**SIOP Lesson Plan 1: Forming Questions with *Guess Who***

**Grade/Class/Subject**: 9th/English (Arabic)\_\_**Unit/Theme**: Interacting with Peers & Teachers **Standards:** ELP 9.2.4, ELP 9.3.2, ELP 9.3.4 **Content Objectives**: Students will be able to apply their knowledge of language in order to form questions. Students will be able to clarify the meaning of previously unknown words. **Language Objectives**: Students will be able to ask and answer questions in a variety of settings. Students will be able to make use of BE when developing questions. Students will be able to practice reading & speaking skills. Students will be able to practice writing skills.

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| Key Vocabulary:  beard Forms of BE  mustache  glasses  nose  eyes  bald | Supplementary Materials:  *Guess Who*  *Mix & Mash Guess Who*  Arabic-English Dictionary |
| SIOP Features  Preparation Scaffolding Grouping Options  \_X\_Adaptation of Content \_X\_Modeling \_\_\_Whole Class  \_X\_Links to Background \_X\_Guided Practice \_\_\_Small Groups  \_X\_Links to Past Learning \_X\_Independent Practice \_X\_Partners  \_X\_Strategies Incorporated \_X\_Comprehensible Input \_\_\_Independent  Integration of Processes Application Assessment  \_X\_Reading \_X\_Hands-on \_X\_Individual  \_X\_Writing \_X\_Meaningful \_\_\_Group  \_X\_Speaking \_X\_Linked to objectives \_\_\_\_Written  \_X\_Listening \_X\_Promotes engagement \_X\_Oral | |

Lesson Sequence:

1. Introduce a short pre-lesson task (fill-in-the-blank question placement) to evaluate students’ current understanding of question formation.
2. Introduce the games *Guess Who* and *Mix & Mash Guess Who*
3. Make sure learners understand how the chosen game is played.
4. Take turns playing the game, allowing each learner to play against you and against each other. Provide assistance to each student in question formation, as needed.
5. Have students practice their speaking skills while providing them with input from your own voice. Be relaxed.
6. Help learners formulate the appropriate questions through examples and recasting.
7. Assist students with the vocabulary needed to form the questions they want to ask.
8. Encourage students to answer questions with full sentences, instead of yes or no. Ex. “Are you a boy?” with the response, “Yes, I am a boy.”
9. Give students a post-lesson task, the same sheet from the pre-lesson, to determine if they have improved their questioning skills through the game.