

Unit2: Where Are My Pencils? Sentence Pattern "Where + is/are + ...?"

Grade 7

Objectives

1. **Remembering:** Identify and recall the sentence structure "Where + is/are + ...?".
2. **Understanding:** Explain the use of the sentence pattern in describing the location of objects.
3. **Applying:** Use the sentence pattern in spoken and written format to describe objects in a classroom.
4. **Analyzing:** Compare and contrast different objects' locations using the sentence structure.
5. **Evaluating:** Assess the effectiveness of descriptions provided by peers using the sentence structure.
6. **Creating:** Compose a short descriptive paragraph using the sentence structure to describe an imaginary classroom.

Requisite Prior Knowledge

- Basic knowledge of nouns and their functions in sentences.
- Familiarity with the concept of location and positional words (e.g., next to, in front of, behind).
- Previous experience with sentence formation in English.

Cue Sets

1. **Cue Set 1:**
 - Where is the teacher's desk?
 - Where are the bookshelves?
1. **Cue Set 2:**
 - Where is the whiteboard located?
 - Where are the chairs arranged?
1. **Cue Set 3:**
 - Where are the projectors in the classroom?
 - Where is the door situated?

Direct Instruction Strategies

1. **Interactive Lecture:** Introduce the sentence pattern "Where + is/are + ...?" with examples displayed on a whiteboard, highlighting the use of "is" for singular and "are" for plural objects.
2. **Modeling:** Demonstrate how to describe the location of classroom objects using the sentence structure, performing a live walkthrough of the classroom.
3. **Guided Practice:** Work as a class to create several sentences using the sentence structure based on visual prompts of the classroom layout.

Practice Assignments

1. **Worksheet:** Students complete a worksheet that includes fill-in-the-blank sentences using the "Where + is/are + ...?" structure.
2. **Pair Work:** In pairs, students will take turns describing the location of three objects in the classroom to each other using the target structure.
3. **Diagram Drawing:** Students draw a map of the classroom and label the objects using the sentence pattern, e.g., "Where is the computer?"

Team-Based Activities

1. **Scavenger Hunt:** Teams of students will find specific classroom objects and describe their locations to the class using the sentence structure.
2. **Role Play:** In small groups, students will create a short skit where one student asks about the location of objects, and the others provide answers using the target sentence pattern.
3. **Classroom Layout Challenge:** Teams will rearrange classroom furniture and then present the new layout to the class using the sentence structure to describe where each object is located.

Formative Assessment Measures

1. **Peer Review:** Students will exchange their descriptive worksheets and provide feedback on the use of the sentence structure.
2. **Exit Ticket:** At the end of the class, students will write one sentence using the structure "Where + is/are + ..." describing an object in the classroom.
3. **Observation Checklists:** The teacher will observe and note students' participation and correct usage of the sentence structure during activities.

Deep Questions

1. How does the structure of a sentence influence the clarity of the information being conveyed?
2. In what ways can understanding location-related vocabulary enhance communication skills?
3. Why is it important to use the correct verb form (is/are) when describing the location of objects?
4. How can asking questions using this sentence structure change the way we interact with others in a learning environment?
5. What other contexts can you think of where the sentence pattern "Where + is/are + ..." can be effectively used?