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

Theme/Lesson:\_There is/There are Affirmative, Negative, and Questions Date: TBD; Oct. 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. To talk about what exists in a place (a room, a city, etc.), use “There is” for singular or non-count nouns and “There are” for plural nouns.
 | **L/S:** L1.4c Listen and follow instructions with some details (e.g. *Get the paper from the top shelf of the closet.*)L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations) L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)**W:**W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions)W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. Questions and negative statements for “There is/There are” are formed the same as for other Present Simple sentences. The verb “to be” comes first in questions and for negatives, not comes after the verb. Contractions are also formed the same way. Ex: There’s
 |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Say at least five affirmative statements about singular and plural nouns that exist in the classroom and pictured rooms using “There is” and “There are.”
 |
| 1. Write at least three affirmative and/or negative statements about items pictured in a room.
 |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. Warm-Up: I’ll walk around with a picture and students name singular and plural nouns that they see. Any new or difficult ones (irregular plurals), put on the board.
2. Do pages 20-21 of *English in Action 2.* Affirmative and Negative There is/There are. Answering about our classroom; completing sentences with is or are and number; asking and answering Is there/Are there questions about our classroom.

 1. Review household items and furniture by going around the room. Then, in pairs, one student is the writer and one student is the reporter. I will post pictures of different rooms of the house around the classroom (about 5). Pairs will each be assigned to one picture. Reporters will have 2 minutes to study their picture, and then tell their partners what they saw in the pictures. Partners will write as many There is/There are, There isn’t/There aren’t sentences as they can. Then, partners will switch roles and pictures. I will ask Y/N questions about each picture and collect writing.
2. Talk about our own houses. Compare your kitchen with the one pictured. Talk for a few minutes with your neighbor about your ideal house. Include negative statements. Ex: There aren’t noisy neighbors. Report to class.
 | * *English in Action 2*
* Laminated pictures and pictures of different rooms of the house.
 |

**ASSESSMENT(S):**

|  |  |
| --- | --- |
| **Performance** I will check book work, listen for correct sentences, and collect writing. |  |

**WRAP-UP & REFLECTION:**

|  |
| --- |
| Ask questions about a classmate’s ideal home. Is there a swimming pool? I will give a singular or plural noun and each student will provide a There is/ There are statement.  |