

Type of lesson: Reinforcement

Lesson number: ULAT 2.1 and 2.2

Lesson objective: Drill the use of interrogative words in initiating a question

Activities

1. Display the day's lesson plan on the classroom screen and leave visible until after attendance is taken.
2. Attendance
3. Have half of the students study lesson 2.2 independently at their workstations or on their devices while you perform the activities below with the other half of the class.
4. Perform a 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. Perform together the three timed activities found in section 6 of lesson 2.1
6. Have the students listen to you as you perform aloud selected items from section 5 of lesson 2.2. (In the interest of time, you might want to do only the odd numbered items, for example.) As you say each statement, perform the gestures with your hands so that the students can actually "see" each sentence's construction. Let the students hear and see you thinking your way through each sentence's structure as though you were a student yourself. When something unexpected happens (i.e., if you are studying Spanish, when "¿quién?" becomes "¿quiénes?"), go ahead and make a mistake and then,

while listening to the statement correctly said, pretend to be surprised. Show yourself to be reflecting upon this new form and then gradually demonstrate comprehension as you creatively explain the new concept to your class.

7. Repeat the activity, but this time have your students say the statements aloud with you, while insisting that they use their hands to perform the corresponding gestures.
8. Change groups and perform activities 4 through 7 with the other half of the class, while the first group now studies the same material independently.
9. Bring the two groups back together and, for oral participation credit, have your students perform sections 6 and 8 of lesson 2.2. Since they have had the opportunity to study these sections independently, to hold them accountable for how they used their time, only grant oral participation credit if the statement is completely correct. When mistakes are made, do not provide the students with the correct answer, but rather guide them to it by using your hands and the necessary KRS and gestures.