

Lesson Procedures/Steps	Skills Focus	Materials
<p>Active Warm Up Ask various students the question to remind them of language learned. "Do you like "Yes, I do." Or "No, I don't."</p> <p><i>Option 1:</i> Divide class into groups of 10 students. <i>Option 2:</i> Whole class moves around the room asking any student the questions.</p> <p>Give students the grid handout. Tell them to write the names of the student, and then ask the question. Mark O if the student likes and X if not. The last two boxes are blank – students can select an object to add.</p> <p>Reporting out: Students can tell the group or the class the results by saying: " (Yuki) likes ____ (oranges). or He likes oranges.</p>	<p>Oral model</p> <p>Cooperative learning Natural interaction</p> <p>Grammar practice: simple present tense shift from first person (I) to third person (he/she/it).</p>	<p>Grid / chart</p>
<p>The Message Write on the board. Students read the sentence and guess the word that belongs in the blanks using decoding strategies.</p> <p>I _ _ _ _ blue pants. I have a _ _ _ _ cap, too. I don't _ _ _ _ red pants.</p> <p>1. Students can copy the sentences off the board. 2. Additional original sentences can be created by students using the models.</p>	<p>Reading: using context clues to find the meaning of the sentence.</p> <p>Use decoding strategies to figure out missing words. Handwriting practice Using a written model to experiment with language.</p>	<p>TG p. 71-73 SB p. 30-31</p>
<p>Chants Teacher can ask students to help describe what people in the picture on pages 30-31 are wearing. Focus on the names of the clothing at the top of page 31.</p> <p>Listen to CD 31-33. Students put the correct number in the box that matches.</p> <p>1. Chanting and clapping. Change names, colors and clothing. Do as a class first.</p> <p>I <i>have</i> a red dress, red dress, red dress. I have a red dress on today. Yoko <i>has</i> purple pants, purple pants, purple pants, Yoko has purple pants on today.</p>	<p>Linking context to oral language. Using what is known to build new vocabulary.</p> <p>Listen and identify.</p> <p>Using rhythm to gain appropriate sentence stress.</p> <p>Fluency</p> <p>Grammar: shift from 1st person to 3rd person. Have/has</p>	<p>SB p. 30-31 CD 31-33</p>

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<p>2. <i>Jazz Chants for Children</i> by Carolyn Graham (adapted) p. 5. Use actions to demonstrate as you model the chant.</p> <p>What do you wear on your head? A hat. What do you wear on your feet? Socks. Shoes and Socks. Where do you wear your hat? On my head. What do you wear on your feet? Socks. Shoes and socks. Shoes and socks.</p>	<p>Actions linked with meaning - activates physical learning.</p> <p>Prepositions of place.</p> <p>Possessive pronoun.</p> <p>Pronunciation practice for <i>s</i> vs. <i>sh</i></p>	<p>Jazz Chants</p>
<p>Practice Cut out cards with pictures of clothing. Students color the cards as they like.</p> <p>1. Pairs or small groups of students can group their cards by color then by item. They can also put "outfits" together and describe what can be worn together.</p> <p>2. Students can play <i>Concentration</i> game in pairs. Place cards face down on the table. One student turns two cards face up and names them. If the cards have matching items of clothing then the student keeps the cards and has another turn. If not then cards are turned over and the other student tries to match the cards.</p> <p>3. Play <i>Go Fish</i> in pairs. Divide the cards into three piles. One pile for each student and the other in the center to draw from. Each student asks the other-</p> <p>"Do you have ... (names a piece of clothing)? "Here you are." If the student has it. "Go fish" if the student doesn't have it, then a card is drawn from the pile. The student with the most cards wins.</p>	<p>Higher order thinking</p> <p>Practice visual memory.</p> <p>Oral practice and reinforcement</p>	<p>SB p. 65</p> <p>SB p. 34</p> <p>TB p. 83</p>
<p>Vocabulary Expansion Word families - In the text book= cap clap snap tap flap slap (other common words in the family that are not in the song = lap, map, nap, rap, gap)</p> <p>1. Write the words in the -ap family on the board. Begin with cap that is introduced in the text. Show students that a cap is worn on the head by pointing to your head. Point to the written word while saying the word and acting out what the word means. These are all action words.</p> <p>2. Place the chart so the class can see it. While you read/sing the song (or play the CD #4) acts out each phrase. Play the CD again pointing to each phrase as they are sung, some phrases repeat.</p>	<p>Associate action with language phrase.</p> <p>Learn a spelling/reading.pattern.</p> <p>Gain sight vocabulary.</p> <p>Increased fluency using rhythm.</p>	<p>Use Scholastic Word Family <i>Sing Along</i> -ap</p> <p>Clap your Hands (CD #4)</p>

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<p>3. Teach one phrase at a time. Say the first phrase with actions. Ask students to join you the second and third time.</p> <p>4. The fourth time students say that phrase on their own while the teacher points to the phrase.</p>		
<p>More Practice - Let's go shopping.</p> <p>1. In pairs: One student can act as the shop keeper and the other the shopper. They can use the clothing cards as prompts</p> <p>They ask each other a variety of questions:</p> <p>Do you have blue shoes? a red t-shirt? a yellow cap?</p> <p>Yes, I do. No, I don't</p> <p>2. Using magazines and/or catalogs, students (in groups) cut out pictures and make a new catalog. It can be organized by color or clothing type. Write sentences about the clothing in the new catalog.</p>	<p>Cooperative learning Pair practice</p> <p>Selecting process. Physical actions reinforce learning.</p> <p>Focused attention.</p> <p>Generating simple written text.</p>	<p>SB pg. 33</p> <p>Clothing magazines or catalogs.</p>
<p>More Shopping.</p> <p>1. Show the chart, # 25. Ask students to tell you about the picture and guess what the new song is about. Ask them if they know the names of any objects in the picture.</p> <p>2. Ask students if they see any words on the chart that they can read. Have students point to the known words on the chart.</p> <p>3. Read the words to the song aloud. Play the CD #24.</p> <p>4. Point out that the name of the person who owns the store is Shel. Explain to students that Shel begins with –sh. Ask them if they can find other words that begin with –sh. This is also the sound we make when we want students to be quiet.</p> <p>5. Play the song again for students to sing along with the CD.</p> <p>6. Ask students if they know other words that begin with –sh or have –sh inside the word. (shake hands, shirt, dish, fish) Compare with –s (song/sing, sells, see or see you, say, seat)</p>	<p>Build on student's background knowledge.</p> <p>Combine listening and reading activity.</p> <p>Contrast similar sounds- /sh/ and /st/ and /s/</p>	<p>Scholastic's <i>Phonics Sing Along. –sh</i> Shel's Store # 25 (CD #24)</p>
<p>Assessment</p> <p>Observe students as they describe clothing:</p> <ul style="list-style-type: none"> - Being worn (use colors and adjectives) - At a shop - Likes and dislikes <p>Students write sentences telling what they are wearing today. Can also read the sentences aloud to other students.</p>	<p>Natural assessment through observation.</p>	<p>Assessment check sheet.</p>

Sample Assessment Checklist – Book 5, Lesson 5

- Learned
 Acceptable
 Acquiring
 New/introduction
 4
 3
 2
 1

Student's Name	Do you like ...	He likes..	handwriting	chant	Shopping dialogue	Pronunciation /sh/

Other Lesson Ideas: