

Learning Strategies: Sample Lesson

Level: ESL Advanced

Topic: Civics and Citizenship

Table of Contents

TIF Learning Strategies Snapshot.....	2
TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side	4
TIF-ing a Lesson Grid	5
Pre A-C-E-S Lesson Plan	6
Pre A-C-E-S Lesson Materials	7
Post A-C-E-S Lesson Plan	16
Post A-C-E-S Lesson Materials	17

Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

Skill 1:
SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)

Sub Skills:

- a. Make use of background knowledge to understand new information
- b. Make predictions before and during reading and listening
- c. Use context clues to understand new information (formatting, pictures, surrounding text)
- d. Identify main ideas or themes when reading or listening
- e. Scan written text or listen to oral text for specific information and details
- f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- g. Make inferences and logical guesses (read and listen between the lines)

Skill 2:
SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge

SWBAT...

Sub Skills:

- a. Ask for repetition and clarification of unknown language and concepts
- b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
- c. Use context and what you know to figure out or guess meaning of language
- d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

Learning Strategies (LS) Continued...

Skill 4:

SWBAT... Articulate awareness of what helps one learn language and content

Sub Skills:

- a. Identify preferences for learning styles/modalities (learning through reading, writing, listening)
- b. Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning)
- c. Articulate one's strengths and areas for growth as a learner

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

<p>Pre A-C-E-S</p> <p>Warm-up: NA</p>
<p>Introduction:</p> <ul style="list-style-type: none"> • Discuss problems that may arise in taking the citizenship test. • Choose the main problem for the Asking/Answering Questions part of the test. • Elicit possible solutions to the problem and determine skills needed to solve the problem. • Share objectives for this lesson. • Ss determine their own goals for the lesson.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Read the narrative to the Ss while Ss follow along with the complete sentence strips paper. • Ss cut apart the sentence strips. • Re-read the narrative and have Ss put the sentence strips in order as you read. • Using the sentence strips, Ss complete the written comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Ss read the short passage about the Citizenship test/question formats. • When finished reading, Ss go to the beginning and circle the verb in each sentence. • As a class, review the examples of Part 1. • Ss work independently to unscramble the words to write wh?s. • Ss review answers with a partner. • Once clear on Part 1, Ss can work with their partner to complete Part 2. • Ss review answers with another group. • Once clear on Part 2, Ss work independently to complete Part 3. • Ss review questions by asking/answering each other’s questions. • Have a few volunteers share their questions and review as a class.
<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Using the 15 short answer/definitions, Ss write questions and answers. • Ss ask/answer questions to practice possible Citizenship questions. • Ss evaluate their own learning goals for the lesson.

<p>Post A-C-E-S</p> <p>Warm-up:</p> <ul style="list-style-type: none"> • Give Ss 5-10 minutes to respond to journal prompt. • Ss share responses with a partner or small group. • Elicit responses about the purpose of tests.
<p>Introduction:</p> <ul style="list-style-type: none"> • Ss make predictions about lesson content. • Discuss problems that arise when taking tests in general. • Discuss problems that may arise specifically when taking the citizenship test. • Choose the main problem for the Asking/Answering Questions part of the test. • Elicit possible solutions to the problem and determine skills needed to solve the problem. • Share objectives for this lesson. • Ss determine their own goals for the lesson.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • From the prompt “What do you know about the test? What do you want to know? What did you learn?” have Ss choose an appropriate graphic organizer from 3 options. • Write in the KWL and discuss first two columns as a class. • Have Ss listen to the passage and write unfamiliar vocabulary in notebook. • Ss take a few minutes to work in pairs or small groups to define unfamiliar vocab – no dictionaries and no need to ensure accuracy at this point. • Give Ss sentence strip papers to cut apart and re-read the narrative while Ss arrange them.. • Ss return to unfamiliar vocabulary and see if there is more clarity – dictionaries can be used. • Ss ask questions about the passage or vocabulary while T writes them on the board. • Ss identify and write question words in their notebook, and define each all discussed resources. • Review as a class to ensure that each question word is properly defined. • Using the sentence strips and notes, Ss complete the written comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • As a class, identify parts of speech in example sentence using the written directions. • Ss read the short passage about the Citizenship test/question formats. • As a class, review the examples of Part 1 • Ss use the directions to identify the parts of speech and rewrite the questions in Part 1. • Ss review answers with a partner. • Once clear on Part 1, Ss can work independently to write the WH? words for Part 2. • Ss review answers. • Once clear on Part 2, Ss work independently to complete Part 3. • Ss review questions by reviewing each other’s questions formats using the parts of speech. • Volunteers share their questions and review as a class. Write answers to “W” column of KWL.
<p>Extension:</p> <ul style="list-style-type: none"> • Using index cards,Ss questions/answers using the “Making Questions Discussion (A3). • Ss pairs quiz each other on Citizenship questions.
<p>Assessment:</p> <ul style="list-style-type: none"> • Ss evaluate their own learning goals for the lesson. • Ss evaluate what they learned by answering the “L” part of the KWL chart.

Sample TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	N/A	LS: 1a CCRS:		
<u>Introduction:</u>	LS: 4c	LS: 1b-d, 4a, 4c CCRS:		
<u>Guided Practice:</u>	LS: 1e, 1f CCRS:	LS: 1a-c, 1e, 1g, 2a-b, 3c-d CCRS:		
<u>Independent Practice:</u>	LS: 1f CCRS:	LS: 1c, 2d, 3a, 3d CCRS:		
<u>Extension:</u>	N/A	LS: 1f, 2d CCRS:		
<u>Assessment:</u>	LS: 1f	LS: 4a, 4c CCRS:		

Pre A-C-E-S Lesson Plan**Objectives (General):**

1. Assess self-goals for the lesson.
2. Sequencing sentences based on script.
3. Use question words correctly.
4. Write questions and answers.
5. Ask and answer questions.

TIF Objectives:

- 4c. Articulate one's strengths and areas for growth as a learner.**
- 1e. Scan written or listen to oral text for specific information and details.**
- 1f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)**

Warm up: NA**Introduction:**

- Discuss problems that may arise in taking the citizenship test.
- Choose the main problem for the Asking/Answering Questions part of the test.
- Elicit possible solutions to the problem and determine skills needed to solve the problem.
- Share objectives for this lesson.
- Ss determine their own goals for the lesson.

Guided Practice:

- Read the narrative to the Ss while Ss follow along with the complete sentence strips paper.
- Ss cut apart the sentence strips.
- Re-read the narrative and have Ss put the sentence strips in order as you read.
- Using the sentence strips, Ss complete the written comprehension questions.

Independent Practice:

- Ss read the short passage about the Citizenship test/question formats
- When finished reading, Ss go to the beginning and circle the verb in each sentence.
- As a class, review the examples of Part 1.
- Ss work independently to unscramble the words to write wh?s.
- Ss review answers with a partner.
- Once clear on Part 1, Ss can work with their partner to complete Part 2.
- Ss review answers with another group.
- Once clear on Part 2, Ss work independently to complete Part 3.
- Ss review questions by asking/answering each other's questions.
- Have a few volunteers share their questions and review as a class.

Extension: NA**Assessment:**

- Using the 15 short answer/definitions, Ss write questions and answers.
- Ss ask/answer questions to practice possible Citizenship questions.
- Ss evaluate their own learning goals for the lesson.

Pre A-C-E-S Lesson Materials:

Introduction: Self-Evaluation

Learner Section Guide

The Problem: _____

Solutions: *What skills do we need to solve this problem?*

Learning Goals

These are the learning goals we have for this lesson.

Listening/Speaking

- *Listen to script read by teacher*
- *Ask questions of classmates and listen for correct answers*

Reading

- *Read and put sentence strips in order*
- *Read story using question words*

Writing/Grammar

- *Write answers to questions*
- *Look at the sentence structure of questions*
- *Use question words correctly in questions*

These 3 Learning Goals are most important to me:

<i>Learning Goals</i>	<i>At the end of the lesson...</i>		
	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
1. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
2. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
3. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>

Guided Practice: The Citizenship Test

Listening:

Note to teachers: You can read this script, play the recording of it for your class, or have learners listen to it individually. For instructions, it just says "Listen to the story" so that you can either read it to them, or have them access the recording and listen on their own.

Instructions:

- Have students cut out the sentence strips and mix them up, one set per pair or small group.
- In pairs, or small groups, students will listen to the script and put the mixed-up strips in order.
- When the Strips are placed in the correct order, students can answer the comprehension questions.

Script:

In order to become a citizen, you must first pass the citizenship test. The citizenship test will check your ability to read, write and speak English. It will also test you on Civics. Civics is U.S. history and government. There are three parts to the test. For the reading part, you will be asked to read three sentences. You must read at least one correctly to pass that part of the test. For the writing part, your test administrator will read three sentences aloud to you and you will need to write what he/she says. You must write at least one correctly to pass that part of the test. For the speaking and Civics part of the test, you will be asked ten questions out of a set of 100 questions. You must know the answers to all 100 questions, because you will not know which 10 you will have to answer on the test day. You must answer six of the ten questions correctly, to pass that part of the test.

Part 1: Listening

Cut out the sentence strips. Listen to the story. Put the sentences in order of the story.

There are three parts to the test.

The citizenship test will check your ability to read, write and speak English.

You must know the answers to all 100 questions, because you will not know which 10 you will have to answer on the test day.

In order to become a citizen, you must first pass the citizenship test.

You must answer six of the ten questions correctly, to pass that part of the test.

Civics is U.S. history and government.

For the writing part, your test administrator will read three sentences aloud to you and you will need to write what he/she says.

It will also test you on Civics.

You must read at least one correctly to pass that part of the test.

For the listening and Civics part of the test, you will be asked ten questions out of a set of 100 questions.

For the reading part, you will be asked to read three sentences.

You must write at least one correctly to pass that part of the test.

Part 2: Comprehension

Listen again and answer the questions.

1. What abilities does the citizenship test check that you have?

a. _____

b. _____

2. What is U.S. Civics the study of?

a. _____

b. _____

3. How many parts of the test are there and what are they? _____

a. _____

b. _____

c. _____

4. How many test questions are there total in the speaking part of the test?

5. How many test questions must you get correct in the speaking part of the test?

Independent Practice: Asking/Answering questions

Language Example: Information Questions

What is your name? What do you study? Where is the school? Why do you study English? Asking and answering questions in English is an important part of knowing the language. If you plan to become a citizen of the United States, you will need to pass a test. You will be asked 10 out of 100 possible questions and you must get at least 6 correct. Confidence in English question formats will help you do well on the test and while speaking English in any setting.

Part 1: Making information questions

Wh word + be verb + complement?

Ex: What is the capitol of the United States?

Ex: Who was the first president of the United States?

Wh word + do/does + subject + main verb {+ other words}

Ex: What does the constitution do?

Ex: How do Amendments become law?

Now unscramble the words to write *wh*- questions.

1. are/of the U.S./what/flag/the colors

2. stars/many/how/on the flag/are

3. Independence Day/what/the date/is/of

4. the President/who/of the U.S./is

5. did/the Emancipation Proclamation/do/what

6. Congress/is/what

7. do/the stripes/what/mean/on the flag

Part 2: Practice

Use the *wh-* format you learned and your knowledge of present and past tenses to decide which form of the *be* verb you need in the question. Circle the correct verb.

1. Who is/are the Vice President of the United States?
2. Who is/was the first president of the United States?
3. What is/are the duties of Congress?
4. What is/are the Constitution?
5. What is/was the executive branch of our government?
6. What is/are the Bill of Rights?
7. What is/was the capital of your state?
8. Who is/was the current governor of your state?
9. Why is/are there 100 senators in the Senate?
10. What is/are the highest court in the United States?
11. Who is/was Martin Luther King, Jr.?

Use the *wh-* format you learned and your knowledge of present and past tenses to decide which form of the helping verb *do/does/did* you need in the question. Circle the correct verb.

1. What do/does the stars of the flag mean?
2. What do/does we call a change to the Constitution?
3. Why do/did the Pilgrims come to America?
4. Where does/did Congress meet?
5. What do/does we call the 13 original states?
6. Who do/does we call the “Father of our country?”

7. What age do/did you have to be to vote?
8. How long do/does a senator serve?
9. What do/does the legislative branch of our government do?
10. Who does/did the United States fight in World War II?

Part 3: Writing *Wh* Questions

Write 3 *wh*- questions using the *be* verb. Look back at your Language Example if you need help with how to create that kind of question.

1. _____
2. _____
3. _____

Write 3 *wh*- questions using the helping verb *do* and 3 questions using the helping verb *does*. Look back at your Language Example if you need help with how to create that kind of question.

Wh + do

1. _____
2. _____
3. _____

Wh + does

1. _____
2. _____
3. _____

Part 4: Making Questions Discussion

Below are 15 short answers to questions on the US Citizenship Test. Their definitions are also listed. Choose 8 of the answers and their definitions to create a question and complete answer on the following page.

Example:

Short Answer

Constitution

Definition

The supreme law of the land.

Question: What is the Constitution?

Answer: The Constitution is the supreme law of the land.

<u>Short Answer</u>	<u>Definition</u>
1. Amendment	A change or addition to the Constitution.
2. Declaration of Independence	Paper that announced America's freedom from Britain.
3. Barack Obama	The current president of the US.
4. US Congress	Group that makes federal laws.
5. 18 years old	The age you need to be to vote.
6. John Boehner	The current Speaker of the House of Representatives.
7. Democratic Party	Barack Obama's political party.
8. Joe Biden	The current Vice President of the US.
9. John Roberts	The current Chief Justice of the Supreme Court.
10. Star Spangled Banner	America's national anthem.
11. Atlantic Ocean	The ocean that touches the East Coast of the US.
12. Pacific Ocean	The ocean that touches the West Coast of the US.
13. Franklin Roosevelt	President during World War II.
14. George Washington	The first president of the US.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Question 6: _____

Answer 6: _____

Question 7: _____

Answer 7: _____

Question 8: _____

Answer 8: _____

Questions Discussion: With a partner, discuss the questions. Take turns so that you ask a question, and they answer. Then they will ask you a question and you will answer it.

Post A-C-E-S Lesson Plan**Objectives (General):**

1. Assess self-goals for the lesson.
2. Sequencing sentences based on script.
3. Use question words correctly.
4. Write questions and answers.
5. Ask and answer questions.

TIF Objectives:

- 4c. Articulate one's strengths and areas for growth as a learner.**
1e. Scan written or listen to oral text for specific information and details.
1f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)

Warm up:

- Give Ss 5-10 minutes to respond to journal prompt.
- Ss share responses with a partner or small group.
- Elicit responses about the purpose of tests.

Introduction:

- Ss make predictions about lesson content.
- Discuss problems that arise when taking tests in general.
- Discuss problems that may arise specifically when taking the citizenship test.
- Choose the main problem for the Asking/Answering Questions part of the test.
- Elicit possible solutions to the problem and determine skills needed to solve the problem.
- Share objectives for this lesson.
- Ss determine their own goals for the lesson.

Guided Practice:

- As a class, identify parts of speech in example sentence using the written directions.
- Ss read the short passage about the Citizenship test/question formats.
- As a class, review the examples of Part 1
- Ss use the directions to identify the parts of speech and rewrite the questions in Part 1.
- Ss review answers with a partner.
- Once clear on Part 1, Ss can work independently to write the WH? words for Part 2.
- Ss review answers.
- Once clear on Part 2, Ss work independently to complete Part 3.
- Ss review questions by reviewing each other's questions formats using the parts of speech.
- Volunteers share their questions and review as a class. Ss write answers to "W" column of KWL.

Independent Practice:

- As a class, identify parts of speech in example sentence using the written directions.
- Ss read the short passage about the Citizenship test/question formats.
- As a class, review the examples of Part 1
- Ss use the directions to identify the parts of speech and rewrite the questions in Part 1.
- Ss review answers with a partner.

- Once clear on Part 1, Ss can work independently to write the WH? words for Part 2.
- Ss review answers.
- Once clear on Part 2, Ss work independently to complete Part 3.
- Ss review questions by reviewing each other's questions formats using the parts of speech.
- Have a few volunteers share their questions and review as a class, and write in answers to the "W" part of the chart.

Extension:

- Using index cards, Ss questions/answers using the "Making Questions Discussion (A3).
- Ss pairs quiz each other on Citizenship questions.

Assessment:

- Ss evaluate their own learning goals for the lesson.
- Ss evaluate what they learned by answering the "L" part of the KWL chart.

Post A-C-E-S Lesson Materials:

Warm Up:

Journal prompt questions for written reflection:

Have you ever taken a test? What kinds of tests have you taken? How do you feel about tests? What's the biggest challenge for you in taking tests? What's your strength in test-taking? What's the purpose of testing?

Discuss purpose of testing as a class.

Introduction: Self-Evaluation

Elicit: Based on the journal prompt, what do you predict this lesson is about? When taking tests what are problems that arise? What specific problems arise in taking the Citizenship test?

Learner Section Guide

The Problem: _____

Solutions: ***What skills do we need to solve this problem?***

Learning Goals

These are the learning goals we have for this lesson.

Listening/Speaking

- *Listen to script read by teacher*
- *Ask questions of classmates and listen for correct answers*

Reading

- *Read and put sentence strips in order*
- *Read story using question words*

Writing/Grammar

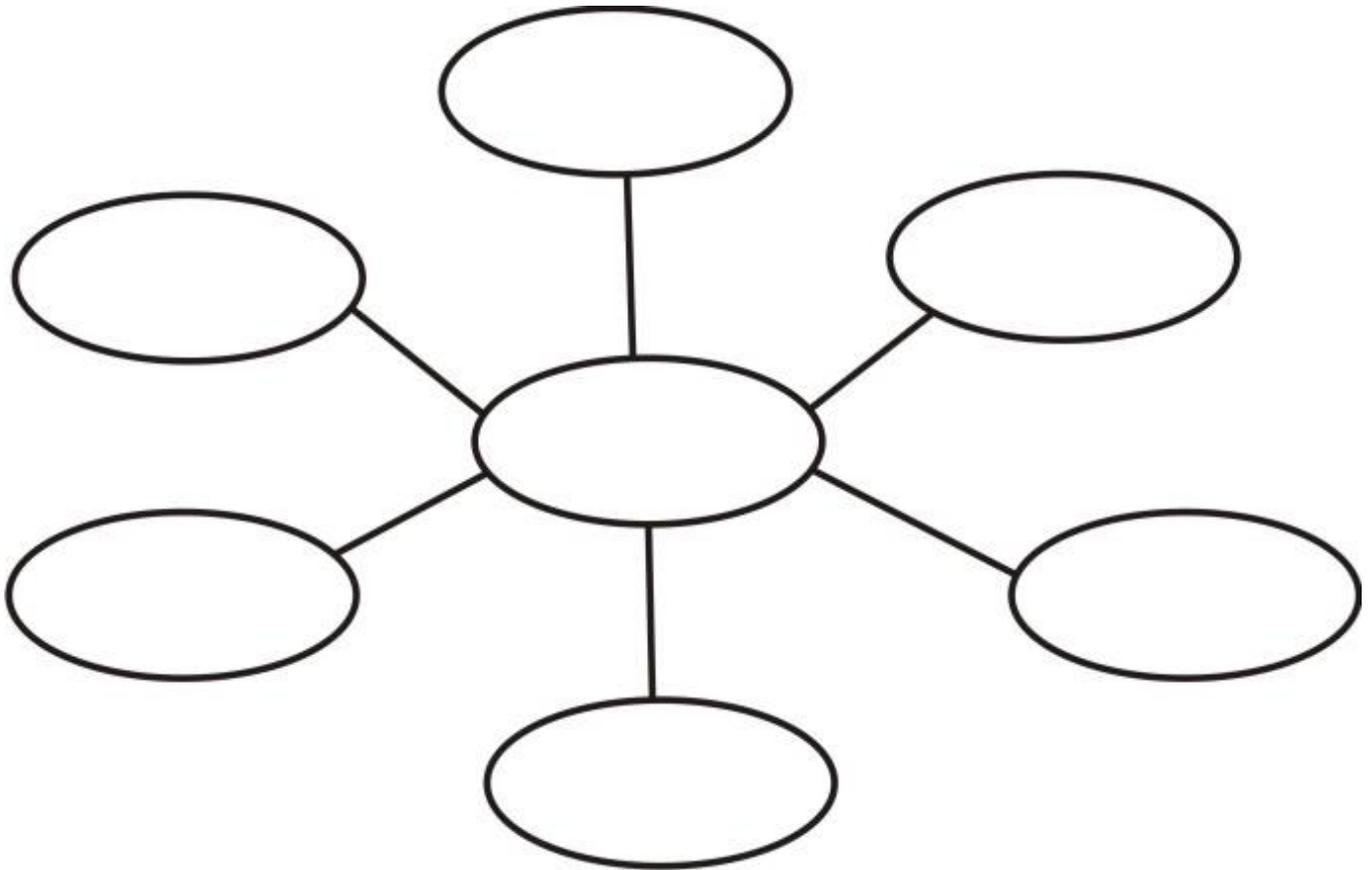
- *Write answers to questions*
- *Look at the sentence structure of questions*
- *Use question words correctly in questions*

These 3 Learning Goals are most important to me:

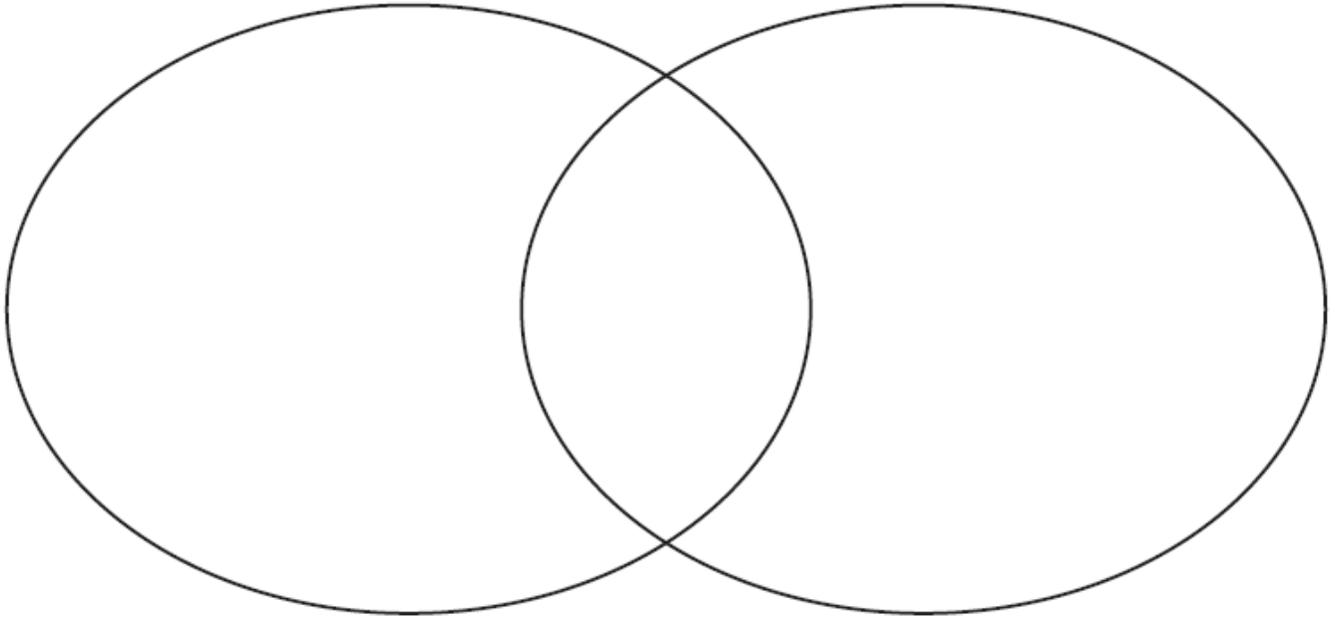
<i>Learning Goals</i>	<i>At the end of the lesson...</i>		
	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
1. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
2. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>
3. _____	<i>Hard</i>	<i>So-so</i>	<i>Easy</i>

Guided Practice: The Citizenship Test

Bubble Map



Venn Diagram



Three Column Chart

Listening:

Note to teachers: You can read this script, play the recording of it for your class, or have learners listen to it individually. For instructions, it just says “Listen to the story” so that you can either read it to them, or have them access the recording and listen on their own.

Instructions:

- Have students cut out the sentence strips and mix them up, one set per pair or small group.
- In pairs, or small groups, students will listen to the script and put the mixed-up strips in order.
- When the Strips are placed in the correct order, students can answer the comprehension questions.

Script:

In order to become a citizen, you must first pass the citizenship test. The citizenship test will check your ability to read, write and speak English. It will also test you on Civics. Civics is U.S. history and government. There are three parts to the test. For the reading part, you will be asked to read three sentences. You must read at least one correctly to pass that part of the test. For the writing part, your test administrator will read three sentences aloud to you and you will need to write what he/she says. You must write at least one correctly to pass that part of the test. For the speaking and Civics part of the test, you will be asked ten questions out of a set of 100 questions. You must know the answers to all 100 questions, because you will not know which 10 you will have to answer on the test day. You must answer six of the ten questions correctly, to pass that part of the test.

Part 1: Listening

Cut out the sentence strips. Listen to the story. Put the sentences in order of the story.

There are three parts to the test.

The citizenship test will check your ability to read, write and speak English.

You must know the answers to all 100 questions, because you will not know which 10 you will have to answer on the test day.

In order to become a citizen, you must first pass the citizenship test.

You must answer six of the ten questions correctly, to pass that part of the test.

Civics is U.S. history and government.

For the writing part, your test administrator will read three sentences aloud to you and you will need to write what he/she says.

It will also test you on Civics.

You must read at least one correctly to pass that part of the test.

For the listening and Civics part of the test, you will be asked ten questions out of a set of 100 questions.

For the reading part, you will be asked to read three sentences.

You must write at least one correctly to pass that part of the test.

Part 2: Comprehension

Listen again and answer the questions.

6. What abilities does the citizenship test check that you have?

a. _____

b. _____

7. What is U.S. Civics the study of?

a. _____

b. _____

8. How many parts of the test are there and what are they? _____

a. _____

b. _____

c. _____

9. How many test questions are there total in the speaking part of the test?

10. How many test questions must you get correct in the speaking part of the test?

Independent Practice: Asking/Answering questions

Write the following questions on the board:

What is your name?

What do you study?

Where is the school?

Why do you study?

How do you feel about school?

Use the questions to identify parts of speech using the following instructions.

Instructions for identifying parts of speech:

- 1. Highlight the question word/words**
- 2. Circle the verb/verbs**
- 3. Put parentheses around the prepositional phrases**
- 4. Underline the subject/subjects**

Language Example: Information Questions

What is your name? What do you study? Where is the school? Why do you study English? Asking and answering questions in English is an important part of knowing the language. If you plan to become a citizen of the United States, you will need to pass a test. You will be asked 10 out of 100 possible questions and you must get at least 6 correct. Confidence in English question formats will help you do well on the test and while speaking English in any setting.

Part 1: Making information questions

Wh word + be verb + complement?

Ex: What is the capitol of the United States?

Ex: Who was the first president of the United States?

Wh word + do/does + subject + main verb {+ other words}

Ex: What does the constitution do?

Ex: How do Amendments become law?

Now unscramble the words to write *wh-* questions.

1. are/of the U.S flag./what/the colors

2. stars/many/how/on the flag/are

3. of Independence Day/what/the date/is

4. the President/who/of the U.S./is

5. did/the Emancipation Proclamation/do/what

6. Congress/is/what

7. do/ the stripes /what/mean/ on the flag

Part 2: Practice

Underline the subject. Determine the part of speech to help inform you on what question word will be used. Write in the correct question word.

1. _____ is the Vice President of the United States?
2. _____ was the first president of the United States?
3. _____ are the duties of Congress?
4. _____ is the Constitution?
5. _____ is the executive branch of our government?
6. _____ are the Bill of Rights?
7. _____ is the capital of your state?
8. _____ is the current governor of your state?
9. _____ are there 100 senators in the Senate?
10. _____ is the highest court in the United States?
11. _____ is Martin Luther King, Jr.?
12. _____ do the stars of the flag mean?
13. _____ do we call a change to the Constitution?
14. _____ did the Pilgrims come to America?
15. _____ does Congress meet?
16. _____ do we call the 13 original states?
17. _____ do we call the “Father of our country?”

Part 3: Writing *Wh* Questions

Now you will write your own questions. When coming up with questions, think about good questions that will help you get answers to any remaining “What you want to know questions?” from the K-W-L chart.

Write 3 *wh*- questions using the *be* verb. Look back at your Language Example if you need help with how to create that kind of question.

1. _____
2. _____
3. _____

Write 3 *wh*- questions using the helping verb *do* and 3 questions using the helping verb *does*. Look back at your Language Example if you need help with how to create that kind of question.

Wh + do

1. _____
2. _____
3. _____

Wh + does

1. _____
2. _____
3. _____

Part 4: Making Questions Discussion

Below are 15 short answers to questions on the US Citizenship Test. Their definitions are also listed. Choose 8 of the answers and their definitions to create a question and complete answer on the following page.

Example:

Short Answer

Constitution

Definition

The supreme law of the land.

Question: What is the Constitution?

Answer: The Constitution is the supreme law of the land.

<u>Short Answer</u>	<u>Definition</u>
1. Amendment	A change or addition to the Constitution.
2. Declaration of Independence	Paper that announced America's freedom from Britain.
3. Barack Obama	The current president of the US.
4. US Congress	Group that makes federal laws.
5. 18 years old	The age you need to be to vote.
6. John Boehner	The current Speaker of the House of Representatives.
7. Democratic Party	Barack Obama's political party.
8. Joe Biden	The current Vice President of the US.
9. John Roberts	The current Chief Justice of the Supreme Court.
10. Star Spangled Banner	America's national anthem.
11. Atlantic Ocean	The ocean that touches the East Coast of the US.
12. Pacific Ocean	The ocean that touches the West Coast of the US.
13. Franklin Roosevelt	President during World War II.
14. George Washington	The first president of the US.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Question 6: _____

Answer 6: _____

Question 7: _____

Answer 7: _____

Question 8: _____

Answer 8: _____

Questions Discussion: With a partner, discuss the questions. Take turns so that you ask a question, and they answer. Then they will ask you a question and you will answer it.

Extension:

Teacher's Note: Have students create flashcards with the Questions and Answers from Independent Practice Part 4. They will write the question on the front of the card and the answer on the back. In pairs, students will quiz each other on the Citizenship questions.
