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

Theme/Lesson: \_\_Forming questions/ speaking and listening to stories\_\_\_ Date: TBD; April, 2015\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. When the only verb is “to be”, no helping verb is needed to form a question. | **L/S:**  L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate  L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)  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:**  W2.4b 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. When the main verb is not “to be”, you need the correct form of “do”, the subject, then the base form of the main verb to form a Present Simple question. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. listen and correctly answer 9 out of 12 information questions from the story and answer 2 more personal questions using at least one correct sentence for each. |
| 1. Speak comfortably with a partner about their experience and use their own words to write partners’ story with fewer than 6 mistakes in an average-length paragraph. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: I’ll give you a present simple statement about a classmate, you turn it into a question. Student calls on who is next. Then, make a statement about yourself and ask a classmate to make it a question. 2. We’ll watch and animated story from Story Corps, “Miss Devine”. on the projector. I will give you a sheet of questions to answer, some fill-in the blanks, some short answer, and 2 questions about your experience to be answered in complete sentences. 3. In small groups, talk about whether you found the story interesting and why. Have you known/ Do you know anyone in your life like Miss Devine? Do you admire him/her? Why? 4. In pairs, one partner tell a story from life (or a second hand or invented one, if a student is more comfortable) describing someone who made an impact on his/her life. Partners ask questions and write a paragraph telling your partner’s story. Volunteers share stories and class asks questions. 5. Review what we heard from the stories. Which questions on the worksheet were hardest to answer? Turn in written stories. | * storycorps.org * projector |

**ASSESSMENT(S):**

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| **Performance**  I will check question worksheets, collect written sentences about partners, and listen and write how many questions and answers students formed correctly in presentations. |  |

**WRAP-UP & REFLECTION:**

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| Talk about stories that have affected you. Do you think it’s important to share stories? Why or why not?  Homework: Write the story you told your partner and add more detail. |