

# **QUESTIONS I**

## **RECOGNITION**

### **SAMPLE LESSON**

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**Skill Area:** Conversational Skills

**Language Stage:** Early Production

**Outcome:** Students will be able to recognize a question and use correct ending.

**Materials:** Card stock, erasable markers, generic game board, dice, tokens

**Procedure:** Cut the card stock into strips. On each strip, write questions and sentences, leaving off the final punctuation mark (for repeated use, laminate the cards). Review both sentence and question structure with the students ("A tiger is wild. Are elephants big?") etc.

**Note:** If possible, have the students read the cards. This can be facilitated by placing picture cues next to some of the words.

### **SAMPLE LESSON**

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**Skill Area:** Conversational Skills

**Language Stage:** Early Production

**Outcome:** Students will be able to change a simple sentence into a question.

**Materials:** Oak tag strips, markers, scissors

**Procedure:** Write a simple sentence on an oak tag strip, e.g., "A fish can swim." Be sure to use vocabulary familiar to the student. Have the student cut apart the words and the period. Help them reconstruct the words to form a question, "Can a fish swim?" Introduce the question mark. Tell the students that the question requires a yes/no response. Repeat one pattern, "A fish can swim. A frog can jump." etc., before moving to another pattern, "Today is Wednesday. My Mom is nice." etc. After enough practice, give the students sentence pieces already separated and mixed up. They can re-group the words to form a question.