

**Subject Area:** English Language Arts  
**Unit Title:** Mastering Verb Forms: Going to (Place) vs Going Gerund  
**Grade Level:** 13-year-old B1 Level Students  
**Lesson Number:** 1 of 10

**Duration:** 60 minutes  
**Date:** [Insert Date]  
**Teacher:** [Insert Teacher's Name]  
**Room:** [Insert Room Number]

## Curriculum Standards Alignment

### Content Standards:

- Understand and use verb forms correctly
- Identify and explain the difference between "going to (place)" and "going gerund"

### Skills Standards:

- Communicate effectively in English
- Use grammar and vocabulary accurately

### Cross-Curricular Links:

- Language Arts
- Communication Skills

## Essential Questions & Big Ideas

### Essential Questions:

- What is the difference between "going to (place)" and "going gerund"?
- How can I use these verb forms correctly in sentences?

### Enduring Understandings:

- Understanding the difference between "going to (place)" and "going gerund" is crucial for effective communication in English
- Using verb forms correctly is essential for clear and precise expression of plans, intentions, and actions

## Student Context Analysis

**Class Profile:**

- Total Students: 25
- ELL Students: 5
- IEP/504 Plans: 2
- Gifted: 3

**Learning Styles Distribution:**

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%

## Pre-Lesson Preparation

### Room Setup:

- Arrange desks in a U-shape to facilitate group work and discussion
- Ensure all students have access to whiteboard and markers

### Technology Needs:

- Computer with internet access for research and presentation
- Projector and screen for displaying examples and explanations

### Materials Preparation:

- Handouts with examples and exercises
- Whiteboard markers and eraser

### Safety Considerations:

- Ensure students are aware of the importance of respecting each other's opinions and ideas
- Encourage students to ask questions and seek help when needed

## Detailed Lesson Flow

### Introduction (10 minutes)

- Introduce the topic of "going to (place)" and "going gerund"
- Ask students about their weekend plans or what they are looking forward to doing in the coming weeks

### Direct Instruction (20 minutes)

- Explain the difference between "going to (place)" and "going gerund"
- Provide examples and explanations of each verb form

### Engagement Strategies:

- Ask students to share their own examples of using "going to (place)" and "going gerund"
- Use visual aids to illustrate the difference between the two verb forms

### Guided Practice (25 minutes)

- Provide students with handouts containing exercises and examples
- Have students work in pairs to complete the exercises

### Checking for Understanding:

- Monitor students' progress and provide feedback
- Encourage students to ask questions and seek help when needed

### Independent Practice (20 minutes)

- Have students write their own sentences using "going to (place)" and "going gerund"

- Allow students to share their sentences with the class

### **Closure (10 minutes)**

- Review the key points of the lesson
- Ask students to reflect on what they learned

## Differentiation & Support Strategies

### For Struggling Learners:

- Provide additional support and guidance during the guided practice
- Offer one-on-one instruction and feedback

### For Advanced Learners:

- Provide additional challenges and extensions during the independent practice
- Encourage students to create their own examples and explanations

### ELL Support Strategies:

- Provide visual aids and graphic organizers to support understanding
- Use simplified language and examples

### Social-Emotional Learning Integration:

- Encourage students to respect and appreciate each other's differences
- Teach students to manage their emotions and behaviors during the lesson

## Assessment & Feedback Plan

### Formative Assessment Strategies:

- Monitor students' progress during the guided and independent practice
- Provide feedback and guidance throughout the lesson

### Success Criteria:

- Students will be able to define and explain the difference between "going to (place)" and "going gerund"
- Students will be able to use the verb forms correctly in sentences

### Feedback Methods:

- Verbal feedback during the lesson
- Written feedback on students' work

## Homework & Extension Activities

### Homework Assignment:

Have students write a short paragraph using "going to (place)" and "going gerund" correctly

### Extension Activities:

- Have students create their own examples and explanations of the verb forms
- Encourage students to use the verb forms in their own writing and conversations

### Parent/Guardian Connection:

## Teacher Reflection Space

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### Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

### Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

## Introduction

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This lesson plan is designed to help 13-year-old students at the B1 level understand and effectively use the verb forms "going to (place)" and "going gerund" in their everyday English conversations. The key focus of this lesson is to clarify the differences between these two often-confused verb forms and to provide students with ample opportunities to practice their usage through engaging activities and discussions.

### Lesson Objectives

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By the end of this lesson, students will be able to:

- Define and explain the difference between "going to (place)" and "going gerund" with 80% accuracy
- Understand and interpret sentences using "going to (place)" and "going gerund" correctly, demonstrating an understanding of their usage in context with 85% accuracy
- Apply their knowledge of "going to (place)" and "going gerund" by creating their own sentences using these verb forms correctly in 90% of the attempts
- Analyze sentences and identify the correct usage of "going to (place)" and "going gerund", explaining why one form is more appropriate than the other in a given context with 80% accuracy



### Independent Practice

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The independent practice section of the lesson will offer students the opportunity to apply what they have learned about "going to (place)" vs "going gerund" through differentiated activities tailored to their proficiency levels.

- For beginner-level students, the activity "Fill in the Blanks" will provide a worksheet with simple sentences missing the verb form. Students will have to choose between "going to (place)" and "going gerund" to complete the sentences correctly
- Intermediate-level students will engage in the "Short Story Writing" activity, where they will write a short story about their future plans or intentions, incorporating both "going to (place)" and "going gerund" at least three times
- Advanced students will participate in the "Debate" activity, discussing topics such as "Should schools prioritize field trips or extracurricular activities?" Students will have to use "going to (place)" and "going gerund" to express their opinions, plans, and arguments

## Assessment and Evaluation

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The assessment and evaluation of the lesson will be based on the students' participation in the activities, their ability to complete the tasks correctly, and their overall understanding of the verb forms.

- The teacher will use a variety of assessment tools, including quizzes, role-plays, and written assignments, to evaluate the students' progress and understanding of the material
- Students will be assessed on their ability to define and explain the difference between "going to (place)" and "going gerund", as well as their ability to use the verb forms correctly in sentences

## Conclusion

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In conclusion, the lesson on "going to (place)" vs "going gerund" for 13-year-old B1 level students is designed to provide a comprehensive understanding of these two often-confused verb forms. Through a combination of explanations, examples, and interactive activities, students will gain the ability to distinguish between "going to (place)" and "going gerund" and use them correctly in sentences. This skill is crucial for effective communication in English, as it enables students to express their plans, intentions, and actions with clarity and precision.