Ms.  Baker

Lesson Plans

Grammar

Vocabulary and Writing

Reading and Writing

04/ 08-04/12

Present Progressive

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Content objective | Students will be able to recognize sentences using the   present progressive by completing 5 exercises with 80% accuracy | Students will be able to produce sentences using the Present Progressive: Negative by completing exercises 13,14,15  with 90% accuracy | Students will be able to produce questions using the present progressive by completing  exercises 17,18,19 with 100% accuracy | Students will be able to complete analyzing the text by reading and answering  Reni’s job Paragraph and questions with 100% accuracy | Students will be able to create and produce sentences using the present progressive with 100% accuracy |
| Language objective | Students will read and write sentences using the present progressive with 80% accuracy | Students will be able to orally  produce sentences using the present progressive negative by creating and sharing two sentences with their A/B | Students will be able to orally produce questions using the present progressive by using the steam sentence “ Do you …..” or “ Does she…”  with their A/B partner | Students will be able to orally produce questions using the present progressive by using the steam sentence “ Do they …..” or “ Does he…”  with their A/B partner | Students will be able to write and orally present sentences to their group and then to the whole classroom by creating four sentences presentation with 100 accuracy |
| Common Core Standard    **Vocabulary Acquisition and Use** | [**CCSS.ELA-LITERACY.L.4.1.B**](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4/)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/c/)  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases | [**CCSS.ELA-LITERACY.L.4.1.B**](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4/)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/c/)  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. | [**CCSS.ELA-LITERACY.L.4.1.B**](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4/)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/c/)  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. | [**CCSS.ELA-LITERACY.L.4.1.B**](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4/)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/c/)  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. | [**CCSS.ELA-LITERACY.L.4.1.B**](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.  [CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4/)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/c/)  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. |
| Key Vocabulary  We will be using  The Frayer model | Stage  Bow  Show  Costume  Concern  Smiling  Sitting  Pushing  Baking | Stage  Bow  Show  Costume  Concern  Smiling  Sitting  Pushing  Baking | Stage  Bow  Show  Costume  Concern  Smiling  Sitting  Pushing  Baking | Stage  Bow  Show  Costume  Concern  Smiling  Sitting  Pushing  Baking | Stage  Bow  Show  Costume  Concern  Smiling  Sitting  Pushing  Baking |
| Reading and Writing    Reading: Dancing in Class ( present progressive story 1)    **Life skills lessons**  Focus on reading and A/B sharing and classroom discussions | Students will be reading “Dancing in the Class” and answering After Reading questions with 90% accuracy  **Writing -** using today’s vocabulary and grammar, students will be writing one paragraph ( 5 sentences) with 80% accuracy    Life skill  Microwave safety ( A/B partner  reading and discussion) | Students will be rereading “ Dancing in the Class story” and answering Vocabulary exercises with their A/B partner(with 90% accuracy)  **Writing** - using today’s vocabulary and grammar, students will be editing their  one paragraph ( 5 sentences) and share it with their A/B partner    Social studies  Times magazine  ( A/B partner reading and discussion) | Students will be rereading “ Dancing in the Class story” individually and answering sentence structure questions with 90% accuracy  **Writing** - using today’s vocabulary and grammar, students will be presenting their writing to the group and add two more sentences to their writing.    Life skill  Fire Safety  ( A/B partner  reading and discussion) | Students will be rereading “Dancing in the Class story” individually and they will be answering comprehension questions with their group with 100% accuracy   **Writing** - using today’s vocabulary and grammar, students will be presenting their writing to the classroom and answer questions about their presentation.  Social studies  Times magazine  ( A/B partner  reading and discussion) | Students will be finishing answering Comprehension questions and sharing it with their A/B partners Writing- using today’s vocabulary and grammar, students will finish presenting their writing to the classroom and answer questions about their presentation.    Life Skill  Reviewing microwave and fire safety  ( A/B partner reading and discussion) |