

# ESLAO LESSON PLAN 4-10

Author:	Kiran Venkani	Unit:	4
Module:	2	Lesson:	10

## Learning Goals:

### Students will:

- Explore the questions (who, what, where, when, why and how)
- Create yes and no answered questions
- Learn how to use did not, didn't, do not and don't
- Use rising intonation in oral conversations and reading

### Resources:

Name	Description	File
Teacher PDF slides	Teacher uses this presentation as a shared document or application in live class	ESLAO-4-10-Slides
Teacher Lesson plan	Teacher can use this document to prepare or prompt the lesson	ESLAO-4-10-Lesson-Plan
Worksheet	Student will download this before class and complete it during the lesson	ESLAO-4-10-Worksheet

## Agenda:

Topic	Slides	Estimated Time
Introduction	1-3	6min
Yes and No Questions	4-6	9min
Did not and Did not	7-10	10min
Vocabulary	11-16	10 min
Story	17-28	13min
5W and H	29-32	10min
Rising Intonation	33-36	7min
Homework	37	1min
Final Thoughts	38	1min

## Instructional Strategies

Slide 1	Welcome students to Lesson 10 of the Animal Kingdom. Ask students how their week at school has been and if they did anything interesting or enjoyable during the week. Ask students if they had any questions about the homework.
Slide 2	Read the poem 'Never Take a Tiger' with students. Ask students comprehension questions to assess understanding. As a class, create the next stanza of the poem beginning with the line Never take a cow...
Slide 3	Discuss the learning goals with students. Ask students to read through the goals as a class.
Slide 4	Ask the students when do they answer a question with just yes and no? Tell students that asking a question which has the answer yes or no is called a closed question because the answer does not require any more information to answer. These questions start with did and do.
Slide 5	Go through the question examples with the students. Are students able to answer the questions with yes or no? Ask students to write five example questions that begin with did or do?
Slide 7	Tell students that did not and do not is used mostly when talking in more formal conversations or writing in a formal setting and the contraction didn't and don't are used in informal writing and sentences. Tell students that an example of a formal conversation would be when talking to the school principal and an informal conversation may be when talking to your parents or friends.  Show students the examples for the formal and informal sentence. Tell students that didn't and did not can be used interchangeably as can don't and do not.
Slide 8	Explore the examples of the sentences with do not and did not. Tell students that do not and don't are used in present tense, when something is occurring right now and did not and didn't is used in the past tense, when something has already occurred.
Slide 9	As a class, read through the sentences and add the missing word.
Slide 12-16	Learn the reading vocabulary. Match the new words to their pictures.  Ask students to draw a picture of the word and write the definition of the words.  Choose three to five words from the reading vocabulary and create a short interesting sentences.
Slide 17-18	Read through the title and explore the illustration on the front cover of the book. Explore the inferring and predictive question with the students. Encourage students to make a guess about the story and prompt students if needed.
Slide 19-28	Read through the story and discuss any vocabulary and the story with the students.
Slide 29-32	Ask students to recall the 5W and H (where, why, when, who, what and how) Ask students to think of four questions about the text using the 5W's and H. If students are able to progress quickly through this activity encourage them to write six questions, one for each of the w's and h.  As a class, explore the discussion questions and write answers for the comprehension questions on the whiteboard. For competent students, encourage the writing of full sentences. Remind students to use a capital letter and period at the end of the sentence.
Slide 33-36	Tell students that intonation is how we say things, rather than what we are saying. Tell the students about your week in a monotone intonation and then one with rise and fall. Are the students able to hear the difference?  Discuss the example of It's raining with students. Using the sentence to display the difference in intonation.  Practising intonation. Say these sentences with rising intonation.  Have a conversation with your teacher or classmates about their week. Ask questions and listen to their answers. Where can students hear the rising intonation in their speech?
Slide 37	Discuss the homework activities with the students.