



2. **Use target vocabulary to describe terms associated with time; encourage students to ask questions to clarify meaning.** Draw a graphic organizer such as the following on the board using accurate dates:



Point to October 21 and say: **This is today.** Write *today* on the board. Point to October 20 and say: **This is yesterday.** Write *yesterday* on the board. Point to October 22 and say: **This is tomorrow.** Write *tomorrow* on the board. Give commands using *yesterday*, *today*, and *tomorrow*: **Name one thing you did yesterday. Name one thing you will do today. Name one thing you will do tomorrow. Stand up if you watched TV yesterday. Raise your hand if you will watch TV tomorrow.**

Then ask questions that elicit the use of *yesterday*, *today*, and *tomorrow*. Write the following questions and answers on the board. Read each question aloud. Have 2-3 student volunteers answer the question orally and then go stand under the corresponding heading on the board.

Did you walk yesterday? Yes, I walked yesterday.
(students stand under the *yesterday* heading)

Do you walk today? Yes, I walk today.
(students stand under the *today* heading)

Will you walk tomorrow? Yes, I will walk tomorrow.
(students stand under the *tomorrow* heading)

Ask other questions using the same sentence structure and other regular verbs students have learned (e.g., work, listen). Then say: **Now you ask me a question.** Give students a chance to ask a question using *yesterday*, *today*, or *tomorrow* following the models on the board. Then have student pairs ask and answer questions using *yesterday*, *today*, or *tomorrow* following the models. Circulate around the room and help students as needed.

3. **Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.** Draw a manila folder cover on the board with a heading (Day after Day) and space for the student's name and the date. Read the title, "Day after Day," and explain what that means. Tell students that in this chapter they will be learning about days of the week and months of the year. Show pictures that depict months of the year (e.g., weather, activities, holidays, etc.) and weekdays (e.g., school, work) and weekends (e.g., time with family). Give students a chance to share their ideas about their favorite days of the week and times of the year. Give each student a manila folder and ask students to write information on it following the model you provided on the board. Ask a student to say the day's date, including the month, day, and year. Write the date on the board and read it aloud. Ask another student to point out where students are to write their name and the day's date. If desired, provide craft materials for students to create an attractive cover. Instruct them how to draw or cut out/paste pictures that represent days of the week and months of the year. Tell students that they will keep this folder. As they complete work in Chapter 5, you will ask them to place their work in this portfolio folder. Remind them to bring the folder with them to every class.

At Home

- Assign target nouns for homework study. Display Nouns 9 (located on the Digital Resources) on a projector and assign each student 3-5 nouns. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict each word. Also ask them to write a sentence using one of the words.

Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 158.) Review concepts and give students more practice as needed and then continue with the next section.



CONNECT (3 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Have students look up the target vocabulary and demonstrate comprehension (nonverbally or verbally).** Cut out all the words on Nouns 9. Organize students into small groups and give each group an equal number of words. Have students take out their *IDEA Picture Dictionary 2* and look up their words in the dictionary. Ask them to think about how they will present the words to the rest of the class. For example, if they have the word *month*, they can point to a month shown on a calendar. Alternatively, they can draw a picture of the word, find a picture in a magazine or book, or describe it using verbal or nonverbal communication. Call on groups in turn to present their words.
3. **Review the concept of a proper noun and English writing conventions associated with proper nouns (e.g., use of capital letters); have students ask/answer simple questions.** Write *proper noun* on the board. Point to the word *noun* and ask students to define this word. [*a part of speech; a noun is a person, place, or thing*] Point to the words *proper noun* and tell students that a proper noun is a particular *person, place, or thing*. Write the headings *Person, Place, and Thing* on the board and give an example of a proper noun for each category:

Person Place

Suzanne

North Carolina

Thing

U.S. Constitution

Then call on volunteers to name other proper nouns that go with each category. If students do not name them, write the current day of the week and the current month on the chart. Point out that in English all proper nouns begin with a capital letter. Remind students that they can look up words in a dictionary to find out if they need to be capitalized. Have students open their Reader to page 48. Say: **There are many nouns in the next article we are going to read.** Read aloud all the bolded nouns (e.g., year, days, calendar, month, Saturday). After you read each noun, ask students to say whether the noun is a person, place, or thing. Ask: **Is this word a proper noun?** Write the word under the appropriate column on the board.

NOUN		
<u>Person</u> 	<u>Place</u> 	<u>Thing</u> 
		year
		day
		calendar
		month
		Saturday













... and so forth.

Ask students if they notice anything different or interesting about the noun chart. Students should notice that all the target nouns in this lesson are things.

4. **Review the concept of a verb; have students follow commands.** Write the word *verb* on the board and ask students to define a verb. [*a part of speech that describes actions and states of being*] Ask students to name some of the verbs they have already learned. Display Verbs 9 (located on the Digital Resources) on a projector. Read each verb in turn and model the action or state of being that the verb expresses. Ask each student to write one of the verbs on a small piece of paper. Also have them draw a simple picture to depict the word. Collect the papers and put them into a box or other container. Organize students into pairs and call a pair to the front of the class.

Have the students take a paper from the container, read the verb, and then act it out. The other students are to guess the verb. Continue until all students have had a chance to act out a verb.

5. **Review subject pronouns.** Write the following chart on the board:

	Singular	Plural
first person	 ↑ I	 ↑ we
second person	you  → 	you  → 
third person	he →  she →  it → 	they →  →  

Call on volunteers to define the column headings. [*singular—one; plural—two or more*] Read the row headings. [*first person, second person, third person*] Tell students that we use these terms to describe who we are referring to—ourselves or someone else. Using words, gestures, and physical movement, demonstrate first person singular, first person plural, second person singular, and so forth. Use target vocabulary in your model sentences: **I like to sleep late on Saturday. You will be in school on Monday. We will go on vacation in August. She has a part-time job in December.** Call on student volunteers to create sentences following your models.

6. **Review the verb *to be*; have students make statements using the *to be* verb.** Say: **You learned that a verb is a part of speech that describes an action or state of being. Many of the verbs you have been learning are action words. You also have learned about one of the most important and most used verbs in English. It doesn't describe an action. It describes a state of being. The verb I am talking about is**