|  |
| --- |
| Skill Objective #1 (Students will be able to…)Recognize the past tense of “to be”  |
| Frameworks: R2.4b; W2.4d; L2.4b |
| Content Objective #1 (Students will know…)How to form the past tense of “to be” (was/were) |
| Activities1. Warm-up: Students will discuss the questions on page 139 of *English in Action 2*, Part C.
2. Students will share their partners’ answers with the class.
3. In pairs, students will complete exercises A and B on page 140 using the past tense of “to be,” referring to the grammar chart.
4. Listening activity: students will listen to each person’s location on the map (page 141). After the listening, they will compare their answers with a partner and say the location of each person in Exercise C.
5. Students will ask five different classmates the five questions in the past tense on Activity E.

If Extra Time: *Fun with Grammar, Worksheet 10*1. Divide students into pairs. Have them read the situation togetherand fill in the blanks with a past form of to be.2. Assign the roles of police officer and witness (or have the studentschoose). As a class, brainstorm some questions using a past form ofto be that the police officer might ask the witness.Examples: Was the thief tall?Were you across the street from the office?Where did the thief go when he left the office?3. Have the two students practice asking and answering questions.(For a low class, you may want to copy the list of questions in theworksheet.)4. Encourage the “police officer” to ask both yes/no and wh- questions. |
| Materials: *English in Action* page 139-141; *Fun with Grammar, Worksheet 10; Simple Past* |
| Wrap Up Reflection: Students will write five sentences in their blue books about their partners. |

|  |
| --- |
| Skill Objective #2 (Students will be able to…)Focus on units or chunks of meaning rather than on individual wordsUse text features to predict general idea of a textRecognize the past tense of “to be” in a text. |
| Frameworks: R3.4a; R1.4d  |
| Content Objective #2 (Students will know how…)  |
| Activities1. Students will discuss previous chapters of *Ramona’s Adventure* in groups. Students will be encouraged to use the past tense of “to be.”
2. Students will describe the picture in *Ramona’s Adventure* on page 54 in pairs.
3. Students will discuss questions 1-3 on part A and match the vocabulary in part B.
4. Students will read the summary “In the last episode.” They will highlight all of the words that are written in the past tense and discuss why.
5. Students will read and listen along to Episode 6. At each elipses, the teacher will pause the tape and ask the students to summarize the reading thus far.
6. At the end of the episode, students will work together in pairs or groups to complete the Reading Comprehension questions at the end. They will also find the evidence in the text for each question.
 |
| Materials: *Ramona’s Adventure* pages 54-63 |
| Assessment #2:  |
| Wrap Up Reflection: Students will ask and answer questions about Ramona’s life in Episode 6 in the past tense.  |

Class: ELLB2 Teacher: Jennifer Barrett

Lesson: Introduction to the Past Tense Date: 12/3/2014