

Topic: What are they doing?

Target Language: watching, eating, talking, using, writing, cutting, What is he/she doing? He/she is ...

Assumptions: Ss know some activities at school and will be able to supplement with additional activities.

Anticipated Challenges: Ss have trouble with the verb form, or try to use a different questions to ask about what people are doing.

Solutions: Clarify question and answer forms in a practice activity in the remember stage.

Objective: SWBAT use target language to describe pictures of things people are doing in a classroom in a mingle activity.

Creative Thinking Model: Brainstorming

Special Preparation: Ask a colleague to allow you to take a picture of their class. Stage the picture so different things are happening in the classroom. If possible use a picture of a class where Ss have friends.

Time	Steps/ Procedure	T-S	Aim	Materials
2	Use a picture of another class, or a general picture of Ss in a class time. Ask If Ss can see what the students are doing. Elicit some things Ss see.	T T-S	Set the context. Activate schema about using present progressive.	Board
5	Elicit action words from Ss. Write on the board in present progressive form. T: What are the Ss doing in the class? Ss: Draw T: [writes on board] drawing Draw a picture to further scaffold for Ss. Elicit a variety of actions. Introduce TL actions (watching, eating, talking, using, writing, cutting) Ask: What is he doing? Point to a picture and have Ss answer using the picture. Continue with examples for other action words.	T-S	Encounter the names of items people possess. Encounter and Clarify using a possessive form. Encounter and clarify the question and answer structure.	Board

	Write the question form on the board. Review with Ss. Have Ss repeat with you. Point to a picture on the board. Encourage Ss to ask you the question. Answer the question for Ss. Repeat as necessary.			
5	Divide Ss into two groups. Point to Group A. Have Group A ask question to Group B. Have group B answer using the answer the teacher points to on the board. Change role of groups. Have group B ask group A. Repeat.		Practice and remember the structures.	
10	Explain that Ss will think of additional things people can be doing. Pass out worksheet to Ss. Have Ss look at the example. Ask: What place is this? S: Beach. T: What are people doing at the beach now? S: swimming. Model with Ss by drawing the example of the board. Review the worksheet with Ss. Divide Ss into pairs or groups of three to four. Have Ss write three different places on the worksheet. Allow Ss to write or draw actions happening in those places. Complete model on the board as Ss work.		Model the activity for Ss. Clarify the use of brainstorming. Provide scaffolding for brainstorming. Allow Ss to think creatively about possessions of themselves and others.	Creative Thinking Mind Map Worksheet
10	Draw Ss attention to the model on the board. Write the question form. Practice asking the question with Ss. Have Ss listen and repeat. Say question again and point to the board. Model with one Ss. T: What is he doing? S: He is swimming. T: What is she doing? S: She is making a sand castle. Model again with Ss using a worksheet created by the group. In groups have Ss take turns asking and answering about what people are doing in different places using the worksheet.	T T-S S-S	Clarify the structures for Ss. Model the activity for Ss. Internalize the language in pair practice.	Ss worksheets
10	Draw attention to Activity 2 on the worksheet. Have Ss draw a picture of a classroom. Tell Ss to imagine things other students in the school may be doing in the classroom now. Allow time for Ss to draw. Draw your own picture on the board. Model with Ss by asking and answering together using pictures. T: These are my friends at school S: What is she doing? T: She is cutting shapes.	T-S S-S	Scaffold the activity for the Ss. Model the activity for Ss. Ss ask and answer fluently	S-S worksheets

	<p>S: What is he doing? T: He is listening to his MP3 player.</p> <p>Have Ss mingle and ask present the drawings of classrooms to other Ss. Have Ss ask and answer about what people are doing in each picture.</p>		<p>about things people are doing in the classroom.</p> <p>Objective: use target language to describe pictures of things people are doing in a classroom in a mingle activity.</p>	
3-5	<p>Closing: Have one or two Ss come to the front and share with the class.</p>			