



Following and Giving Instructions

Lesson Objectives

- I will demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs.
- I will demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs.
- I will ask for information using a limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, and using abstract and content-based vocabulary during speaking assignments.
- I will give information using a limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, and using abstract and content-based vocabulary during speaking assignments.
- I will write using content-based grade-level vocabulary.

SCENE 1 (1.C.i, 2.D.ii)

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **2.D.ii:** seek clarification [of spoken language] as needed

SCENE 2 (2.C.iii, 2.D.ii, 2.I.iii, 4.C.iii, 4.G.iii, 4.F.vii)

- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **2.D.ii:** seek clarification [of spoken language] as needed
- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **4.C.iii:** comprehend English vocabulary used routinely in written classroom materials
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.F.vii:** use support from peers and teachers to enhance and confirm understanding

SCENE 3 (2.C.iii, 2.C.iv, 2.D.ii, 2.I.iii, 2.I.v, 5.B.i, 5.B.ii)

- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **2.C.iv:** learn academic vocabulary heard during classroom instruction and interactions
- **2.D.ii:** seek clarification [of spoken language] as needed
- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **2.I.v:** demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary

SCENE 4 (1.D.i, 2.I.iii, 2.I.v, 3.B.iii, 3.D.i, 3.D.ii, 3.E.i, 3.F.i, 3.F.ii, 5.B.ii)

- **1.D.i:** speak using learning strategies
- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **2.I.v:** demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs
- **3.B.iii:** expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication
- **3.D.i:** speak using grade-level content area vocabulary in context to internalize new English words
- **3.D.ii:** speak using grade-level content area vocabulary in context to build academic language proficiency
- **3.E.i:** share information in cooperative learning interactions
- **3.F.i:** ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
- **3.F.ii:** give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content- based vocabulary during extended speaking assignments
- **5.B.ii:** write using content- based grade-level vocabulary