

Asking and Answering Questions with Wh- Words

Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Asking and Answering Questions with Wh- Words
Lesson Author:	Teresa Swoger, IU 5
Date Created:	11/01/2023
Lesson Timeframe:	<p>Section 1: Google Slides Pre-Reading Activity 30 min.</p> <p>Section 2: Story Quiz 30 min.</p> <p>Total 60 min.</p>
Content Area(s):	RLA
General Topics/Skills Covered:	Reading and Comprehending Writing
NRS Level(s):	ESL Levels 2, 3
Prerequisite Skills:	Knowledge of basic classroom vocabulary including pencil, paper, class, classmates, teacher, read, write, listen, study/studies. Prior instruction using wh- words to ask and answer questions.

PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
College and Career Readiness Standards (CCRS):	<p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Ask and answer questions about key details in a text. (RI/RL.1.1)</p>

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Standards / Skills	Standards and Skills Addressed in the Lesson
	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)
<u>English Language Proficiency Standards (ELPS) (if applicable):</u>	ELP 1: An ELL can ... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 8: An ELL can ... determine the meaning of words and phrases in oral presentations and literary and informational text.
<u>Standards for Mathematical Practice (if applicable):</u>	Click or tap here to enter text.
<u>Transferable Skills:</u>	2.3 Completes work independently and takes initiative. 4.3 Analyzes information. 7.2 Uses problem-solving skills to evaluate and eliminate options. 7.3 Applies skills in new contexts.
<u>Digital Literacy Skills:</u>	1.4 Uses Mobile Devices for Learning. 2.1 Accesses and Navigates the Internet Safely.

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
<p>Lesson Objective(s):</p>	<p>Objectives: The students will be able to understand comprehension questions using the wh- words with 80% accuracy. The students will be able to preview a story and to infer what the story is about using a picture. The students will be able to complete questions using wh- words with 80% accuracy of their meanings.</p>	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
<p>Texts, Materials, Resources:</p>	<p>Navigation Page (NOTE: Instructors must add copies of the pre-reading and quiz Google Forms below before sharing the navigation page with their students): https://docs.google.com/document/d/1piVb4j5GoDJEhT1LDRmcmdvyLANmAB-KY5o97AyeSos/copy</p> <p>Wh- slides: https://docs.google.com/presentation/d/15j3EwRLPCquMz5mTTZ9sUHFR4qrOlmYAFYhLCmoWRSg/edit#slide=id.p</p> <p>Preview activity: https://docs.google.com/forms/d/1aXzN5-AxfrS7dR7d6yWoazcdF5arENB0pnIK_nM641o/copy</p> <p>Story: https://globalaccess.bowvalleycollege.ca/esl-readers/sado-goes-to-school/</p>	<ul style="list-style-type: none"> • Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?

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	<p>Quiz: https://docs.google.com/forms/d/1okpvmXMaYQfcRAxf-wn6or1HDL3x8zRHuHHjvSC6gdY/copy</p>	
<p>Lesson Vocabulary:</p>	<p>Who, What, When, Why, Where</p> <p>This is a supplemental lesson where the students have been introduced to the words. They will review with Google slide presentation. Each word is described with its use, and examples are given. The students will complete a self-correcting activity within the slides to check understanding.</p>	<ul style="list-style-type: none"> • Include 5-10 vocabulary terms. • Include instructional strategies below for teaching the vocabulary.
<p>Target Grammar/Language Forms (for ESL, if applicable):</p>	<p>Asking and answering questions using the wh- words. Setting up and understanding questions using the wh- word and a form of "to be."</p>	<ul style="list-style-type: none"> • Include new grammar, or language forms, that is relevant to the context of the lesson. • Include new or unfamiliar grammar or language forms found in the text used for the lesson.

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<p>Culturally Responsive Teaching Notes:</p>	<p>The story used is about a person from another culture who takes English classes with other people from different cultures. This relates to the students because they are participating in the same type of class.</p> <p>The photographs included with the story depict students from different countries, which is the demographic of the ESL classes.</p> <p>The activities depicted in the story parallel a typical ESL class.</p>	<ul style="list-style-type: none"> • Is it evident that students will connect content to their own lives and to what they already know? • Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? • Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

Instructional Activities

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<p>Lesson Introduction:</p>	<p>Depending on the format of your class, you could do the introduction in person or by making a short video. Make sure that you include the following information:</p> <ul style="list-style-type: none"> • Explain that the students will be practicing asking and answering questions using the wh- words (who, what, when, why, and where) correctly. 	<ul style="list-style-type: none"> • Explain how the lesson objectives will be shared with learners. • Make connections to learners' goals and prior and future lessons.

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	<ul style="list-style-type: none"> • Share the lesson objectives with the students. (Student-friendly objectives will be on the lesson navigation sheet.) • Introduce the student navigation sheet activities. (NOTE: Instructors must add copies of the pre-reading and quiz Google Forms below before sharing the navigation page with their students): <ul style="list-style-type: none"> ○ Google Slides—The slides will review each of the wh-question words. A self-correcting quiz is included in the slides. Encourage the students to answer the questions prior to moving to the next slide for the answer. ○ Reading Activity—Introduce the story to the students. The story is about a person learning English at an adult class. The students will do a pre-reading activity first to make some predictions. They will then read the story <i>Sado Goes to School</i>. Encourage the students to listen to the words and then read the words before moving on to the next page. Students should be encouraged to practice speaking and reading the words of the story. ○ Quiz—Students will take a Google Form quiz to check comprehension of the story with wh- questions and create questions using the words. 	

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<p>Lesson Body:</p> <ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Independent Practice 	<ol style="list-style-type: none"> 1. The students will work through the Google Slides, <i>Wh- Words: Questions with Who, What, When, Why, and Where</i>. The students will review the wh- words with Google Slides, which includes a self-correcting quiz. https://docs.google.com/presentation/d/15j3EwRLPCquMz5mTTZ9sUHFR4qrOImYAFYhLCmoWRSg/edit#slide=id.p 2. The students will navigate to the preview on the Google Worksheet. The students will look at the photograph from the story and think about what the story will tell them. They will then answer questions about what might happen in the story. 3. The students will navigate to the Bow Valley College ESL Reader, <i>Sado Goes to School</i>. The students will listen to the story read through the website. They will read and repeat each page before moving to the next. The students are encouraged to re-read and practice speaking the words. The students will use the pictures to help with understanding the story. https://globalaccess.bowvalleycollege.ca/esl-readers/sado-goes-to-school/ 4. The students will check their understanding with a Google quiz which will give them automatic scoring. The Google quiz will measure understanding of the wh- words, understanding of the story, and using a wh- word with the “to be” words. 	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. • Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.

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<p>Differentiation:</p>	<p>Students can view the slides as many times as they want or need. They have the option to stop after each section if they need extra time. The story can be accessed more than once to review, listen, and read as many times as the student wishes.</p>	<ul style="list-style-type: none"> • How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? • What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?
<p>Digital Literacy Integration:</p>	<p>Students navigate from website to website in this lesson with various types of activities. These activities are a slide show, worksheet, quiz, and a story from a website. Much of the digital navigation includes clicking from website to website.</p>	<ul style="list-style-type: none"> • Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? • Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? • Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

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Lesson Conclusion:	The instructor will provide feedback and review after the pre-reading activity and final quiz are submitted.	<ul style="list-style-type: none"> Review lesson objectives. Provide an opportunity for student reflection. Connect to prior and future learning.
Assessment:	<p>Assessment:</p> <p>Self-reported check with introductory wh- slides.</p> <p>Check understanding of the story with wh- words multiple choice activity.</p> <p>Write a question using wh- words showing understanding of the structure of the question using “to be” word with wh- word.</p>	<ul style="list-style-type: none"> Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives. Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Extension, Homework:	This lesson is supplemental and is considered work outside of class.	<ul style="list-style-type: none"> Include opportunities for learners to practice skills outside of class time.
Lesson Extension, Additional Enrichment/Practice Opportunities:	Additional practice will be assigned per the students’ needs in class.	<ul style="list-style-type: none"> Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? How do you know? If not, why?
- What changes should be made for next time the lesson is taught?