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| **Theme** | Family | **Author** | Amanda Readel | **Duration** | 45 minutes |
| **Lesson Type** | Information Gap |
| **Title** | Who’s in the Family? |
| **Description** | Students will complete a family tree that is empty with the exception of one name. To complete the tree they need to ask their partner, who has the answers, questions that will help them attain the missing names. E.g., “Who is Amy’s grandma?” |
| **Government****Objectives** | 1-1-8-1 Able to listen to understand the simple sentences learned in class. 2-2-4-2 Able to use simple English to describe people around daily life (including their identities, ages, appearance and habits, etc.).-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. |
| **WALT** | How to ask “who” questions about family members to find out what their names are.  |
| **WILF** | The teacher is looking for students to use the possessive “s,” the interrogative “who,” and correct usage of family vocabulary.  |
| **Student Differentiation** | **High level students (HLSs)** * High levels will be encouraged to switch out the “Amy’s” or other names with the correct possessive adjective.
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**Low level students (LLSs)** * No adjustments for LLSs because this lesson is designed for them. For any that may struggle with remembering the family vocabulary, allow them to use their textbook or provide them with a help sheet that has the necessary vocabulary on it.
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| **Vocabulary** | mom, dad, brother, sister, aunt, uncle, cousin, grandpa, grandma, husband, wife

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| **Grammar/ Sentence Pattern** | Possessive “’s” Interrogative “who”Who is Amy’s mom? |
| **Materials and equipment** | Computer, TV/projector, laminated activity cards, mini white board markers, worksheets, family member flashcards, white board |
| **Notes** |  |
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| **Time** | **Activity** | **Procedure** |
| As necessary(0) | Preparation | Prepare activity cards and laminate them. Have two 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 laminated flashcards of family members and place sticky magnets on the back so they can be easily placed on the whiteboard. Prepare follow-up worksheet. Make sure all equipment works. If it doesn’t, make sure there is a backup plan.  |
| 5(5) | Connect | Hold up the first family flashcard of a boy and tell the students to think about **family**. Before they give an answer place a picture of the girl next to the boy. Place them on the bottom of the white board because this is the start of the family tree. Students make the connection that the boy and girl are brother and sister. Point to the boy and have the students repeat “brother” twice chorally. Do the same with “sister.”From there, build the family tree moving to mom, dad, aunt, uncle, cousin, grandma, and grandpa. As people are added, have students repeat the vocabulary after the teacher. Quickly move your finger to various family members and have students say them to check to make sure they know them. Then, get their attention focused on mom and dad and ask, “What are they?” Give them a moment if they need to recall husband and wife. Again, do the choral repetition as before. Then, move to the aunt and uncle and do the same. Here, we are making sure that they understand that there are more than one husband and wife. Next, move to the grandparents and do the same. Finally, point to the mom and then to the grandma and ask, “How about them?” Give them a moment, and if they don’t get it, point to the grandma and say, “She is her ….” After you say “her,” move your finger to the mom. Students will say, “mom.” Do the same with the grandpa picture. This is to make sure that the grandpa picture isn’t always the grandpa. He can be dad too. (Students know this about a family, but it helps greatly to point it out to them because they will need to be thinking in that way for their upcoming activity.) |
|  | Interactionmeasures | Teacher will be at the front of the class eliciting family member vocabulary from the students through flashcards as well as pointing out and asking about familial relationships between certain flashcards.  |
| 5(10) | Activate | Put the prepared examples of the activity cards up on the TV screen/projector so students can see it. Have the co-teacher(partner) at the front of the class with you. Each of you will have a mini white board marker and laminated activity card. Explain the activity. 1. The two cards that the teachers are holding are different. Each activity card has two family trees. One on top and one on bottom. The tree on top is complete but the one on bottom is empty except for one name. The family tree on the top of your card has your partner’s answers. The tree on the top of your partner’s card has your answers. Essentially, you have each other’s answers. 2. Write an example question on the board for students to see. For example, on your card you only have the name, Amy. You need to choose a family member to ask about. So, you write, “Who is Amy’s mom?” Write this next to the family tree that is built on the white board so it’s easier to point out how both “Amy” and “mom” can be changed depending on what you are asking for. 3. Do an example with the co-teacher(partner). So, you ask, “Who is Amy’s mom?” She takes a look at her card to find Amy’s mom and responds, “Amy’s mom is Tina.” (While doing this, hold up the cards so the students can see them and see where you are looking. 4. When you hear the answer you will use your white board marker to write the name in the correct space. Then, the co-teacher(partner) will ask a question about the family tree on her/his card and you will answer. 5. Above each square in the family tree is a small “b” or a small “g.” “B” is for boy and “g” is for girl. Let the students know this, as it will help them know which family member to ask about. 6. Use comprehension questions to check the students understanding of the activity.  a. Are my answers on the top of my card? b. Are her answers on the top of her card? c. Where are my answers? d. Where are her answers? e. When you hear the name, what do you do?7. Go around the room and pair up the students with the students across from them. Then, explain that they need to take turns asking and answering.  |
|  | Interactionmeasures | 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.  |
| 20(30) | 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.  |
|  | Interactionmeasures | 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 | Have students erase their activity cards and bring them to their designated area. While they are doing this, put their follow-up worksheet on the TV. The follow-up worksheet has a family tree on it with five questions below. Example question: “Who is Tina’s uncle?” Explain to the students that they need to write the answers to those five questions.  |
|  | Interactionmeasures | Teacher will be in the front of the class explaining what to do. When finished, ask comprehension questions.  a. Write how many answers? b. Can you just write their name? c. Can you use a pen? |
| Additional Resources |
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