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|  | **Topic: Prepositions** | **Author:**  **Amanda Readel** | **Duration:**  **45** |
| **Communicative**  **Activity** | Information Gap | | |
| **Lesson Title** | Where is the elf? What is under the Christmas tree? | | |
| **Description** | Students will practice asking and answering “What” and “Where” questions with the use of prepositions. | | |
| **Government**  **Objectives** | 1-1-8-1 Able to listen to understand the simple sentences learned in class.  -2-5-1 Able to use correct and simple English to give questions (e.g. the questions starting from who, what, when, where, how and why, etc.).  2-2-5-2 Able to give correct answers (as to who, what, when, where, how and why, etc.) to the question being asked. | | |
| **Learning Objectives** | Students will be able to ask and answer “What” and “Where” questions with an emphasis on prepositions. | | |
| **Student Differentiation** | **High level students (HLSs)**  There will not be any adjustments made for high-level students for this activity.   * **Low level students (LLSs)** * A help sheet with the necessary vocabulary and sentence structure will be provided to lower level students. | | |
| **Vocabulary** | reindeer  Santa  candy  elf  gift  cookies  snowman  toys  tree  sofa  TV  Table  Chair  Under  Behind  In front of  Near  on   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | | | |
| **Grammar /**  **Sentence Patterns** | What is near the TV?  Where are the cookeis | | |
| **Materials and equipment** | computer, TV/projector, worksheets, white board, activity cards | | |
| **Notes** | This activity does need to follow a Christmas theme. The vocabulary can changed to fit the need of their current learning. | | |

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| **Time** | **Activity** | **Procedure** |
|  | Preparation | Prepare activity cards and laminate them. Have three different sets prepared.  Prepare example activity cards to show on the TV/projector so students can see more clearly than the one the teacher will be holding up in the front of the class.  Prepare follow-up worksheet.  Make sure all equipment works. If it doesn’t, make sure there is a backup plan. |
|  | **Connect** | Have a picture of living room decorated for Christmas with all of the vocabulary on to grab their attention. Using PowerPoint, go over the vocabulary necessary for the activity. Have students repeat the words after you to help them practice appropriate pronunciation. Do this twice or as needed based on what you are hearing. |
|  | Interaction  measures | Teacher will be at the front of the class eliciting the Christmas vocabulary from the students. |
|  | **Activate** | Show the students an example activity card on the TV/Projector. On the activity card there are 4 circles. Tell the students, “There are four things in the living room, but I don’t know……” At this point the teacher’s aim is to elicit the interrogative “What” from the students. When that is achieved, say, “I don’t know what they are, so how can I ask?” As the students give you the question, write it on the board for them to see. E.g. “What is on the sofa?” Do this twice so there are two examples of a “What” question. Next move to the box on the bottom. In the box, there are four things. Tell the students, “In the living room there are four things, but I don’t know……” Here you eliciting the interrogative, “Where.” Do the same as before and ask the students how to ask the question to find out. Again, write two examples on the board.  Go to the next slide where there are the answers and have the students give you the answers to the questions that are written on the board.  Next, have a co-teacher come to the front of the class to help demonstrate what the students will be doing. Each teacher has an activity card. One of them has the answers and the other has the missing information. The teacher with the missing information will be asking the questions. Every time he/she gets an answer, write it on the activity card in the designated place.  Example Demonstration:  A: Where is the elf?  B: It is behind the sofa. (Writes sofa next to “Elf” in the box on the bottom)  A: What is under the tree?  B: Cookies are under the tree. (Writes “Cookies” in the designated circle under the tree.)  Tell the students when they are finished to raise their hands so the teacher can check the answers. If they all are ok, have them erase the card and hand them a new one. This time switching who asks the questions and who answers them.  Use questions to check for comprehension as you go.  1. If you are answering questions, are you writing anything?  2. If you ask a “What” question, where do you write the answer?  3. If you ask a “Where” question, where do you write the answer?  4. When you are finished, what do you do? |
|  | Interaction  measures | Teachers will be at the front of the class explaining the activity. As the explanation goes along, do comprehension checks with the students to make sure they are keeping up with how to do the activity. |
|  | **Participate** | Give each set of partners their activity cards and markers and have them start. Most groups should be able to finish their first set and the second set. For faster moving students a third set have been prepared. |
|  | Interaction  measures | Students will interact with each other asking and answering questions to complete their cards. The teachers will walk around the room observing and assisting any students in need. |
|  | **Consolidate** | Students will be given a laminated card of the living room similar to the activity cards. There are two circles and two items in a box. They need to make 2 “What” questions and 2 “Where” questions. When they are finished the teacher will check them and if they are ok give them a laminated card similar to the picture on the PowerPoint the students saw when they walked in. The students are to use this to write the answers to the questions they have written. |
|  | Interaction  measures | Teacher will be in the front of the class explaining what to do. When finished, ask comprehension questions.  1. How many “What” questions and how many “Where” questions?  2. Do you write the answers right away? Why? |
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| Additional Resources | | |