

EMC PUBLISHING : PROFESSIONAL DEVELOPMENT FOR
NEW YORK CITY SCHOOLS/LONG-TERM ELL PROGRAM

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Day 1 –Model Lesson

Mini-Lesson – To be able to identify a purpose for reading.

Vocabulary: *folktale, trickster tale, personification*

Shared-Reading - “Goha and the Pot”.

- the Guided Reading Questions(*PE pp.30*)
- what was the trick?
- what was personified in the story?

Whole group Activity -Investigate, Inquire, Imagine Activity (*PE pp.31*)

Small group Activity - Read-Write Connection (*Write-In Resource pp.273*)

If you were Goha’s neighbor, how would you feel about being tricked? Would the trick cause you to reevaluate your behavior? Explain.

Closing/Summary – sharing group activity responses

Ask the question, What was the writer’s purpose in Goha and the Pot ?

Homework – create a morality tale using personification QR write about a folktale from your native country and include the moral of the story. (You may ask a member of your family.)

Points to Note *

I -Lesson Plans with Alternative Teaching Options

It contains various possibilities on how to teach to the objective.**pp.10-11**

II –Unit Resource

It contains all the questions in the PE + extended activities(writer’s journal,voc.grammar) **pp.52-59**

III – Reading Strategies Resource

It contains student guidesheets and teaching notes that promotes speaking and Writing, **pp.17-20**

IV – Write-In Reader

Each lesson begins with a graphic organizer.

Contains reading passages from the PE

Investigate,Inquire,Imagine Activities

Vocabulary development called Word Workshop

Read-Write Connection

Beyond the reading Activities **pp.268-273**