



Level 1
1.2 Lesson Plan
Session 1

Review Review the previous vocabulary by having the students present the pictures of Ben that they completed for homework. Ask for volunteers to write "Ben" on the board.

Warm-up Introduce the new words. Use the pictures of the different characters, and bring a flower and a thermometer (or pictures of them) to class. Demonstrate the vocabulary with these pictures and objects, and ask the students to repeat the phrases after you, using the picture cues. Drill chorally, and then individually.

Suggestions:

- a. Hi, how are you? You're fine. I'm fine, too.
(*Student's name*) is ok too. S/He's fine.
(*Two students' names*) are fine. They're OK.
- b. Show Ed's picture with a thermometer.
What's wrong? Oh, Ed is sick.
He isn't fine. He isn't OK.

Substitution Drill:

Suggestions:

Teacher: Moby is a robot. He isn't a boy.

Hold up picture prompts, and ask the students to substitute and transform the sentences.

- a. He isn't _____.
(a girl / a flower / OK / fine / a pen / a hat / a telephone)
A flower is pretty.
- b. It isn't tall. It isn't a robot. It isn't _____.
(a boy / a girl / a pen / a telephone / a hat)

Movie Show the movie.

Practice Ask the students to choose a feature to work on independently. Allot 20 minutes for this individual work. While the students are working, the teacher observes them and monitors their work for accuracy and comprehension.

Homework Ask students to draw a circle and to place five objects or characters from the movie in it. In class, they will be asked to produce negative sentences using their pictures.

Sum-up Ask the class to recall all the new words introduced in this lesson. To challenge further, show a picture, and ask the students to use the new vocabulary to describe the picture. Encourage complete sentences.



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Session 2

Review Students present their homework assignment by completing the sentence "Moby isn't _____." using the items in their circle.

For example: Moby isn't a pen. Moby isn't Ben.

Movie Show the movie again.

Practice Lead the class through a review of the short forms (contractions) of the following sentences. Say the sentence, and ask the class to call out both short forms.

For example: Teacher: You are not a robot.

Class: You're not a robot. You aren't a robot.

Suggested prompts:

- | | |
|------------------------|----------------------------|
| a. I am not a robot. | g. She is not a pen. |
| b. You are not a hat. | h. She is not a telephone. |
| c. You are not sick. | i. She is not sick. |
| d. He is not tall. | j. We are not boys/girls. |
| e. He is not a girl. | k. We are not Ben and Moby |
| f. He is not a flower. | l. They are not friends. |

Students work independently on specified features. At your discretion, students might be guided to delve into the grammar points in **Know More**. Those students who haven't completed the exercise in **Warm Up** might feel ready to do that now. Allot 15 minutes for this independent activity.

Game

Guessing Game

Working with a partner (student A and student B or teacher and student), try to guess what your partner is thinking. Each person has three guesses. If your first guess is correct, you earn 3 points, if your second guess is correct - 2 points, if your third guess is correct - 1 point. Points are awarded only if both partners participate in the dialogue. The winner is the one with the most points. The teacher can hand out prompts on pieces of paper (with pictures and the word).

Before beginning the game, model first as a class: one student picks an object, and the class tries to guess.

Sample guessing:

A (guessing): It's a phone.

B: No, it isn't.

A: It's a flower.



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B: No, it isn't.

A: It's a hat.

B: Yes, it is. (A is only awarded 1 point since it's the third guess).

(Options: It's a flower. / a hat / a pen / a robot / He's Ben. / It's Nikki. / It's Moby. / It's a phone.)

Homework

Ask the students to bring pictures or items of two of the following: a pen / a telephone / a flower / a boy / a girl / a hat

The students should prepare two sentences about the items / pictures they bring to present to the class during the next session.

Sum-up

Ask the students to name something new they learned this lesson.



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Session 3

Review Students present their homework assignment from the previous lesson.

Warm-up No, she isn't!
Speak / write a negative sentence about the following people or objects:
tall / pretty / friends / boy / girl / flower / a phone / a hat / Moby / Ben / Nikki

For example: Nikki: She isn't a boy. She's not a robot.

Movie Number the Sentences
Watch the movie again and number the sentences as they appear in the movie.

- ___ It isn't a hat.
- ___ Wait a minute, Moby.
- ___ A telephone isn't a flower.
- ___ Moby, are you OK?

Practice Prepare small cards with pictures or use the pictures and items the students have already prepared for their homework assignment. There may be more than one card with the same picture or two of the same object. Students walk around the classroom looking for a card that matches theirs. The two partners sit together. They have to produce an affirmative and a negative sentence about their pictures. Partners then report to the whole class.

For example: a flower and a hat: A flower smells good.
A flower isn't a hat.

Suggested cards:
boy / girl / robot / Moby / flower / pen / hat / Nikki / telephone



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Session 3 (cont.)

Practice II

To practice reading, use flash cards, a pocket chart or a flip chart and interchange the letters they have learned up to this point:

B, E, N, P, H, T

Ben bet

ten net

pen pet

hen

For a challenge, call student volunteers up to the board. Call out one of the words, and see who can write it the fastest.

Homework

Tell the students to write an **X** in their notebooks. This **X** represents "isn't" or "aren't." On both sides of the **X** students have to draw pictures of objects that could form true negative sentences. Use a few of the examples the students have produced in today's session.

Model an example on the board:

For example: A flower isn't a hat.
A telephone isn't a pen.

Sum-up

Ask each of the students to come up with a negative statement using the vocabulary they know.