1. Focus

Explain Sentences in the Future Tense

Say: Imagine that I am writing a persuasive letter. I want to convince my parents to let me have a cat. I know they’re not going to give me a dog because we live in a small apartment, but I really think that I can convince them to let me have a cat if I make a very strong case. To make my strong case, I need to tell them all the things they can count on me to do. So here is what I will tell my parents:

I will feed my cat and give her water.
I will clean my cat’s litter box once a week.
I am going to brush my cat.
I am going to clean up any fur balls my cat makes.
I am going to pet my cat every day.

*I am going to do all these things in the future, IF my parents let me get a cat. I use the future tense to tell what I will, or what I am going to, do in the future.*

Model Identifying Sentences in the Future Tense

Display the modeling text on chart paper or use the interactive whiteboard resources and read them aloud to students one at a time to model sentences in the future verb tense.

1. Marta will take out the garbage.
2. Our school is going to recycle trash.

Reading Sentences

Read sentence 1. Say: When I see the sentence “Marta will take out the garbage,” I know that Marta has not taken out the garbage yet. She will do this in the future. I know because I see the word *will*, and I know that it is the future tense.

Read sentence 2. Say: Hmmm. I don’t see the word *will* in this sentence, but I think this is still the future tense. Our school is going to recycle. The school is planning to recycle. Sometimes we tell about the future by using the verb *to be* plus *going*; for example, I am going to do my homework. Juan is going to go to the game. The girls are going to wear coats.
2. Rehearse

Practice Identifying Sentences in the Future Tense

Display the practice text (without answers) on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner to identify which sentences are in the future tense and which are not.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you help us save the trees?</td>
<td>future</td>
</tr>
<tr>
<td>Tom and Rob will go to the park.</td>
<td>future</td>
</tr>
<tr>
<td>Maria is taking out the trash.</td>
<td>present</td>
</tr>
<tr>
<td>We are going to clean up the school.</td>
<td>future</td>
</tr>
<tr>
<td>The boy rode his bike.</td>
<td>past</td>
</tr>
</tbody>
</table>

Practice Text

Share Sentences with Future Tense Verbs

Invite volunteers to identify the tense of each practice sentence. Ask other students to confirm their findings. Record the tense on the chart. Ask each volunteer to explain how they know the sentence is in the future tense. Discuss their responses by asking the following questions:

- What is the future tense verb in the sentence?
- Is this sentence telling you about something that is happening right now or about something that may happen in the future?

3. Independent Writing and Conferring

Say: When we write a persuasive letter, we often talk about the future. We may tell people what will happen in the future if they don’t do something. We may promise to do certain things in the future if we get what we want. We need to use the future tense to tell our readers what will happen in the future.

If you would like to give students additional practice recognizing and forming sentences in the future tense, have them complete BLM 7.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 7.

Strategies to Support ELs

Beginning
Continue supporting beginning ELs to help them understand simple future tense verbs. Work one on one with ELs while other students complete the partner practice activity. Model sentences in the future tense. For example:

Tomorrow I will ______.
Tonight I will ______.

Intermediate and Advanced
Pair students with fluent English speakers during the practice activity and to create sentences for the BLM.