

WEEKLY LESSON PLANNER

TEACHER: Susan Zenker DATE: July 10, 2009 Follow up --Zero Prep
 CLASS & SITE: Chester E Jordan AM Intermediate CLASS TYPE: ESL ABE/ASE

MONDAY

OBJECTIVE (What do you want your students to learn from the lesson?)

Topic: *HEALTH, Intermediate Level, for a 2 1/2-hour class.*

Objectives:

1. Prepare to read informational magazine articles in women's magazines on health issues.
2. Understand that the imperative form is used to give suggestions.

BENCHMARKS COVERED (What Texas Content Standards Benchmarks will be addressed?)

KEY: (Reading 1.5) Read for real-life purposes in increasingly complex situations and (Reading2.3) Decode and recognize most words in short-to-medium-length, continuous text with some assistance.

SUPPORTING: (Reading 5.3) Comprehend key points and some supporting details in simple texts and documents. Writing 3.2) Convey information by writing simple sentences with limited vocabulary, and limited control of grammar, sentence structure, and spelling.

ACTIVITIES (Warm-up, Introduction, Presentation, pair work, etc.)

1. Explain objective and announce the topics of readings. Pass out cards for ONE MINUTE FEEDBACK.
2. Five Minute Warm up: Ask several students to teach a new word in the area of health by asking them to think of cognates (THE EARLY BIRD WORD exercise: or do the exercise ALL THE WORDS (in the area of health)WE KNOW.
3. Use reading passage Ventures Book 2 p. 50 "Warning: Prevent Accidents."
Use these techniques:
---Instructor reads aloud, students follow along and do the exercise MARK THE MARGINS, with N for new to me, A for I already knew this, and T for I can teach this to somebody. Point out use of imperative and have students circle examples.
---Students do exercise WORDS AND DEFINITIONS for vocabulary development and pre- reading, circling unknown words, writing them on the board, sharing definitions, and making vocabulary cards.
4. Students read the passage in pairs using the READ, COVER, RETELL AND REREAD exercise.
5. Students then answer the textbook questions that follow the reading. Instructor uses QUICK PAIR SHARE to check the answers.
6. Use the Ventures 2 student book pg 54 Life skills reading, which covers reading a warning label on Tylenol.
---Instructor reads aloud, students follow along and do the exercise MARK THE MARGINS, with N for new to me, A for I already knew this, and T for I can teach this to somebody.
---Students do exercise WORDS AND DEFINITIONS for vocabulary development and pre- reading, circling unknown words, writing them on the board, sharing definitions, and making vocabulary cards.
7. Students individually read the label and do the exercise called FIND A SENTENCE. Each student writes on an index card something surprising about the label. Students then do a quick mingle using NUMBERED HEADS TOGETHER.
8. Students answer textbook questions that follow the reading. Instructor uses QUICK PAIR SHARE to check the answers.
9. Group Work Task using the reading entitled "11 Tips for Dealing with Stress:"
--Do the exercise PREDICTING FROM THE TITLE.
-- Elicit what students already know about the topic by asking students to turn their papers over without reading and do a QUICK PAIR SHARE in which they give 3 possible tips that might be included in the reading. Call on students until students orally produce 11 answers from the group Have a student writer write on the board in their own English these 11 different suggestions.
--Students will then go to the reading to see which ones they were able to guess and which ones they didn't guess. Use first the technique of WORDS AND DEFINITIONS, then have students MARK THE MARGINS with YES or NO, for YES, we named it, or NO, we didn't name it.
--Students then do timed readings. Then they do TELLING BACK AND FORTH for self assessment.

HOMEWORK: Student workbook reading: "Know Your Blood Pressure" pg 44.

EVALUATION (How will you know if students have gained understanding of the concept?)

Vary these assessment technique: Students do the ADD A PICTURE exercise to show what they have understood. Or students do the MINGLE exercise. They find a partner, go to the wall, and tell what they remember from the passage. Or students will do a QUICK WRITE trying to remember what they read or learned. Collect cards on FEEDBACK

