



Level 1
3.1 Lesson Plan
Session 1

Dictation

Slowly dictate all eight sentences twice.

The students write down the five sentences they have prepared as the homework assignment from Unit 2 Lesson 5.

- a. Hello! I'm home.
- b. I am cleaning.
- c. A hat on a rabbit.
- d. Ben is playing computer games.
- e. Let's run and jump!
- f. Ed is sitting under a desk!
- g. A pen under a desk.
- h. Ben, just stop it!

Warm-up

Tell the students that you are going on a picnic and need their help packing. What should you take? Show them the picture of the igloo shaped lunchbox and the large beach umbrella. What else should you bring?

The students might suggest:

a drink / a big pizza / games / music.

Now introduce the new words:

a banana / an apple / a sandwich / a cookie / an egg / an onion.

Bring samples or pictures of these items to class and display each one. Now ask the class to choose their six favorite items. They may pick from all the items that were discussed. Take a vote to find out the six "winners".

Movie

Show the movie.

Discussion

Ask the students what Ben and Moby finally took in their lunchbox. As students answer, encourage them to come up, show the item and name it with its indefinite article (a / an).

On the board, fasten the pictures of these items under the words **a** and **an**.

Ask the students:

- a. What all these words have in common (they're in the singular).
- b. What they think the meaning of **a** and **an** is (one).
- c. What they think the difference is between **a** and **an**. Try and elicit responses from the students by guiding them along.

This is a good time to introduce and drill the vowels.



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Session 1 (cont.)

Homework

Students copy the following exercise from the board.

Put **a** or **an** before the following nouns:

- a. ____ egg
- b. ____ pizza
- c. ____ red book
- d. ____ umbrella
- e. ____ cookie
- f. ____ open door
- g. ____ banana
- h. ____ good pen

Sum-up

Ask students to give five nouns that could go with 'a' and three that go with 'an'.



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Session 2

Warm-up

A. Review the vocabulary using gestures and pictures. The class, and then individuals, call out the answers.

B. What's in the Basket? Put an item in the basket without students seeing. Students ask: Is it an apple? Is it a banana? etc.

Then you can ask different students to put an item in the basket.

C. Stop!

Tell the students that they have to finish the sentence you start by the time you say "Stop!"

The sentence must be completed with at least three nouns.

Each noun can only be used once.

Each correct completed sentence (with three nouns) is awarded a point. The student with the most points is the winner. They may use their homework list as prompts.

The sentences to be completed:

- a. I need a _____.
- b. I am eating a _____.
- c. I need an _____.
- d. Please open a _____.
- e. I'm eating an _____.

Review

Check the students' homework assignment.

Movie

While the students watch the movie again, they should pay attention to the use of **the** in the movie. Ask them to remember one example of a sentence using **the**.

Examples:

- a. "Not the onion!"
- b. "I love ice cream. You eat the ice cream sandwich."
- c. When it starts to drizzle: "Moby, the umbrella!"

After viewing the movie, discuss the meaning and use of **the**.

Practice

Ask the students to go over specific features independently in class or choose features to go over together with the class.

Allot 15 minutes for this work.

Homework

Practice reading the sentences in **Read It** and **Write It**.

Sum-up

Call on students to mention one new thing they learned this lesson.

Quickly review the new words.

Ask students to use the news words in a sentence. Partners work on mini-dialogues (4 lines) using the new words.



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Session 3

Check Homework

Pairs work together. Students listen carefully to their classmates' reading of the sentences in the homework assignment. Students correct each other when necessary.

Practice

Students work on specified features from this unit at the teacher's discretion. Allot 20 minutes for this activity.

Game

What is it?

Call on a volunteer and give her/him a picture of one of the nouns from this or other previous lessons.

The volunteer covers up most of the picture and asks the class: "What is it?" Students have five guesses.

Once they have guessed, the volunteer must say something about the picture.

If the class hasn't guessed, the volunteer is awarded a point. S/he then has to show the picture to the class and say something about it.

Volunteer: What is it?

For example: Student A: Is it a banana?

Volunteer: No, it isn't.

Student B: Is it an umbrella?

Volunteer: Yes, it is. The umbrella is big.

Homework

Copy from the board.

Complete the sentences with **a / an / the**

- It is _____ apple. _____ apple is on _____ desk.
- It's _____ red umbrella. _____ umbrella is very big.
- It's _____ good game. Let's play _____ game again.
- I like _____ house. It's big.
- Eat _____ cookie outside, not in _____ room!

Sum-up

Remind students what you did in today's lesson (reading/practicing /the game). Ask students to which of these activities the following belong:

- Is it an umbrella? (the game)
- I'm really very sorry. (reading together)
- Play It (practice)
- He's playing outside with Nikki and Ed. (reading together)