to a partner.

**Activity 2: Multiple Choice Practice and Learning Log (30 mins)**

Pass out All-Star 3 Textbooks (Colored Pages). Pg. 52-53. Have transcript from Pg. 161 ready. (find transcript in textbook or a copy is also in the teacher binder in the worksheets tab)

- Make sure students have lined paper to write their answers on.
- Have students put numbers 1-5 on the paper (you can model this on the board).
- If students are ready, then read through script for each question. Students should write the correct letter on their lined paper.
- Learning Log: Have students silently read through the learning log. Have them list all the words they know and share these words and their meanings with the class. Explain to students that they'll learn more of the words they don't know later in the week.

**Activity 3: Check for understanding (5 mins)**

Ask students to write down every word they know related to health. Go around the room to read what students write.

## Lesson 27

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Critical thinking
- Literacy: Reading a story
- Grammar: Present perfect/past tense review
- Learning Target #9

### Materials

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Winning Ticket” Unit 11 Pg. 67-69.
- “Have you had a check-up this year?” Pg. 70-71.

**For Teacher Reference- See Worksheets Tab**

- Azar Grammar Pg. 160-162, 164.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Grammar (60 mins)
- Activity 3: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Winning Ticket” Unit 11 Pg. 67-69. Tell students they will review story tomorrow as well.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.
- Circulate the room while students are reading the story.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary and comprehension sections together and check answers. Leave the last two activities for tomorrow's lesson.

**Activity 2: Grammar (60 mins)**

Refer students to English 4 Class Book Pg. 70-71.

- Using the chart on Pg. 70, present the function of the present perfect. (Refer to Azar Pg. 160-162, 164 for additional information, Worksheets Tab).
- List several examples of the present perfect using the three adverbs in the “Tip” box (ex: I have never been to Canada, have you?).
- Review the parts of the present perfect, using Azar Pg. 160-162 as a reference.
- Part 1: Do the first two questions as a class. Students finish in pairs or alone.
- Part 2: Go over the first question and model the dialogue portion of the exercise with a student. “Have you ever had surgery?” “No, I haven’t”/ “Yes, I have.” Students complete the exercise and practice asking each other questions.
- Pg. 71 – ask students to silently study the chart. Answer any questions they have, and then read through it together as a class.
- Part 3: Read through the paragraph for the class three times. The second time you read they should try circling the simple past verbs. The third time you read they should try circling the present perfect verbs.
- Part 4: Students complete by themselves. Walk around room to monitor progress. Check answers as a group.

**Activity 3: Check for Understanding (5 min)**

- Ask students what they learned today.

## Lesson 28

### Objectives:

- Life skill: Health
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Learning Target #

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 50.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Winning Ticket” Unit 11 Pg. 67-69.
- “Review and Assessment” Pg. 72-73.
- “Have you had a check-up this year?” Pg. 70 (Review).

### **Make Student Copies**

- Hotlines worksheet (see Worksheets Tab).

### **For Teacher Reference-Worksheets Tab**

- All-Star 3 Textbook Transcript, Pg. 161

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Winning Ticket” Unit 11 Pg. 67-69.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do the last two activities on Pg. 69.
- Summary and Sequence: On the board, write

1)

- 2)
- 3)

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

**Activity 2: Health (45 mins)**

All-Star 3 Textbook (Colored Pages). Pg. 50; English 4 Class Book Pg. 72-73

- Part 1: Warm up. Follow directions. Ask students if they know of any hotlines in the Twin Cities.
- Part 2: Have students read through the chart. List words in yellow on the board and go through each with students. Define each, and teach pronunciation. Have students pair up to discuss questions, and then share answers as a group.
- Pass out “Hotlines” worksheet. Ask students to circle or underline the number for each organization, and what each organization specializes in.
- Pg. 72: First have students read through the Learning Log. They should circle words they don’t know. Go over these words. Then work as a group on the crossword puzzle.
- Pg. 73. Read Transcript Pg. 161. (copy located in worksheets tab in teacher binder) Students listen and circle the best answers.

**Activity 3: Grammar Review (15 mins)**

- Pass out copies of All-Star 3 Textbook (Colored Pages). Pg. 48. (Also seen on Pg. 70 in English 4 Class Book)
- This is review from yesterday’s lesson. Treat this worksheet as a quiz: ask students to read through the chart silently and do their best answering the questions.
- Correct as a group.

**Activity 4: Check for Understanding (5 min)**

Review present perfect as needed.



## Lesson 29

### Objectives:

- Life skill: Dreams and Goals
- Listening & Speaking: Presenting and listening to a speech
- Transition & Critical Thinking: Self-Management
- Literacy: Writing a speech
- Grammar: Use the present tense in speech and writing
- Learning Target #6

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 14-15.

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Dreams and Goals (45-60 mins)
- Activity 2: Dream Speech (30 mins)
- Activity 3: Check for understanding (5-15 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Dreams and Goals (60 mins)**

- Tell students you'll be discussing dreams and goals this week. Model one of your personal dreams and a personal and/or professional goal. Then ask students to think about what some of their dreams and goals are for the next 5, 10, and 20 years.
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 14-15.
- Part 1: Class discussion. Encourage students to listen to each other as they talk about their dream job, and to use phrases like: "That's very nice"; "What a wonderful dream"; "I believe in you"; "That's exciting"; "We support you" after a student is finished speaking (try writing these types of phrases on the board for students to see).
- Part 2: Follow directions. Have students pair up and take turns reading each statement out loud. Correct answers as a group.
- Part 3: Students should fill this out for themselves. Walk around the room to read what students are writing. Have students choose one answer to share with the class.

- Additionally, have students write down where they'd like to see themselves in 5 years, 10 years, and 20 years. Have them share these ideas with a partner.
- Pronunciation Practice: Read through Part A. Students will be listening to the way you stress certain words when asking clarifying questions. Then have students listen and repeat.
  - Part B: Ask students to practice the dialogue with a partner. Ask for volunteers to perform the dialogue for the group, and explain on which words they put the most stress.

**Activity 2: Dream Speech (30 mins)**

- Continue the discussion on health by modeling a short 1-minute speech on following dreams.
  - Review the parts of a speech. Put this outline up for them to consider (The information in parentheses is for you to use as examples):
    - **Introduction** (ex: “Hello, I’m here today to talk to you about...”)
    - **Problem** (ex: “Too many people don’t...”)
    - **Solution** (ex: “Sit down and map a plan...”)
    - **Call to Action** (ex: “Let’s all start following our dreams!”)
  - Model a 1-minute presentation on following dreams for the students.
  - Give students 5-10 minutes to think about a short presentation on following dreams. The prompt could be: How to follow a dream.
  - Have them present to a partner. Ask volunteers to stand at their seat and present to the class, if they would like to.

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

Ask students to discuss two new things they learned in class today with a partner.

## Lesson 30

### Objectives:

- Life skill: Dreams and Goals
- Listening & Speaking: Listening Activities
- Transition & Critical Thinking: Self-Management
- Literacy: Completing a chart
- Grammar: Future tense
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 6-7.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- Pg. 74-76.

**For Teacher Reference-see Worksheets Tab**

- Transcript, Grammar in Action Bk 2, Pg. 192. (see worksheets tab)

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (15 mins)**

Refer students to English 4 Class Book Pg. 74.

- Ask students to skim the story and write down the main idea or topic.
- Read through the story once, and then ask students to read through out loud to themselves.
- Ask students:
  - What is the Patrick's goal?
  - What steps is he taking to reach this goal?

### **Activity 2: Setting Goals (45 mins)**

Pass out All-Star 3 Textbooks (Colored Pages). Pg. 6-7.

- First discuss the phrase: I have to prioritize. What does this mean? What are students' top priorities in their lives? How does that affect the way they spend their time?

- Go through each of the words in yellow. Allow some time for students to practice pronouncing all the words (you can ask them to listen and repeat several times for each word).
- Ask volunteers to take turns reading out loud about each of the people outlined on Pg. 6-7.
- Part 1 Chart Activity: As a warm-up to the activity, ask students to analyze the chart verbally with a partner. As a group, create and fill in the chart on the board. Each student can copy the chart onto a blank piece of paper as you work together to fill it out.
- Part 2: Students can work on in pairs or alone.
- Part 3: Ask students to write about a goal and describe the steps they will take to reach it, using the story on Pg. 74 as a model.

**Activity 3 Grammar (30 mins):**

Refer students to English 4 Class book Pg. 75-76.

- Using the Transcript from the Worksheets Tab labeled Lesson 30 (Grammar in Action Bk 2, Pg. 192), complete activity A with students.
- Pg. 75: Focus on the formal and informal ways of talking about each of the students. Let students listen to you pronounce “going” and “gonna”, and let them practice saying sentences both ways.
- Pg. 76: Part B-D, follow directions. Mix it up by having students work in pairs or alone, and correct answers as a group. Ask volunteers to read final answers.

**Activity 4: Check for understanding (5 mins)**

Ask students: What are you going to do today after class? What are you going to do tomorrow?

## Lesson 31

### Objectives:

- Life skill: Goals and Dreams
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Critical thinking
- Literacy: Reading charts
- Grammar: Future tense
- Learning Target #4

### Materials

#### **Make Student Copies**

- All-Star 3 Textbook (Colored Pages). Pg. 48-49.

#### **English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Lucky Thief” Unit 14 Pg. 77-79.
- Pg. 80-81.

#### Lesson Preview

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

#### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

#### **Activity 1: Reading (30 mins)**

“The Lucky Thief” Unit 14 Pg. 77-79. Tell students they will also review the story tomorrow.

- Pg. 77 Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.
- Circulate the room while students are reading the story.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Pg. 78. Do the vocabulary and comprehension sections together and check answers. Leave the last two activities on Pg. 79 for tomorrow's lesson.

**Activity 2: Setting Goals (30 mins)**

Pass out copies from All-Star 3 Textbook (Colored Pages). Pg. 10-11.

- Part 1: Follow directions.
- Part 2: Follow directions, but do together as a class.
- Part 3: Read through the article once first, letting students listen. Discuss any words they don't know. Then ask for volunteer readers to read through a second time. Draw the chart on the board and ask students to draw a similar chart in their notebooks. Have them work alone or in pairs to fill out the chart. Compare answers as a group.
- Part 4: Discuss #2 first; then 1 if there is time.

**Activity 3: Grammar (30 mins)**

Refer students to English 4 Class Book Pg. 80-81.

- Part E: Do #1 together. Ask students to complete #2-5 with a partner.
- Part A: Interview. Follow directions, but pair up students instead of putting them into groups of 3.
- Part B, Pg. 81: Follow directions. Model the example with a volunteer.

**Activity 4: Check for Understanding (5 min)**

- Ask students what they learned today.

## Lesson 32

### Objectives:

- Life skill: Goals and Dreams
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Learning Target #2

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 18-19.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “The Lucky Thief” Unit 14 Pg. 77-79.
- “What do you know?” Pg. 82.

**For Teacher Reference- see Worksheets Tab.**

- All-Star 3 Textbook, Pg. 158. Transcript – copy in Worksheets Tab in Teacher Binder labeled “lesson 32”
- All-Star 3 Textbook, Pg. 13 (if there’s time- see Check for understanding).

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“The Lucky Thief” Unit 14 Pg. 77-79.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do the last two activities on Pg. 79.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Reading Strategy (30-45 mins)**

All-Star 3 Textbook (Colored Pages). Pg. 18-19.

- Pg. 18: Go through chart together as a class. Do Part 1 #1-3 together as a class, then ask students to do #4 alone. Check answers as a group.
- Pg. 19: Read through article once for class. Then have students read through alone. Ask them to complete matching at the bottom by themselves and then check answers as a group.

**Activity 3: Review (15 mins)**

- Refer students to English 4 Class Book pg. 82 to complete in class.
- Follow directions. Read transcript from All-Star 3 Pg. 158. Copy of this page included in Worksheets Tab in Teacher binder labeled “Lesson 32”

**Activity 4: Check for Understanding (5 min)**

Dictate sentences using future time clauses using All-Star 3 Pg. 13 as reference (use Part 3). Students listen and write down the sentence you say, for example, “The president is going to talk to the United Nations when he goes to New York.”



## Lesson 33

### Objectives:

- Life skill: Work
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading and filling in charts
- Grammar: Review future tense
- Learning Target #3

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 112-113.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Future Predictions” Pg. 83-85; (pg. 85: you will only be using the bottom half titled ‘Unit 8’).

**For Teacher Reference- See Worksheets Tab**

- Grammar in Action Bk 2, Pg. 74-75.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Workplaces (45 mins)
- Activity 2: Grammar Review (45 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Workplaces (45 mins)**

- Tell students you’ll be discussing work this week.
- Pass out All-Star 3 Textbook (Colored Pages). Pg. 112-113.
- Part 1: Class discussion.
- Part 2: Follow directions. Students can write the names down on a separate piece of paper. Have a volunteer read each statement. Then ask students to shut their books. Write each occupation on the board, and ask volunteers to give a description of what each person does.
- Part 3: Do this as a group. Create a chart on the board. Ask students to discuss with a partner at least 3 things they would like and dislike.
  - After reconvening as a group, have each pair go up to the board and add 1 like and dislike to the chart and discuss their reasoning behind each.

**Activity 2: Grammar (45 mins)**

Refer students to English 4 Class Book Pg. 83-85.

- Review the two ways to talk in the future tense using these examples:
  - I am going to visit my friend tomorrow.
  - I will visit my friend tomorrow.
- Future time expressions: Ask students to list more time expressions, besides “tomorrow” (see Pg. 74 in Grammar in Action Bk 2 for a list).
- Part C: As a group, go through each statement and make sure everyone understands the meaning of each. Then have students read through and check whether they agree or disagree. Ask them to discuss the reason why they agree or disagree with a partner. Go through each as a class, and ask volunteers to give reasons why they disagree or agree with each statement. Write some of these reasons on the board, and correct grammar/phrasing as needed.
  - For the second part of Part C, do the first prediction together as an example (“computers are going to be very important for all people”). Then ask students to complete in a group or alone.
  - Ask volunteers to share their answers and write them on the board.
- Part D: Model with a student how to ask and find answers for the chart using Pg. 85 (bottom half).
  - Pair up: Students go back and forth asking and answer questions based on the information in both charts. Students should fill in the answers in their own charts until they are complete.
- Pg. 84 Part A: Model #1 for the class. First, read out the statement (“Robert is buying two airlines tickets”). Add in the question: What is he going to do? A volunteer reads the second statement (“Robert is going to fly to Hawaii”). Ask students to pair up.
  - Optional activity: Students pair up and Student A reads the statement, with the follow up question, What is he/she going to do? Student B needs to think of an answer using the future tense.
    - Student A reads and asks the questions for #2-6.
    - Student B reads and asks the questions for #7-10.
  - Have students volunteer their answers to each of the questions #1-10 as a group.

**Activity 3: Check for understanding (5 mins)**

Ask students to discuss two new things they learned in class today with a partner.

## Lesson 34

### Objectives:

- Life skill: Work
- Listening & Speaking: Listening to and making requests
- Transition & Critical Thinking: Navigating Systems
- Literacy: Working with diagrams and charts
- Grammar: Requests
- Learning Target #7

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 114-115.

**English 4 Class Book** (Students bring to class each day -- no copies necessary)

- “Can I Borrow your Book?” Pg. 86-88.

**For Teacher Reference – see Worksheets Tab**

- Transcript, Grammar in Action Bk 2, Pg. 192.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Work Benefits (45 mins)
- Activity 2: Making Requests (45 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Work Benefits (45 mins)**

All-Star 3 Textbook (Colored Pages). Pg. 114-115.

- Tell students you’ll be discussing work benefits today. Ask them to find all the words in bold. (refer to All-Star 3 Textbook pg. 114-115 for color) As they tell you the words, write them on the board and discuss their pronunciation and meaning.
- Assign a boxed section to each student and have them each read their section. Discuss vocabulary as needed.
- Part 1: Students recreate chart in their notebooks. Ask them to work with a partner to fill it out. Go over answers as a group.
- Part 2: Create a diagram on the board. Ask student volunteers to come up and fill out the bubbles.
- Part 3: Read through each item and ask students to work alone to organize the benefits in order of importance. Ask them to share their top three and explain why they chose those top three.

- Try This - Visualize: If there's time, you can try this activity with the class.

**Activity 2 Grammar (45 mins):**

Refer students to English 4 Class Book Pg. 86-88.

- Using the Transcript, Grammar in Action Bk 2, Pg. 192, complete activity A with students.
- Part B: Students listen and write the request. Have them read the requests to a partner when finished.
- Part C: Students work in pairs to rephrase each statement as a polite request. Student A does #1-3 and Student B #4-6. Encourage students to make up answers to their partner's request.
- Part D: Ask students to listen and repeat after you, as you read off each version of the request in the box ("Would you help me?"; "Could you help me?")
  - Students rewrite each statement as a request.
  - Ask volunteers to read their requests.

**Activity 3: Check for understanding (5 mins)**

Ask students to recall 3 job benefits.

## Lesson 35

### Objectives:

- Life skill: Work
- Listening & Speaking: Listening to a reading
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading
- Grammar: Requests
- Learning Target #7

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 114-115.
- English 4 Class Book** (Students bring to class each day -- no copies necessary)
- “Together Again” Unit 16 Pg. 89-91.
  - Grammar in Action Bk 2, Pg. 92-93.

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Work Benefits - Review (30 mins)
- Activity 3: Grammar (30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

“Together Again” Unit 16 Pg. 89-91. Tell students they will also review the story tomorrow.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
  1. Ask students to change the past-tense verb forms they identified in the story into present tense.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.
- Circulate the room while students are reading the story.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary exercise and check answers. Leave the last two activities for tomorrow's lesson.

**Activity 2: Review Work Benefits (30 mins)**

Refer students to All-Star 3 Textbook (Colored Pages). Pg. 114-115.

- Tell students you'll be reviewing work benefits today. Ask them to find all the words in bold. As they tell you the words, write them on the board.
  - Ask students how to pronounce each word or phrase.
  - Ask students the meaning for each.
- Assign a boxed section to each student and have them each read their section. Discuss vocabulary as needed.
- Part 1: Students recreate chart in their notebooks. Ask them to work with a partner to fill it out. Go over answers as a group.
- Part 2: Ask students to create the diagram in their notebooks and complete on their own. (They did this as a group in yesterday's lesson).
- Part 3: Read through each item and ask students to work alone to organize the benefits in order of importance. Ask them to share their top three and explain why they chose those top three.

**Activity 3: Grammar (30 mins)**

Refer students to English 4 Class Book Pg. 92-93.

- Part A: Clarify the difference between borrow and lend using the explanation in the box.
  - Ask students to look at the pictures and think of 2 requests for each pictures (example: "Could I borrow your pen?"/ "Can I borrow your pen, please?"/ "Would you lend me your pen, please?". Make sure to discuss whether any of these request forms would be better to use in certain situations.
  - Pg. 93, Part A: May be used for extra practice or as homework.

**Activity 4: Check for Understanding (5 min)**

- Ask students to think of a situation outside of school when they might need to make a polite request.

## Lesson 36

### Objectives:

- Life skill: Work
- Listening & Speaking: Listening to a dialogue
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Learning Target #2

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 116-117.
- “Together Again” Student book Pg. 89-91.

### **For Teacher Reference Only**

- All-Star 3 Textbook (Colored Pages). Transcript on Pg. 166.

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Finding a Job (60 mins)
- Activity 3: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to English 4 Class Book, “Together Again” Unit 16 Pg. 89-91.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do exercises on Pg. 91.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

### **Activity 2: Finding A Job (60 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 116-117. Transcript on Pg. 166.

- Part 1: When doing these warm-up questions, introduce the word “networking” to the class. Ask if they know what this means. Discuss its importance in finding a job.
- Part 2: Follow directions, using the transcript on Pg. 166. Assist students in recreating the chart in their notebooks. Make sure to read transcripts slowly, clearly, and through twice if needed. If this activity seems too advanced, ask students to listen for one question and one answer.
- Part 3: First model dialogue with a student. Show how to switch out the polite request phrases, which are listed on the side.
  - Students pair up and practice the dialogue. Walk around the room to monitor dialogues.
  - Ask students to turn the page over and practice the conversation with a volunteer, using the dialogue as a guide (you read ‘B’ statements, for example, to get the conversation started, and let the student think of natural ways to answer your questions.)
  - Write the first two lines of the dialogue on the board to help the volunteer get started with Part A. Change out “Photographer” with a different job, such as waiter, mailperson, or another job.

**Activity 3: Check for Understanding (5 min)**

Ask students, what was most difficult about today’s lesson? Why? How can they get better at it?



## Lesson 37

### Objectives:

- Life skill: Work
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading resumes
- Grammar: Review future tense
- Learning Target #1

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 118-119; 92-93
- English 4 Class Book** (Students bring to class each week -- no copies necessary)
- “I’m calling about the ad for a photographer” Pg. 94-95.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Resumes (30 mins)
- Activity 2: Writing Strategy (30 mins)
- Activity 3: Dialogue Practice (30 mins)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Resumes (30 mins)**

Tell students you’ll be discussing work again this week. Pass out All-Star 3 Textbook (Colored Pages). Pg. 118-119.

- Part 1: Warm-up. Read through resumes together as a class and discuss. Answer questions as a class or in pairs.
- Part 2: Follow directions, but students should verbally distinguish the type of resume rather than write in the books.
- Part 3: Follow directions. Ask students to write down their opinion on a separate piece of paper and three reasons to support it.

### **Activity 2: Writing Strategy (30 mins)**

Pass out copies of All-Star 3 Textbook (Colored Pages). Pg. 92-93.

- Pg. 92: Introduce Venn Diagrams. Analyze the example at the top of the page with the class. Work on Part 1 together as a class.

- Pg. 93, Part 2: Brainstorm 5-6 jobs with the class and write these on the board. Then ask them to choose 2 jobs to compare in the Venn diagrams.
  - If students are comfortable, they can draw their finished diagrams on the board to share with the class.

**Activity 3: Dialogue Practice (30 mins)**

Refer students to English 4 Class Book Pg. 94-95.

- Let students read through the dialogue silently in Part A first. Then have them work with a partner to put the dialogue in order.
- Have students put the dialogue in order in their books if they haven't already.
- After modeling the dialogue with a volunteer, ask students to practice the dialogue with a partner.
- For more advanced practice, ask one partner to not look at the script while the other partner uses the script to guide the conversation. Then they can switch roles. (This allows for more natural conversation practice).
- Complete Part B.
- Part C and D may be done at home for extra practice.

**Activity 4: Check for understanding (5 mins)**

Ask students to discuss two new things they learned in class today with a partner.

## Lesson 38

### Objectives:

- Life skill: Work
- Listening & Speaking:
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading critically
- Grammar: Requests
- Learning Target #1

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- “Cover Letters” Pg. 96-97.
- “What do you know?” Pg. 98.
- “Spotlight: Reading Strategy” Pg. 99.

### **For Teacher Reference**

- Transcript, All-Star 3 Textbook (Colored Pages). Pg. 166.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Cover Letters (45 mins)
- Activity 2: Listening Practice (15 mins)
- Activity 3: Making Inferences (30 mins)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Cover Letters (45 mins)**

English 4 Class Book Pg. 96-97.

- Pg. 96, Part 1: Ask students to read each part and the “Where” and “What” of each part. Label the cover letter together, and read the cover letter to the class.
  - After labeling the cover letter, ask students the “What” for each label, to review what each section represents in the letter.
  - Ask students, “Would you ask this person in for an interview? Why or why not?”
  - Ask students what sort of polite language they notice being used in the letter (for example, “I would enjoy the opportunity...”/ “I can be reached at your convenience”/ “I would appreciate...”). Write some of these phrases on the board and ask students to practice saying them out loud to a partner.

- Pg. 97, Part 3 (skip Part 2): Payroll Deductions. Ask students to carefully read this box and try to fill it out on their own. Go over answers as a group.

**Activity 2: Listening Practice (15 mins)**

English 4 Class Book. Pg. 98.

- Read transcript.

**Activity 3: Making Inferences (30 mins)**

English 4 Class Book. Pg. 99.

- Present the chart to the class. Explain what “logical” and “conclusion” mean.
  - Logical – well thought out
  - Conclusion – a summary or decision made through reasoning and thinking
- Do #1 of Part 1 together. Students can pair up to finish the other questions. Check as a group.

**Activity 4: Check for understanding (5 mins)**

Ask students to recall the different sections of a cover letter.

## Lesson 39

### Objectives:

- Life skill: Work
- Listening & Speaking: Dialogue practice
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading
- Learning Target #1

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "Thanks a Million" Unit 17 Pg. 100-102.
- "Resumes" Pg. 103-104.
- "Spotlight: Reading Strategy" Pg. 105-106.

### **For Teacher Reference**

- All Star 3 Student book (Colored Pages). Pg. 118 (resume information).

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Resume Review (30 mins)
- Activity 3: Making Inferences (30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

"Thanks a Million" Unit 17 Pg. 100-102. Tell students they will also review the story tomorrow.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
  1. Ask students to change the past-tense verb forms they identified in the story into present tense.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.

- Circulate the room while students are reading the story.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary exercise and check answers. Leave the other activities for tomorrow's lesson.

**Activity 2: Review Resumes (30 mins)**

Refer students to English 4 Class Book Pg. 103-104.

- Tell students you'll be reviewing resumes today. Follow directions for Part A.
- Part B: Ask students to pair up. Each partner should take turns asking and answering a question. Then go through together and write answers together on the board for students to copy down.
- Part C: Students fill out application on their own. Explain that they are pretending to be Hana Nasser, and should use information from Pg. 111.
- Part D: First model this dialogue with a student. You are Hana, and the student is the manager. Ask students to listen to your answers. Then work as a group to write down Hana's part to the dialogue.
  - Students pair up and practice the dialogue.

**Activity 3: Making Inferences (30 mins)**

Refer students to English 4 Class Book Pg. 105-106.

- Pg. 105: Present the chart to the class. This is review from yesterday. Explain/review what "logical" and "conclusion" mean.
  - Logical – well thought out
  - Conclusion – a summary or decision made through reasoning and thinking
- Do #1 of Part 1 together. Students can pair up to finish the other questions. Check as a group. (They did this in class yesterday).
- Part 2: Read through the article to the class first, and then ask students to read through each question below before they re-read the article and fill in the answers. Check answers as a group.

**Activity 4: Check for Understanding (5 min)**

Review the interview on Pg. 104 from English 4 Class Book. Students should have the dialogue in order. Ask them about their own experience with job interviews. Review a few things that are good to do during a job interview, and some things that you should avoid.

## Lesson 40

### Objectives:

- Life skill: Work
- Listening & Speaking: Listening to a dialogue
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Learning Target #7

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "Thanks a Million" Unit 17 Pg. 100-102 (review)
- "Spotlight: Reading" Pg. 107-108.
- "Spotlight: Writing" 109-110.

### **For Teacher Reference Only**

- All-Star 3 Textbook (Colored Pages). Making inferences, Pg. 126 (review).

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Making Inferences (30 mins)
- Activity 3: Cover Letter Review (30 min)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to English 4 Class Book "Thanks a Million" Unit 17 Pg. 100-102. (review)

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do exercises on Pg. 102.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Making Inferences (30 mins)**

Refer students to English 4 Class Book Pg. 107-108.

- Part A: Read through the paragraph once first. Then ask students to read through questions silently and read through the paragraph again on their own. Do #1 together as a class. Let students try completing the other questions on their own.
- Check answers as a class.
- Part B: As a group read the job description first. Do #1 together. Then have pairs of students read through and discuss verbally each question. Go through each question after as a group and write students' answers on the board.
- Part C-D: Follow directions. Let students try reading and working on questions alone, first. Then go through the exercise as a group.

**Activity 3: Cover Letter Review (30 mins)**

Refer students to English 4 Class Book Pg. 109-110.

- First read the letter out loud. Then ask students to read through silently and mark the mistakes. Go through as a class to find all of the mistakes.
- Parts B –C: Follow directions.
- Part D: skip.

**Activity 4: Check for Understanding (5 min)**

Ask students to summarize what goes into a cover letter.



## Lesson 41

### Objectives:

- Life skill: Accidents and Emergencies
- Listening & Speaking: Asking and answering questions
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading about job categories
- Grammar: Past continuous
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 76-77.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- “What Makes a Workplace Good?” Pg. 111-112.
- “I wasn’t paying attention.” Pg. 113-114.

**Make Copies- see Worksheets Tab**

- Additional past continuous practice worksheets, as needed.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Accidents at the Workplace (30 mins)
- Activity 2: A Good Workplace (30 mins)
- Activity 3: Grammar (30 mins)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Accidents at the Workplace (30 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 76-77.

- Part 1: Warm-up. Follow directions. Students can work in pairs to answer the question and then share their answers with the group.
- Part 2: First go through the picture with the class. Ask class what they see happening in the picture, and note this on the board. Do #1 together and then have students work in pairs to complete the other questions.
- Part 3: Talk about the word “hazard.” As a group go through each hazard and discuss. If there’s time, write “There is/There are” on the board and ask them to write an example using “There is” or “There are.”

### **Activity 2: A Good Workplace (30 mins)**

Refer students to English 4 Class Book Pg. 111-112.

- Pg. 111, Part A: Read through out loud once with students listening. Explain vocabulary as needed. Then ask them to read through silently and work with a partner to answer the questions. Students can complete Part B with a partner. Check as a group.
- Pg. 112, Part C: (Only if there's time): Do as a group.

**Activity 3: Grammar (30 mins)**

Refer students to English 4 Class Book Pg.113-114.

- Pg. 113: Start by presenting the chart. Write examples of the past continuous on the board. Ask students to come up with examples as well.
- Part 1: Do together as a group.
- Part 2: Complete #1 together. Ask students to try writing the last two questions on their own. Check answers as a group.
- Pg. 114: (only if there's time): Discuss the function of using past tense and past continuous together in a sentence. Write several examples on the board, using the chart as a guide.
- Part 3: Go through each question together as a class. Then pair up students to practice asking/answering the questions.

If students need additional practice, choose an additional worksheet(s) for written or spoken practice from the Worksheets tab.

**Activity 4: Check for understanding (5 mins)**

Ask students to recall 3 possible workplace hazards.

## Lesson 42

### Objectives:

- Life skill: Accidents and Emergencies
- Listening & Speaking: Listening activity
- Transition & Critical Thinking: Navigating Systems
- Literacy: Word forms
- Grammar: Past continuous
- Learning Target #3

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 78-79.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- “The Power Went Out” Pg. 115-116.

**For Teacher Reference – See Worksheets Tab.**

- Transcript, Grammar in Action Bk 2, Pg. 197.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Emergencies (45 mins)
- Activity 2: Grammar (45 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Emergencies (45 mins)**

Pass out copies of All-Star 3 Textbooks (Colored Pages). Pg. 78-79.

- Part 1: As a group, go through each picture and discuss vocabulary. Ask students for the verb in each picture (“injured”; “been”; etc.). As a group, create questions using pictures 1-4. Then ask students to write questions for the rest of the pictures. (They will use these questions for the dialogue practice).
  - Dialogue: Model the dialogue with a volunteer. Write the dialogue on the board. \*The tricky part of this dialogue will be students coming up with free form answers using the pictures. Write examples on the board if needed.
- Part 2: Set up the activity by first creating 5 questions on the board together.
  - Students should draw the table in their notebook with enough space for them to write their classmates answers down.
  - Students ask up to 5 classmates their advice.

- **Word Forms:** As a group, go through each picture and analyze the words in yellow.

**Activity 2: Grammar (45 mins)**

Refer students to English 4 Class Book Pg. 115-116. Teacher refers to transcript in Grammar in Action Bk 2, Pg. 197 (Unit 18, pg. 170).

- **Part A:** Read script to students from p. 197. Review the forms of past continuous, and then read the script again. Ask them to note some of the forms as you read a second time.
- **Part B:** Students should read through each statement and then listen to you read the script again.
- **Part C:** Review the past continuous with a time clause, using the box as a guide. Create several examples on the board with the students' input.
  - Do #1 together, and then ask students to complete the rest with a partner.
  - Check answers as a group.

**Activity 3: Check for understanding (5 mins)**

Ask students to think about their day yesterday. What happened? Ask them to try writing a sentence using a main clause and a time clause, as explained in the box on Pg. 171 in Grammar in Action Bk 2.

## Lesson 43

### Objectives:

- Life skill: Accidents and Emergencies
- Listening & Speaking: Listening Activity
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading
- Learning Target #4

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 80-81.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "This Is The Place For Me," Unit 19 Pg. 117-119.
- "Part D: Answer" Pg. 120 (continued review from previous lesson)

### **For Teacher Reference**

- Transcript, All Star 3 Textbook (Colored Pages). Pg. 163.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Injuries at Work (30 mins)
- Activity 3: Grammar (30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to English 4 Class Book "This Is The Place For Me," Unit 19 Pg.117-119.

Tell students they will also review the story in tomorrow's class.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
  1. Ask students to change the past-tense verb forms they identified in the story into present tense.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.

- Circulate the room while students are reading the story.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary exercise and check answers. Leave the other activities for tomorrow's lesson.

**Activity 2: Injuries at Work (30 mins)**

Pass out All-Star 3 Textbook (colored pages) Pg. 80-81.

- Tell students you'll be talking about injuries at work today. Follow directions for Part 1.
- Part 2: Have students re-create the chart in their notebooks. First time you read through the transcript, ask students to listen only for the injury. Second time you read transcript, ask students to listen for the cause of the injury. Compare answers as a group.
  - Skip Accident Reports.
- Part 3: Practice dialogue. First model the dialogue with a student. Then ask students to pair up and try the dialogue with their partner.
  - Highlight the communication strategy by writing the three ways to apologize on the board.

**Activity 3: Grammar (30 mins)**

Refer students to English 4 Class Book Pg.120.

- Part D: Take some time with the class to look at the pictures and write sentences using the past continuous on the board. What is happening in the pictures? What details do they notice? (In #1, there are candles in the second picture). Try to elicit as much information from the students about the pictures as possible.
  - Ask students to work with a partner on #2 and #3.
- Part A: Follow directions. Discuss #1 first as a group, and then have students pair off and complete the rest of the questions. Ask them to try to come up with one sentence using past continuous for each of the questions.

**Activity 4: Check for Understanding (5 min)**

Ask students to recall three ways to apologize and express regret.

## Lesson 44

### Objectives:

- Life skill: Accidents and Emergencies
- Listening & Speaking: Dialogue Practice
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading a story
- Learning Target #3

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 82-83.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "This Is The Place For Me," Unit 19 Pg. 117-119 (review)
- "The Neighborhood" Pg. 121.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to "This Is The Place For Me," Unit 19 Pg. 117-119.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do exercises on Pg. 119.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

### **Activity 2: First Aid (30 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 82-83.

- Part 1: Look through the pictures of first aid kits with students. Then answer questions as a group.
- Part 2: Guide students in recreating the chart in their notebooks. Do the second injury together as a group, and then let students try to finish filling in the chart themselves. Compare answers as a group.
- Part 3: If there's time, assign each question to a group of 2-3 students to discuss and answer. Have each group or pair present their question and an answer.

**Activity 3: Grammar (30 mins)**

Refer students to English 4 Class Book Pg. 121.

- Do #1 as a group. Write answers to the questions on the board. Make sure to review past continuous with students and use this in the answers.
- #2-4: Ask students to work with a partner to write down answers to these questions.

**Activity 4: Check for Understanding (5 min)**

Review with students: What are three important items to have in your first aid kit?



## Lesson 45

### Objectives:

- Life skill: Community
- Listening & Speaking: Dialogue Practice
- Transition & Critical Thinking: Navigating Systems
- Literacy: Writing
- Grammar: Past continuous
- Learning Target #4

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 94-95.
- English 4 Class Book** (Students bring to class each week -- no copies necessary)
- “Littering is prohibited” Pg. 122-123.
  - “Student to Student” Pg. 124-125.

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Community (30 mins)
- Activity 2: Community Worksheet (30 min)
- Activity 3: Grammar (30 mins)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Community (30 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 94-95.

- Part 1: Warm-up. Follow directions. Students can work in pairs to answer the question and then share their answers with the group.
- Part 2: First go through the picture with the class. Ask class what they see happening in the picture, and note this on the board. Do #1 together and then have students work in pairs to complete the other questions.
- Part 3: Follow directions. Have students create 1-3 sentences based on the example and share these sentences with a partner or the class.

### **Activity 2: Community Worksheet (30 mins)**

“Littering is Prohibited” Pg. 122-123.

- Part A: First discuss the pictures as a class. Then ask students to try creating rules based on the pictures.

- Part B: Discuss signs as a group and complete #1 in the chart together. #2-4 students can complete alone or in pairs. Compare answers as a group.

**Activity 3: Grammar (30 mins)**

Refer students to Pg. 124-125.

- Part C: Put students in pairs – try to pair stronger learners with lower ability learners. Go through directions together for the dialogue. Model the dialogue with a student before letting students try the dialogue themselves.
  - Encourage students to use the past continuous.
- Part A: Complete only if there is time.

**Activity 4: Check for understanding (5 mins)**

Ask students to recall 3 qualities that make a good community.

## Lesson 46

### Objectives:

- Life skill: Community
- Listening & Speaking: Dialogue Practice
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading
- Grammar: Past continuous
- Learning Target #3

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 96-97.
- English 4 Class Book** (Students bring to class each week -- no copies necessary)
- “Student to Student” 124-126, (review)

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Community (45 mins)
- Activity 2: Grammar (45 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Community (45 mins)**

Pass out copies of All-Star 3 Textbooks (Colored Pages). Pg. 96-97.

- Part 1: Warm-up discussion. First go through each of the highlighted words to explain meanings, if necessary. Then pair up students to discuss the questions. Come together as a group to share ideas. Write students’ answers on the board.
- Part 2: Pair up students again. Have one student ask #1-5 and the partner ask #6-9. Discuss answers as a group.
- Part 3: Create a chart on the board. Assign each student with a rule (more than one if the class is small) and ask them to think about where the rule goes. When they are ready, they can write their rule up on the chart on the board.
- Part 4: Brainstorm as a group.

### **Activity 2: Grammar (45 mins)**

Refer students to English 4 Class Book Pg. 124-126.

- Part C: Dialogue Practice. Students worked on these dialogues yesterday. Follow directions. Students will need Pg. 125 to complete the exercise. Ask if any pair of students would like to perform one of the dialogues in front of the class.
- Part A: Match #1-3 as a group. Then ask students to work alone or with a partner to complete the exercise. As a class, create a sentence for each. Ask students to write the sentences on the board.
- Part B: Tell students to use the past tense (give examples) or past continuous in this exercise. Ask them to work alone on this exercise. Check answers as a group.

**Activity 3: Check for understanding (5 mins)**

Ask students to recall three community rules they learned about in class today.

## Lesson 47

### Objectives:

- Life skill: Community
- Listening & Speaking: Dialogue Practice
- Transition & Critical Thinking: Navigating Systems
- Literacy: Reading
- Learning Target #9

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 98-99.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "The Bottle" Unit 21 Pg. 127-129.
- "I'm sorry officer" Pg. 130.

**For Teacher Reference- see Worksheets Tab**

- All-Star 3 Textbook, Pg. 164. Transcript.

### Lesson Preview

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

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to "The Bottle" Unit 21, Pg. 127-129. Tell students they will also review during tomorrow's class.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for past-tense verb forms and try to write down 5 past tense verb forms. Give them an example of a past-tense verb form before you begin to read.
  1. Ask students to change the past-tense verb forms they identified in the story into present tense.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.

- Circulate the room while students are reading the story.
- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary exercise and check answers. Leave the other activities for tomorrow's lesson.

**Activity 2: Community (30-45 mins)**

Pass out All-Star 3 Textbook (Colored Pages), Pg. 98-99.

- Part 1: Discuss #1-3 as a group. Try to give everyone a chance to speak, and use phrases like: "I'd like to add that."; "In my opinion..."; "Actually, I think...".
  - Additional discussion questions:
    - Are you afraid of the police? Why/Why not?
    - What are some situations when you would call the police?
    - Can you think of some situations when you wouldn't want to call the police?
- Part 2: Guide students in recreating the chart in their workbooks. Then use transcript on Pg. 164 to complete exercise. Compare answers as a group.
- Part 3: First ask students to think of ways to apologize, or to respond politely to criticism. What should they say, for instance, if they are speeding and a police officer stops them?
  - Go over the dialogue as a group. Then ask students to practice the dialogue in pairs.

**Activity 3: Review (15-30 mins)**

Refer students to Pg. 130 in the English 4 Class Book.

- First work on filling out the questions together as a group.
- Ask a volunteer to role play the dialogue with you, without having the script (but you do). You are the park office, and the student is Mark.
- If there's time, ask students to try role playing with each other.

**Activity 4: Check for Understanding (5 min)**

Review the ways to respond politely to criticism.

## Lesson 48

### Objectives:

- Life skill: Community
- Listening & Speaking: Listening Activity
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #10

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "The Bottle" Unit 21 Pg. 127-129.
- "What makes a community good?" Pg. 131-132.
- "What do you know?" Pg. 133-134.

### **For Teacher Reference**

- All-Star 3 Textbook (Colored Pages). Pg.165. Transcript.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Community (30 mins)
- Activity 3: Review (30 min)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to "The Bottle" Unit 21 Pg. 127-129.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do exercises on Pg. 129.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Community (30-45 mins)**

Refer students to English 4 Class Book Pg. 131-132.

- Part A: Read through the chart together as a class. Assign a question to each student and have them answer the question. Present answers to the class.
- Part B: Read through each line with the class and discuss the meaning. Then let students work on ranking each item. Have students share their ranking with the class or a partner, and give some reasons for the #1 ranking on their list.
- Part C: Make this into a dialogue. First have a student interview you, and model how to answer the questions. Then have students pair up and ask each other the questions.

**Activity 3: Review (15-30 mins)**

Refer students to English 4 Class book Pg. 133. Teacher refers to All-Star 3 Textbook Pg. 165 as transcript. (Lesson 7, page 106)

- Part 1: Follow directions.
- Part 2: If there's time, students can work on the crossword puzzle.

**Activity 4: Check for Understanding (5 min)**

Review vocabulary on the crossword puzzle on Pg. 134.



## Lesson 49

### Objectives:

- Life skill: Communication
- Listening & Speaking: Dialogue Practice
- Transition & Critical Thinking: Effective Communication
- Literacy: Writing
- Grammar: Present Unreal Conditional
- Learning Target #7

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 130-131.
- English 4 Class Book** (Students bring to class each week -- no copies necessary)
- “What would you do?” Pg. 135

#### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Communication (45 mins)
- Activity 2: Grammar (45 min)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Community (45 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 130-131.

- Part 1: Pair up students for #1. For #2, let students come up to the board and write ways that people communicate. #3: discuss as a group.
- Part 2: Discuss body language. Go through each item in the book and discuss what each means. Brainstorm with students about other types of body language, especially in different cultures. Do they ever have misunderstandings about body language here in Minnesota?
- Part 3: Let students work with a partner to find the name for each statement. Then ask students to create a short dialogue based on one of the interactions with a partner, and to practice this dialogue.
  - You can also work together as a group to create a dialogue together, if it seems too difficult for partners to come up with their own.

### **Activity 2: Grammar (45 mins)**

Refer students to English 4 Class Book Pg. 135.

- To warm up, ask the question: What would you do if you won \$500? See how students respond. Model your own response, using the present unreal conditional: If I won \$500, I would buy a ticket to Costa Rica.
- Go over the chart, and the building blocks for the Present Unreal Conditional.
  - Condition + Result = If I won \$500, + I would buy a ticket to Costa Rica.
- Part 1: Divide the class into two groups, Group 1 and Group 2. For #2-4, give the conditions to Group 1, and the results to Group 2. A student reads the condition. Group 2 listens, and discusses among themselves which is the correct result.
  - #5-7, give the conditions to Group 2 and the results to Group 1. This time, a student reads the condition from Group 2, and Group 1 decides which result goes with it.
- Part 2: Assign one statement to each student. Give them five minutes to write a complete sentence. Each student presents their sentence to the class. Correct if necessary.
  - Have student then fill in the rest of the sentences on their own.
  - Walk around and check answers.

**Activity 3: Check for understanding (5 mins)**

English 4 Class Book Pg. 135, Part 2. Ask students to change statements into questions.

## Lesson 50

### Objectives:

- Life skill: Communication
- Listening & Speaking: Work dialogues
- Transition & Critical Thinking: Effective Communication
- Literacy: Filling in a chart
- Grammar: Present Unreal Conditionals
- Learning Target #7

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 130-131
- **English 4 Class Book** (Students bring to class each week -- no copies necessary)
  - “What would you do?” Pg. 136-137 (Review of yesterday’s worksheet).

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Communication (45 mins)
- Activity 2: Grammar (45 min)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Communication (45 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 130-131.

- Part 1: Pair up students for #1. For #2, let students come up to the board and write ways that people communicate. #3: discuss as a group.
- Part 2: Discuss body language. Go through each item in the book and discuss what each means. Brainstorm with students about other types of body language, especially in different cultures. Do they ever have misunderstandings about body language here in Minnesota?
- Part 3: Let students work with a partner to find the name for each statement. Then ask students to create a short dialogue based on one of the interactions with a partner, and to practice this dialogue.
  - You can also work together as a group to create a dialogue together, if it seems too difficult for partners to come up with their own.

### **Activity 2: Grammar (45 mins)**

Refer students to English 4 Class Book Pg. 136-137. Pg. (Note: Pg. 136 is review from Lesson 49).

- To warm up, ask the question: What would you do if you won \$10,000? See how students respond. Model your own response, using the present unreal conditional: If I won \$10,000, I would purchase a new car.
- Go over the chart, and the building blocks for the Present Unreal Conditional.
  - Condition + Result = If I won \$10,000, + I would buy a new car.
- Part 1: Divide the class into two groups, Group 1 and Group 2. For #2-4, give the conditions to Group 1, and the results to Group 2. A student reads the condition. Group 2 listens, and discusses among themselves which is the correct result.
  - #5-7, give the conditions to Group 2 and the results to Group 1. This time, a student reads the condition from Group 2, and Group 1 decides which result goes with it.
- Part 2: Assign one statement to each student. Give them five minutes to write a complete sentence. Each student presents their sentence to the class. Correct if necessary.
  - Have student then fill in the rest of the sentences on their own.
  - Walk around and check answers.
- Part 3: Do together as a group after going through the chart.
- Part 4: Do #1 together. Practice the dialogue with a volunteer. Pair up students and ask them to work on #2-3, and practice the dialogues with their partners. Go around the room to check their progress.
  - #4: Let students work together to create a dialogue. Have one student come up to the board and write their ideas.

**Activity 3: Check for understanding (5 mins)**

Continue to let students practice role playing conversations from Part 4 in English 4 Class Book Pg. 137.

## Lesson 51

### Objectives:

- Life skill: Communication
- Listening & Speaking: Listening
- Transition & Critical Thinking: Effective Communication
- Literacy: Reading
- Learning Target #9

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 134-135.

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- "Old Friends" Unit 22 Pg. 138-140.
- "What would you do?" Pg. 141-142.

### **For Teacher Reference**

- All-Star 3 Textbook, Pg. 167. Transcript.
- See All-Star 3 Textbook Pg. 138-139. (Grammar review).

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Communication (30 mins)
- Activity 3: Review (30 mins)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer Students to English 4 Class Book "Old Friends" Unit 22 Pg. 138-140. Tell students to keep their copies for tomorrow's class.

- Pre-reading: Follow directions.
- Listening activity: read through story twice to students. The first time is a warm-up; the second, students should listen for nouns (person, place, things) or pronouns (he, she, they, it). Give them an example of a noun and a pronoun before you begin to read.
- Try a mixture of silent reading and having students read out loud to a partner to practice their pronunciation.
- Circulate the room while students are reading the story.

- Ask students when they finish to share difficult words/questions and discuss as a class.
- Do the vocabulary exercise and check answers. Leave the other activities for tomorrow's lesson.

**Activity 2: Communication (30 mins)**

Pass out All-Star 3 Textbook (Colored Pages), Pg. 134-135.

- Part 1: Go through each statement together and decide which picture is which.
- Part 2: Follow directions. Transcript on Pg. 167.
- Part 3: Follow directions.

**Activity 3: Review (30 mins)**

Refer students to English 4 Class Book Pg. 141-142. See All-Star 3 Textbook Pg. 138-139 for reference.

- First review the construction of an unreal conditional. Then do Part A together as a class.
- Part B: Make sure students know which verb tense goes with the unreal conditional statement. Do #1 together. Then try #2-8 together.
- Part C: Let students work on these sentences as a group. Try to facilitate the discussion but don't lead it. Let students write the correct sentences on the board.
- Part D: If there's time, students can work alone, in pairs, or as a group to complete this section.

**Activity 4: Check for Understanding (5 min)**

Ask students: What would you say if your teacher asked for feedback on the class?

## Lesson 52

### Objectives:

- Life skill: Communication
- Listening & Speaking: Dialogue
- Transition & Critical Thinking: Critical Thinking
- Literacy: Reading a story
- Learning Target #9

### Materials

- All-Star 3 Textbook (Colored Pages). Pg. 136-137.
- English 4 Class Book** (Students bring to class each week -- no copies necessary)
- "Old Friends" Unit 22 Pg.138-140.
  - "Could I interrupt for a minute?" Pg. 143-144.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Reading (30 mins)
- Activity 2: Communication (30 mins)
- Activity 3: Review (30 min)
- Activity 4: Check for understanding (5 min)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Reading (30 mins)**

Refer students to "Old Friends" Unit 22 Pg. 138-140.

- Ask students to recall details of the story. Who was in the story? What was it about? When did it happen? Did you like the story?
- Read the story out loud once to the students. Then ask students to re-read the story out loud to a partner.
- Do exercises on Pg. 140.
- Summary and Sequence: On the board, write
  - 1)
  - 2)
  - 3)

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

**Activity 2: Community (30-45 mins)**

Pass out All-Star 3 Workbook, Pg. 136-137.

- Part 1: Let students discuss the questions with a partner first, then discuss as a group.
- Part 2: Follow directions. Give students a few minutes to think of an answer first, and then discuss each question as a group.
- Part 3: Again, let students first with a partner, and then go over answers as a group.
- Part 4: First help students find 3-4 important details to include in the summary. Then let them write the paragraph. Go around the room and check their writing.

**Activity 3: Review (15-30 mins)**

Refer students to English 4 Class Book Pg. 143-144.

- Part A: Read through the phrases in the box under the picture. Explain that students should use these phrases to complete the dialogue.
  - Students pair up and practice the dialogue.
  - After they've practiced with the text, have the partner with Sam's role flip over the worksheet. The partner with the supervisor's role will read off their part, while Sam's role will improvise. Partners switch roles.

**Activity 4: Check for Understanding (5 min)**

Review the ways one can be a better listener.



## Lesson 53

### Objectives:

- Life skill: Communication
- Listening & Speaking: Listening, Pronunciation Practice
- Transition & Critical Thinking: Effective Communication
- Literacy: Reading
- Learning Target #10

### Materials

- Bag with All-Star 3 Textbook (Colored Pages). Pg. 140-141, 142.

### **Make Student Copies**

- “Can I give you a hand?” Pg. 145-146.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Communication (45 mins)
- Activity 2: Review (15 mins)
- Activity 3: Polite Questions (30 min)
- Activity 4: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Communication (45 mins)**

Pass out All-Star 3 Textbook (Colored Pages). Pg. 140-141.

- Part 1: Talk about cell phone use and etiquette, along with discussing the questions.
- Part 2: Follow directions. Read through each voicemail message as a class, and then pair up students to rank them. As a class, discussing rankings and why.
- Window on Pronunciation: Try going over these pronunciation tactics with students before they try writing their own messages.
- Part 3: Write one message together as a class. Then let students try creating another for themselves. Explore the option of leaving a message in both their first language and English, if they like that.
  - Let students try recording a message on their cell phones.

### **Activity 2: Review (15 mins)**

Turn to All-Star 3 Textbook (Colored Pages). Pg. 142. Transcript Pg. 167.

- Follow directions. Students can write answers on a separate sheet of paper.

**Activity 3: Polite Questions (30 mins)**

Refer students to English 4 Class Book Pg. 145-146.

- Part A: Discuss as a group, but give students 1-2 minutes to think about an answer first before discussing each remark and classifying it.
- Part B: Read each statement/remark. Let students circle what they think is best. When you've gone through each, discuss answers as a group.
- Part C: Skip.
- Part D: Do only if there is time.
- Part E: Skip.

**Activity 4: Check for understanding (5 mins)**

Brainstorm 5 ways to politely ask a stranger for help with directions (or something else) and write these ideas on the board.

## Lesson 54

### Objectives:

- Life skill: Communication
- Listening & Speaking: Work dialogues
- Transition & Critical Thinking: Effective Communication
- Literacy: Reading
- Grammar: Review
- Learning Target #7

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- “Could I interrupt for a minute?” Pg. 145-146 (review)
- “Being a good communicator” Pg. 147-148.
- Grammar Reference guide Pg. 149-150.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Work Conversation (30 mins)
- Activity 2: Intercultural Communication (45 mins)
- Activity 2: Grammar Review (15 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Work Conversation (30 mins)**

Refer students to English 4 Class Book Pg. 145-146.

This is review from last week. First go over the dialogue verbally with students. For example: You are the supervisor, and the class together will answer for Sam. Make sure to write Sam’s part on the board for students to use when speaking.

- Pair up students and have them practice the dialogue together after they write Sam’s part in on their worksheet.
- Part B: do together as a group, verbally.
- Part C: Do #1 together, and then ask students to try finishing this on their own. Check answers as a group.
- Skip last exercise.

### **Activity 2: Intercultural Communication (45 mins)**

Refer students to English 4 Class Book Pg. 147-148.

- Part A: Verbal group discussion. Write answers in a bulleted list on the board.
- Part B: First read through for students, and then preview Part C by having a volunteer read each inference. Go back to the reading and have students take turns reading sections out loud with a partner. Part C: Do #1-3 together as a group. Let students complete #4 alone, and then check answers as a group.
- If there's time, do Parts D-E. Parts E you can write or have a volunteer write ideas on the board and complete as a verbal exercise.

**Activity 3: Grammar Review (15 mins)**

Refer students to English 4 Class Book Pg. 149-150.

- This is review and for students to keep and study on their own. If there's time, you can go over the charts and create examples for some of the grammar functions.

**Activity 4: Check for understanding (5 mins)**

Review grammar functions.

## Lesson 55

### Objectives:

- Life skill: Communication
- Listening & Speaking: Discussion
- Transition & Critical Thinking: Effective Communication
- Literacy: Taking a Practice Test
- Grammar: Review
- Learning Target #4

### Materials

**English 4 Class Book** (Students bring to class each week -- no copies necessary)

- “I think that...” Pg. 151-152.
- Practice Test Pg. 153-154.
- Grammar Reference Guide Pg. 155-158.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: I think that... (30 mins)
- Activity 2: Practice Test (30 mins)
- Activity 2: Grammar Review (30 mins)
- Activity 3: Check for understanding (5 mins)

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: I think that... (30 mins)**

Refer students to English 4 Class Book Pg. 151-152.

- Part A: Discuss the title and ask students to guess what the article is about.
  - Read the article through once as a warm-up. Discuss vocabulary.
  - Ask students to read through a second time on their own and complete #1. Discuss answer as a group.
  - Pair students up and ask them to complete the questions.
- Part B: Read through each letter first, and then ask students to read through each letter on their own. Ask students:
  - Who is writing each of the letters?
  - What are they writing about?
  - Do the writers agree?
  - Chart: Create on the board. Discuss answers with students and write their ideas on the board, or have a volunteer write answers on the board.

**Activity 2: Practice Test (30 mins)**

Refer students to English 4 Class book Pg. 153-154.

- Part A: Verbal group discussion. Write answers in a bulleted list on the board.
- Part B: First read through for students, and then preview Part C by having a volunteer read each inference. Go back to the reading and have students take turns reading sections out loud with a partner. Part C: Do #1-3 together as a group. Let students complete #4 alone, and then check answers as a group.
- If there's time, do Parts D-E. Parts E you can write or have a volunteer write ideas on the board and complete as a verbal exercise.

**Activity 3: Grammar Review (15 mins)**

Refer students to English 4 Class Book Pg. 155-158.

- This is review and for students to keep and study on their own. If there's time, you can go over the charts and create examples for some of the grammar functions.

**Activity 4: Check for understanding (5 mins)**

Review grammar functions.

## Lesson 56

### Objectives:

- Life skill: Communication
- Listening & Speaking: Discussion
- Transition & Critical Thinking: Effective Communication
- Literacy: Reading
- Grammar: Review
- Learning Target #4

### Materials

**English 4 Class Book** (Students bring a copy to class each day--no need to make copies)

- “She has her performance evaluation today” Pg. 159-160.
- Grammar Reference Guide Pg. 161-164.

### Lesson Preview

- Calendar Question (15 mins)
- Activity 1: Performance Review (30-45 mins)
- Activity 2: Grammar Review (30 mins)
- Party!

### **Calendar Question (15 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

### **Activity 1: Performance Reviews (30-45 mins)**

English 4 Class Book Pg. 175-176.

- Part A: Discuss “Performance Review.” Why are they important? Has anyone received a performance review before at work?
  - Read through the article first, and discuss vocabulary. Let students read to each other in pairs or to themselves a second time.
  - Discuss questions #1-4 as a group. Ask a volunteer to write the answers on the board.
- Part B: Do #1 as a group. Which sentence fits the guidelines for a performance review? Let students work on #2 with a partner.

### **Activity 2: Grammar Review (15 mins)**

English 4 Class Book Pg. 161-164.

- This is review and for students to keep and study on their own. If there’s time, you can go over the charts and create examples for some of the grammar functions.

## **End of Semester Party!**