



**Level 1**  
**5.1 Lesson Plan**  
Session 1

**Check  
Homework  
&  
Warm-up**

Ask a few students to read the pairs of sentences they wrote for the homework assignment (Unit 4 Lesson 5).  
Call on students to write one of their sentences on the board together with their names.  
Use these sentences to introduce the possessive with questions about the sentences.

*For example:* Whose sentence is about (a dog)?  
Could you read her/his sentence, please?  
Whose sentence starts with (a letter)?  
Could you read her/his sentence, please?

**Practice**

Write a list of the different possessive adjectives on the board with the equivalent subject pronouns (I - my). Drill and repeat. Ask students to produce sentences using the possessive adjectives.

*For example:* My pen is black. What color is your pen?

Now introduce the possessive using a noun. Use the images of the characters and the students as examples.

*For example:* **Ben's** best friend is Moby.  
**Nikki's** eyes are blue.  
**Chris's** desk is clean.

Explain the use of **'s**. See explanation in Know More.  
Round Robin. Each student must give one sentence about another student in the class. Periodically stop and ask: "**Whose** (pencil) is (green)?"

**Movie**

Watch the movie.

**Game**

Whose name do I have?

1. Hand out a blank square piece of paper to each student. Ask each student to write his/her name on the piece of paper.
2. Now ask students to stick the name onto someone's back.
3. In pairs, students give each other clues so that each student can guess the name pinned to his/her back.

*For example:* Whose name do I have?  
Your hair is black.  
Your name has a **p** in it.  
Your dog's name is \_\_\_\_\_.

All the students who guess the names on their backs win.



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Session 1 (cont.)

**Homework**

Fill-in: **my / your / his / her / its / our / their**

1. I have two friends. \_\_\_\_\_ names are John and Jack.
2. I love chocolate. \_\_\_\_\_ mother loves it too.
3. Your dog is white, isn't it? What's \_\_\_\_\_ name?
4. Ben has a best friend. \_\_\_\_\_ name is Moby.
5. We have a room. \_\_\_\_\_ room is big.
6. Ben plays the guitar. \_\_\_\_\_ guitar is Spanish.
7. You are here and this is \_\_\_\_\_ book.
8. The children are very happy. \_\_\_\_\_ grandfather is coming.
9. Nikki is ten years old. It's \_\_\_\_\_ birthday.
10. The rabbit and \_\_\_\_\_ babies are outside.

Please put the apostrophe ( 's ) where needed:

1. This is Ed \_\_\_\_\_ house.
2. My friend \_\_\_\_\_ name is Ben.
3. Their grandfather \_\_\_\_\_ food is ready.
4. Are you ready? Let's go to Nikki \_\_\_\_\_ birthday party.
5. The children \_\_\_\_\_ teacher isn't here. That is why they're so noisy.

a. Let students start the first two sentences in each exercise in class to check their comprehension.

b. Additionally, ask students to bring a picture of themselves as very young children (1-4 years old).

**Sum-up**

Walk around the classroom, pointing to different objects students can name. Ask them to connect the object with its owner.

*For example: a pen: Ben's pen. It's his pen.  
desk: Nikki's desk. It's her desk.*

1. hair
2. hands
3. computer
4. picture
5. book
6. room



**Level 1**  
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**Session 2**

**Check Homework**

- a. Collect students' pictures.
- b. Check the two exercises given as homework in the previous lesson. As you go over the homework, remind students of the rules of the possessive.

**Movie**

Watch the movie. Ask students to pay attention to the possessive. After viewing, ask questions with **whose** and **who**.

Whose pictures is Ben looking at? (*his mother's old pictures*)  
Whose hair is black? (*Ben's grandfather's hair/Ben's father's hair*)  
Whose ball does Ben's father have? (*his ball*)  
Whose dog is in the picture with Nikki? (*her dog*)  
Whose hat does the dog have? (*a boy's hat*)  
Whose teacher is running? (*the girls' teacher*)  
Who has his hand on Ben's head? Why?  
(*Moby; he always plays tricks.*)  
Who is in the picture with Nikki? (*her mother, her father, and her dog*)

**Discussion**

Discuss the difference between **who** and **whose**. Ask students to produce questions using **who** and **whose**. Allow others to answer. Review the new vocabulary.

**Practice**

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

**Homework**

- a. Remind those students who haven't brought their pictures, to do so for the next lesson.
- b. Practice reading the paragraph in **Read It**.

**Sum-up**

Students write down one thing they learned in today's lesson. It can be a word, a language point, or something new in the movie.



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**Session 3**

**Warm-up**

- a. Collect the students' pictures.
- b. Review the new vocabulary items again in context. Write the words on the board.

*For example:* What is Ben doing in the movie?

He's looking at his mother's old pictures.

When all the words are on the board, erase a few words from each sentence and call on students to fill in the missing words.

**Check Homework**

Read the paragraph in **Read It** with the class.

**Movie**

Watch the movie.

**Practice**

Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.

**Game**

It's his/her Picture

Ask students to sit in groups of 4 or 5. Hand out 4 or 5 pictures to each group. Each group tries to guess whose pictures they have.

After a few minutes, groups report to the whole class.

Students stand up, show the picture to the class, announce their choices and justify them:

This is \_\_\_\_\_'s picture. The girl/boy in the picture looks like \_\_\_\_\_.

Her/his hair is like \_\_\_\_\_'s hair. Her/his smile is like \_\_\_\_\_'s smile...

This response could be written on the board so that group members can rehearse it.

For each correct guess the group is awarded a point.

**Homework**

A. Learn the vocabulary words from this lesson for a dictation.

B. Circle the correct answer in the following exercise.

1. My grandfather is my \_\_\_\_\_ father.

- a. father                      b. fathers'                      c. father's

2. My cat is white, but \_\_\_\_\_ eyes are green.

- a. its                              b. it's                              c. it

3. Nikki is \_\_\_\_\_ daughter.

- a. her mother                      b. your mother's                      c. her mother's

4. Ben and I are friends. We usually do \_\_\_\_\_ homework together.

- a. your                              b. our                              c. his

5. \_\_\_\_\_ time to go. Are you and \_\_\_\_\_ friends coming?

- a. Its / their                      b. Its / your                      c. It's / your



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Session 3 (cont.)

**Sum-up**

Complete the sentences:

1. It's my book. It isn't \_\_\_\_\_ book. (*your/his/...*)
2. It's a basketball and not a \_\_\_\_\_. (*baseball*)
3. It's Ben's book. It isn't \_\_\_\_\_ book. (*Moby's/your...*)
4. It's not a hat. It's \_\_\_\_\_. (*Moby's hand/my hair...*)
5. Please tell me something \_\_\_\_\_. (*funny...*)
6. You are twelve years \_\_\_\_\_. (*old*)
7. You and I are reading \_\_\_\_\_ book. (*our/his/the...*)