

Type of lesson: Hook and Presentation

Lesson number: ULAT 2.1

Lesson objective: Introduce interrogative words

### Activities

1. Display the day's lesson plan on the classroom screen and leave visible until after attendance is taken.
2. Attendance
3. Show students your self-presentation PowerPoint. Use selected images to illustrate your description of your own life and then, dealing with the topics about which you spoke, ask them questions about their own lives using interrogatives. As you are asking the questions, repeatedly use the gesture corresponding to each interrogative as you say it. Examples of such questions might be:
  - a. Show a photo of your house and say: "I live in Lansing. In this class, **who** lives in Lansing?"
  - b. Speaking to those living elsewhere, say: "**Where** do you live?"
  - c. Show a photo of yourself getting on a bus and say: "I take the bus to school. **How** do you come to school?"
  - d. Show a photo of you exiting your home with your books or a backpack. I leave the house at 7:00. **When (At what time)** do you leave your house in the morning?"
  - e. Show a photo of yourself teaching and say: "I teach because I like languages and my family needs the money. **Why** do you study Spanish/French?"
  - f. Show a photo of your family and say: "I have two children. **How many** brothers and sisters do you have?"
  - g. Show a photo of yourself doing some habitual activity after school and say, for example: "After school, I work in my garden. **What** do you do after school?"

After each question has received several responses, go back and ask the same question of someone who did not respond, so that he or she must demonstrate

comprehension of the interrogative and answer the question in the third person singular about another student in the class. These secondary questions should be asked cumulatively. Between each of your statements (a, b, c, d, e, f, g), ask each of them again so that the interrogative words are heard repeatedly.

4. Gesture review sequence:

- a. Show the students each interrogative gesture while saying the corresponding word while the students observe.
- b. Have the students repeat the gestures after you while saying the words.
- c. Say each interrogative (without performing the gesture yourself) and have the students silently perform the corresponding gestures. Progressively accelerate this activity until keeping up with the pace you are setting is a challenge for the students.
- d. Perform the gesture silently and have the students say the corresponding interrogative. Accelerate progressively.

5. If time remains in class, move into the reinforcement activities of Day 2.