



**Level 1**  
**5.3 Lesson Plan**  
Session 1

- Check Homework** Call on a few students to read aloud **Read It** in U5L2.  
Ask two or three students to read the invitation to Moby's birthday party as requested for homework (U5L2 session 3).
- Warm-up** Introduce the new vocabulary and grammar points with small personal anecdotes. As you mention the new words, write them on the board, and emphasize the use of "was/were".  
*For example:* Do you remember that (student's name) wasn't in class yesterday? Where was s/he?  
Yesterday, there was a little kid outside my door. He was very loud. There were other kids too, but they were very shy and quiet. Ask some students if any of them were in trouble in class with the teacher when they were little kids. When I was a student, I was very shy/loud/good in class.  
Ask the class to guess what the new grammar point today is.
- Discussion** Review the verb **Be** in the present. Teach the past forms **was** and **were**. Stress the point that **am** and **is** become **was** while **are** becomes **were**. Teach the formation of the negative. Ask students to give a few examples.  
Students copy the conjugation in their notebooks. Drill and repeat.
- Practice** Take any objects the students know, like a book, a pen and a ball. Place them in different places in the room. Tell the students to look and remember. Now take them away.  
The students must remember: *The book was under the desk.*  
*The pen was in my hand. The ball was behind the door.*
- Movie** Watch the movie.
- Practice** Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.
- Homework** Fill in **was / were / wasn't / weren't**.
1. Moby \_\_\_\_\_ the best student when he \_\_\_\_\_ a little kid, but Ben \_\_\_\_\_.
  2. When you \_\_\_\_\_ little kids, your grandfather \_\_\_\_\_ with you a lot.
  3. Nikki and her friends \_\_\_\_\_ at a party yesterday. It \_\_\_\_\_ nice but they \_\_\_\_\_ very hungry because there \_\_\_\_\_ any food at the party. I guess they \_\_\_\_\_ very happy about that.



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Session 1 (cont.)

Fill in the missing words

|   |
|---|
| class / guess / kid / little / loud / other / remember / shy /<br>students / today / trouble / was / were / yesterday |
|---|

1. The \_\_\_\_\_ in my \_\_\_\_\_ know English well.
2. You \_\_\_\_\_ here \_\_\_\_\_ with your father, but \_\_\_\_\_ your father isn't here with you.
3. When Ben was a little \_\_\_\_\_ he was very \_\_\_\_\_.
4. He was never quiet and \_\_\_\_\_. He was always in \_\_\_\_\_.
5. Do you \_\_\_\_\_ how old I am?
6. No, I don't, but I want to \_\_\_\_\_. Are you ten years old?
7. I don't like this game. Let's play some \_\_\_\_\_ game.
8. My mother \_\_\_\_\_ very shy when she was a \_\_\_\_\_ kid.

**Sum-up**

What's the word?

1. many students together (class)
2. you don't know so you \_\_\_\_\_ (guess)
3. a quiet child is \_\_\_\_\_ (shy)
4. noisy (loud)
5. not today (yesterday)
6. small, not big (little)
7. a child (kid)
8. not yesterday but \_\_\_\_\_ (today)
9. not this but the \_\_\_\_\_ (other)
10. Today you are here, but yesterday you \_\_\_\_\_ (were) there.



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

**Check  
Homework  
&  
Warm-up**

Check the two exercises.

Review the words. Tell students to each think of a sentence using one of the new words and **was/were**.

*For example:* Yesterday, they were loud.

Round robin. The first student says his/her sentence. The next student makes it negative.

**Movie**

Watch the movie.

**Practice 1**

Write the model sentence on the board:

*When I was a little kid, \_\_\_\_\_.*

See if each student can complete the sentence. You may have to remind them of adjectives they have already learned.

**Practice 2**

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

**Homework**

Learn the new words for a dictation.

Hand out the following exercise as a review of the new vocabulary and a preparation for the dictation.

**Sum-up**

Call on students to pantomime the new words while the others guess the words.



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Session 2 (cont.)

**Homework**

Unscramble the letters and then find the hidden message.

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**Level 1**  
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Session 3

**Dictation** Slowly dictate each word twice.  
Ask students to choose any five words and make up a sentence with each.  
The words (not in alphabetical order):  
loud / trouble / shy / yesterday / little / remember /  
today / guess / student / class / other / kid

**Movie** Watch the movie.

**Practice** Give students prompts and ask them to complete your sentences with correct words or phrases.  
Suggested prompts:

1. Sam was in Spain in the summer, but we \_\_\_\_\_.
2. Today there are computers, but when my grandfather \_\_\_\_\_.
3. Yesterday you were tired, but today \_\_\_\_\_.
4. She was never loud, but \_\_\_\_\_.
5. It was my friend's birthday yesterday. He \_\_\_\_\_.
6. My mother is feeling fine today, but \_\_\_\_\_.
7. They were at home. They \_\_\_\_\_ outside.

**Practice** In pairs, students prepare for a dramatic reading of **Read It**.  
Students can take roles and act out the story as best they can.  
Call on pairs to present their reading to the class.

**Homework** Complete the written assignment in **Write It**.

**Sum-up** A: Find the connection between the words:

1. trouble / loud (both have ou)
2. kid / little (small)
3. today / yesterday (days)
4. remember / was (about the past)
5. guess / class (double s)
6. shy / loud (adjectives)
7. student / class (learning)
8. was / were (be)



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Session 3 (cont.)

B: Remind students what was in today's lesson:  
dictation / dramatic reading / completing sentences

Which activity was the best:

1. practiced writing?
2. practiced reading?
3. practiced working together?
4. practiced talking in class?