

<b>Topic: Review Day</b>		
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Students will be able to summarize the main ideas in a reading.</li> <li>Students will be able to create a sentence using the present continuous tense.</li> </ul>		<b>Materials/Equipment Needed</b> <ul style="list-style-type: none"> <li>Grammar exercises</li> <li>Handouts with stories</li> </ul>
<b>5 min</b>	<b>Review:</b> Write a sentence on a board with a word in bold. Students guess meaning on their own and tell partner how they did that. Or use the same sentence as the homework and give students a chance to write it down and then share it with a partner.	
<b>10 min</b>	<b>Warm-up/Introduction:</b> Introduce the Lesson 1) Ask students to tell you about a recent activity in which they have participated (playing a videogame, going to a fast-food restaurant, working on a project in art class, etc.) in as much detail as possible. Ask for a volunteer. Explain that s/he must take two minutes to tell about his/her experience. Have another student time the telling of the story. 2) Ask a third student to summarize what the volunteer described in no more than three sentences and include the most important information about what was said. Have the first volunteer decide whether all relevant information was included in the summary. 3) Explain to students that learning to summarize what they read is as important as summarizing information that is spoken. .	
<b>10 min</b>	<b>Direct Instruction:</b> What is summarizing? What are elements of summarizing? Identify main idea Write most important facts (3-4) (who, what, where, why) Shorter than the text Only main ideas Use your own ideas	
<b>10 min</b>	<b>Learning Activities</b> <ol style="list-style-type: none"> <li>Read Bethany Hamilton's story (book p. 70) as a class -- make strips of paper with main ideas. Students work in groups to sequence the story (decide the order of the facts)</li> <li>Grammar: <i>Simple present vs. present continuous. Exercise on page 71</i></li> </ol>	

<b>15 min</b>	3. Read Mark Zupan's story as a class. Have students independently write a short summary of the story. When they finish it they have to read it to a partner.
3 min	<b>Summary/Conclusion</b> What are 3 elements of a good summary? ( <b>Laura</b> )

**Contingency plan: Jigsaw**

Students work collaboratively to divide a task into manageable chunks. Each student is responsible for reading and summarizing part of the information on the topic. The student will present the summary of the information to the small group. Each student's part is essential just like all pieces of a jigsaw puzzle are necessary for the complete picture. Each student gets to become a teacher and the workload is divided and conquered.