

**Instructor: David Brown**

**Course: English**

**5th Grade**

**Textbook:Next Move 5**

**Weekly Objectives:**

1. Demonstrate the use of ordinal numbers in speaking and writing.
2. Talk about the past

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objective Students Will be Able to: Use ordinal numbers</p> <p>(Adapted from Next Move 5 Teacher's and Student's Edition, Rachel Finnie, pages 32-36)</p> <p>Objective Discussion Students are shown and explained the order of class activities planned on the board to make transitions smoother.</p> <p>Warm up Review numbers with the class. Choose a child to start at one and point to children to continue counting.</p> <p>Students work in pairs to count to see who can count to the highest number while the projector is being set up.</p> <p>Instruction and Modeling Students are shown a PowerPoint Presentation with a series of GIF images for the vocabulary that will be discussed</p>	<p>Objective Students Will be Able to: Talk about the past tense</p> <p>(Adapted from Next Move 5 Teacher's and Student's Edition, Rachel Finnie, pages 32-36)</p> <p>Objective discussion Students are asked if they have finished their homework. That sentence is written on the board. Students are explained that often verbs in the past tense end in -ed, but not always. The words regular and irregular are written on the board.</p> <p>Class vocabulary and are written on the left hand side of the whiteboard.</p> <p>Warm up Students come up with a list of 5 verbs in the past tense while the projector is set up.</p> <p>Instruction and Modeling Students are shown a presentation with the sentence, Yesterday I went to the park and I saw a big</p>	<p>Objective Students Will be Able to: Demonstrate reading skills through comprehension and connection exercises on page 18 of their book.</p> <p>(Adapted from Next Move 5 Teacher's and Student's Edition, Rachel Finnie, pages 32-36)</p> <p>Warm up Ask children whether or not they keep a diary or journal. If they do, what kind of things do they write about in it? Make sure they all know what a blog is (a diary or journal written on the Internet). Do any of them write a blog?</p> <p>Objective Discussion Students are given ways that writing blogs in Spanish in English is a great hobby.</p> <p>Instruction and Modeling Students are shown an example of a blog on p.18 of their students books to give them an example of a blog. Students are shown the dates. Examples of the</p>	<p>Objective Students Will be Able to: Write a blog entry</p> <p>(Adapted from Next Move 5 Teacher's and Student's Edition, Rachel Finnie, pages 32-36)</p> <p>Warm up Call out sentences, e.g. I got to school at nine. I wear a uniform to school. Ask the children to change them to talk about the past, e.g. I went to school at nine. I wore a uniform to school.</p> <p>Objective discussion Students are explained that they are going to write a blog entry about a day last week. They choose the day and write it down.</p> <p>Instruction and Modeling Students review the tips for writing a blog on p.19. Students are shown an example of a blog and the use of the tips in action are underlined in the example.</p>	<p>Objective Students Will be Able to: Learn how to talk about dates: explore the value of respecting older people. Explore Egyptian culture.</p> <p>(Adapted from Next Move 5 Teacher's and Student's Edition, Rachel Finnie, pages 32-36)</p> <p>Objective discussion Students enter the classroom and who wants to be a millionaire music is playing in the background. The students are told that they are going to learn how to talk about events that have happen on certain dates.</p> <p>Warm up Ask children to say their birthday, to review ordinal numbers. Then invite children to write the year they were born on the board (in numbers). See if any of them know how to say the year in words.Students return to</p>

<p>throughout the week. The images are placed into a calender.</p> <p>Guided practice Students look at their own calenders in the book. What kind of information can they include in a calender? What kind of things take place in the calender in their book? Students work with me and the projector to complete the activity on page 16 of their student book.</p> <p>Less guided practice Students work in pairs to Ask each other the questions related to dates and special events at the bottom of the page.</p> <p>(Active participation formative assessment)</p> <p>Assessment Formative Active Participation/Cold Calling/Survey of Hands</p> <p>Homework: Summative Students complete workbook p.12 for homework due tomorrow</p> <p>Next Move 5 Workbook</p>	<p>dog. Students get to see an illustration of the sentence. The word yesterday is in a different color with the verbs. Students are asked what the verbs are in the present tense and explained that often the past tense is specified with words like yesterday.</p> <p>Guided practice Students listen to a dialogue between Mia and Luke. On page 17 of the student book the students circle the words in the past tense and label them Irregular or Irregular with me on the projector.</p> <p>Less guided practice Students work alone to unscramble the sentences on page 17 and with a partner to talk to a friend about what they did last summer, last week, their last birthday, and yesterday.</p> <p>Assessment Formative Active Participation/Cold Calling/Survey of Hands</p> <p>Homework: Summative Students complete p.13 for homework due tomorrow.</p> <p>Next Move 5 Workbook</p>	<p>verbs in the past tense are circled on the whiteboard with the students.</p> <p>Guided practice Students are divided into groups of six. Each group reads a different day from Steve's blog. Each group is asked comprehension questions. I circle around the room with a laptop to show them images to help them comprehend the vocabulary in the story.</p> <p>Less guided practice Students answer individual comprehension questions on page 18 of their book in pairs.</p> <p>Assessment Formative Active Participation/Cold Calling/Survey of Hands</p> <p>Homework: Homework: Summative Students complete p.14 for homework due tomorrow.</p> <p>Next Move 5 Workbook</p>	<p>Guided practice Students answer the questions on page 19 of their student book. Date, weather, verbs, time phrases, and feelings. Less guided practice Students use their plan for their blogs to write their own blog entry.</p> <p>Assessment Formative Active Participation/Cold Calling/Survey of Hands</p> <p>Homework: Homework: Summative Students complete p.15 for homework due tomorrow.</p> <p>Next Move 5 Workbook</p>	<p>their seats and complete the first activity on p.20 quietly.</p> <p>Instruction and Modeling Students listen to the reading of the questions with the music playing again. When I stop the music, I pronounce the dates for the questions read.</p> <p>Guided practice Students turn. The music is played again, the students must correctly pronounce the dates correctly. Sound effects are played.</p> <p>Less guided practice Students complete the sections titled where were you by themselves or with the person next to them on page 20.</p> <p>Assessment Formal Exit Ticket Quiz based on weekly objectives.</p> <p>Homework: Homework: Summative Students complete p.16 for homework due tomorrow.</p> <p>Next Move 5 Workbook</p>
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