Class:\_\_\_\_ELL 2a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_James Figueiredo\_

Theme/Lesson: BE-Yes-No Questions and Short Answers Date: TBD; November 2015\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know ….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. the difference between a statement (“We are late”) and a question (“Are we late?) 2. how to answer Yes-No questions in the affirmative (no contraction) and the negative (contraction OK) | **L/S:**  L1.3b Listen and understand phrases, statements and questions when spoken slowly and clearly  S1.3a Produce simple statements, providing more detail without necessarily more complexity  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) |
| **Skill Objective(s)** (Students will be able to…) |
| 1. describe to a partner how they practiced English since the last class. 2. demonstrate understanding by an oral report back of their partner’s response to the rest of the class. |
| 1. distinguish between statements and questions by correctly sorting noun cards and correctly answering at least 5 of 10 questions on p. 23. |

**ACTIVITIES: MATERIALS:**

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| 1. Review/recap previous lesson. 2. Asks students to work in pairs and describe how they practiced English since the last class. Offer examples (“I went to my son’s school and talked with his teacher”. “I went to church and listened to a sermon in English”.) 3. Have each student provide an oral report back on what they heard from their partner. 4. Ask the person being reported back on if there is anything from their partner’s report that they wish to correct or if there is anything else they wish to add. Initiate a round applause after each pair reports. 5. Teacher asks additional questions (What ideas did you get from other students? What stops people from practicing English outside of this classroom? ) 6. Introduce Be---*Yes-No Questions and Short Answers*. Cover the content in the pink box on p.22 of Step by Step. Distribute one phrase card to each student. Have students decide which type of sentence is on their card. If the statement sounds like a question a question mark should be added at the end of the sentence. Have them go to the board and write their Sentence. Statements will be written on the left-side board and questions on the right-side board. Go through the phrases and ask the class if each word is correctly placed. Offer explanation when making corrections and put each word on the correct board. 7. Using SBS audio have students complete the first exercise (lesson 7, p.22). 8. Teacher reads aloud the dialog in *Grammar Step by Step* (lesson 7, p. 22). Have 2 students volunteer to perform the roles of Jake and Mom in front of the whole class. Have students pair up with someone new and take turns playing the role of each character. Teacher walks around the room to listen in on the role plays. 9. Have students work independently on exercise B (Grammar Step by Step, lesson 25, p. 23). After students complete exercise B have them pair up with a classmate and take turns asking each of the 6 questions and answers. Review answers as a group and have students volunteer to read aloud the entire sentences. 10. Have students work in trios to find the mistake in the question each group is assigned. Each group will be assigned one question to correct from exercise C, p.23). Have each group write the correct answer on the board and review with entire class. 11. Play one round of Headbanz (note: Headbanz is kept in James Figueiredo’s file drawer at SCALE). Explain Headbanz rules and demonstrate how the rules of the game require the guesser to ask only yes/no questions (“Am I a bird?”). Explain that once the guesser answers correctly, they need to respond with an affirmative short answer (“Yes, you are.”). Have each student take a turn as a guesser and initiate applause after each successful guess. | * Index cards with short phrases * *Grammar Step by Step* * Headbanz Game |

**ASSESSMENT(S):**

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| **Performance**   * I will listen for correct sentences in each student’s oral report. * I will look at their ability to identify and correct the 5 questions in Section C of SBS. * I will see each student’s ability to correctly ask yes-no questions during the Headbanz activity. |  |

**WRAP-UP & REFLECTION:**

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| Ask and answer at least five questions, as a class, about what we covered today (exit ticket). |