Class: \_\_\_\_ELL 2B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: *Be* and *Do* in Present Tense Wh Questions Date: Nov. 2015\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Stanzadards** |
| 1. Present Simple questions with *Be* as the main verb do not require a helping verb and questions with a different main verb require *Do* or *Does*. | **L/S:**  L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)  L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)  S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)  **W:**  W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. The subject of the question determines which form of *Be* or helping verb *Do* to choose. (3rd person singular= *is* or *does*) |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify correct person and number (1st person plural) to match nouns with pronouns at least 12 out of 14 times during book work. |
| 1. Formulate at least 3 correct questions using Is/Are/Do/Does with Wh question words and answer them. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Students migrate to the corner of the room labeled Is/Are/Do/Does to complete my question (which is Present Simple and begins with the verb). 2. Do Lesson 18 of *Grammar Step by Step 2*, pages 56-57; Contrast: *Be* and *Do* in Present Tense *Wh* Questions. Listen to paragraph on cd and write is, do, or does to complete questions. Look at a sign and complete related questions. Complete questions, ask a partner, write her/his answers. 3. Students will get into groups of 3 or 4 by matching a picture to a sentence about it (pic of gloves/We wear them on our hands in winter), then grouping by category (clothes, etc.). 4. In groups, match 8 questions to answers. Read aloud and go over as a class. Identify subjects and matching helping verbs and verbs. Then, write 4 questions and answers of your own using the beginning question words and verbs provided. Check together and with the teacher. 5. Cut your groups 4 questions and answers apart, put them in the manila folder, and pass them to the next group. That group matches questions to answers, reading them aloud to each other. Pass until every group has seen all other questions and answers. 6. Each of 4 groups will be responsible for one verb: Is/Are/Do/Does. Collect all questions (with answers) that use your verb. Once all are categorized, we will write them on the board together or if no time, we’ll read and I will photocopy them for everyone. | * Questions beginning with Is/Are/Do/Does (about 10) * *Grammar Step by Step 2* * Question and answer sheets (attached) |

**ASSESSMENT(S):**

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| **Performance**  Answers written in books and questions asked aloud to partners. Written questions and answers. Answers out loud during the wrap-up. |  |

**WRAP-UP & REFLECTION:**

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| I will give you an answer sentence and you formulate a question (about 8, using each verb Is/Are/Do/Does with a Wh question word). |

**TEACHER COMMENTS:**