Class: ELL B Teacher: Constance Devanthery-Lewis

Theme/Lesson: Present Continuous statements, negative statements, and questions Date: Dec. 1, 2015

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Present continuous tense (also known as present progressive) is used for an action that is happening right now or in the near future. We can make affirmative and negative statements (review) and ask yes/no and information questions (new with this lesson) using this tense. | L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms.)  L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children’s school)  S2.4c Use intermediate grammatical structures.  R1/4a Read and understand simplified or adapted multi-paragraph text on a familiar topic.  R2.4f Understand the differences in meaning for the simple and continuous tenses and simple modals.  W2.3d Use basic grammatical structures with support |
| 1. Form a yes/no question by placing the helping verb (form of “be”) before the subject. Form an information question by placing the question word (“what,” “how,” “where,” etc.) before the helping verb. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Form statements and negative statements with 75% accuracy (this is review). |
| 1. Ask and answer yes/no questions with 50% accuracy (this is new). Begin to ask information questions (to be continued in subsequent lessons). |

**ACTIVITIES: MATERIALS:**

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| 1. Visit Smithsonian National Zoo webpage about the new baby panda, Bei Bei. Watch the web cam and view photos of Bei Bei and her mother, Mei Xiang. What are they doing? CDL models asking and answering questions about the photos. Students make affirmative and negative statements with p. cont. View and read the FAQ about the pandas. 2. Review homework: Customs problems at the airport. Students share the stories they wrote. Others ask questions about the stories. CDL adds some questions: Are the children smiling? Why? Why not? Why is the dog sniffing the suitcase? What is the customs inspector holding? Students answer using complete sentences. Review short answers using the auxiliary: “Yes, they are” and “No, they aren’t.” 3. EIA, p. 95. Look at the picture. What is happening in the classroom? Listen and respond. (Ex. A and B) 4. Exit ticket: on a Post-it, students use p. continuous tense to write one question with answer about the picture (EIA p. 95.) 5. Read: Coughing and Sneezing (Health Stories)—Discuss clunks, if any. Partners ask and answer questions about the story. (CDL models questions and answers on the board.) Each set of partners shares one question/answer pair with the class. 6. Homework: EIA, p. 97. Write 6 questions and affirmative or negative answers about the picture, using p. cont. tense. | Smartboard to view Smithsonian website and Flickr page.  English in Action 2 textbook and CD  Health Stories (New Readers Press)  Picture of a busy train station (Ventures 2) |

**ASSESSMENT(S):**

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| **Performance**  Exit tickets  CDL listens and observes how accurately students form questions and answers, especially when working in pairs. | **If time, or next lesson:** Listen and write: CDL distributes a picture of people in a train station. She reads out questions and students write their answers. The questions will be a mix of yes/no and information questions: “What is the information clerk doing?”” Are the boys sitting in chairs?” “What is the man looking at?” Develop a vocabulary web on the board about travel (departures, arrivals, track, announcement) (After 6-8 teacher-initiated questions, students share answers. Then students ask each other additional questions. |

**WRAP-UP & REFLECTION:**

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| To be completed following the lesson. |