



Level 2

2.4 Lesson Plan

Session 1

Check Homework

Ask for volunteers to read their **Write It** assignment from the last session in L2U2L3. Discuss their letters and collect them.

Warm-up

Watch **Words to Know**, stopping to give more examples as needed.

Practice I

Make Connections

Students need opportunities to make connections to new vocabulary words and to use the words in authentic situations. They can make connections to themselves, to the language, to visuals, or to their background knowledge.

Pass out paper or index cards and ask students to choose any one of the new vocabulary words. On the cards, they write a way in which they connect to the word they chose. They can draw a picture, write a word in their language, write a word or sentence in English that the new word makes them think of, etc. For example, if the word is **ghost**, a student might write: When I was little, I was scared of ghosts.

When they have finished, form groups according to the words they chose. Call out a word, and the students with that word share their connections with the class. Allow students from other groups to spontaneously add connections they think of.

You may also use the cards to create and display Word Walls.

Discussion

Introduce **have to**. Tell the class some things that you have to do after school today.

For example: I will be so busy today after school. There are so many things I have to do! I have to buy something for my friend's birthday. I have to walk the dog. I have to cook dinner. And I have to write a big English test to give you tomorrow! What do you have to do?

As students answer, repeat what they said, changing the verb to **has**. After a few examples, other students may say the second sentence instead of you.

For example: Student: I **have to** help my mom.
Teacher/Student: He **has to** help his mom.



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- Movie** Before the movie, tell the students that Ben and his friends are in a school play. Ask what they know about William Shakespeare. Allow for connections they make to Shakespeare or school plays. You may want to do a **K-W-L chart**. You can do it as a class, on big chart paper and hang it in the room, or give each student a copy of the graphic organizer in the Materials Provided section of the Lesson Overview. Using Shakespeare as the subject, students complete the first two columns: What Do I **K**now and What Do I **W**ant to Know. Students can keep adding to the third column (What Did I **L**earn) as they learn more about Shakespeare during these lessons.
- Watch the movie.
- After the movie, ask the students what they learned about Shakespeare. If you did a K-W-L chart, then fill in the last column now with the students.
- Practice II** Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.
- Homework** Circle the correct words:
- We're learning about (monsters / drama) in school, and we're studying William Shakespeare. Shakespeare was a very famous (inventor / writer). He lived in the sixteenth (century / hundred) and wrote many famous (stories / plays), like Romeo and Juliet. I don't have many difficult (words / plays) in my part. It's not hard. It's (short / difficult) and I can learn it very (quickly / short). We have to (wore / wear) different clothes for this play. I (think / thought) the shirt that I'm wearing is (difficult / beautiful). I like it. We're very excited to (build / present) this play to everyone.
- Sum-up** Ask students what they have to do tonight/tomorrow.
Do they have to go someplace after school?
What do mothers and fathers have to do that children don't?



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Check Homework

Go over the homework assignment.

Warm-up

Ask any of the following questions.

What are some things that you have to do:

- a. when you wake up?
- b. before school?
- c. before a test?
- d. to get ready for a party?
- e. to look after a baby?

Practice I

To introduce the past and future forms of **have to**, write a sentence on the board about something you have to do. It could be one of the sentences from the Warm-up above. Add the same sentence in the past and future, lining up the verbs in all three sentences.

For example: Today, I **have to** cook.
Yesterday, I **had to** cook.
Tomorrow, I **will have to** cook.

Practice the same structures with a few other verbs/sentences.

Prepare the following sentence and question strips on cards. Place the cards on the board and call on students to come up and match the beginning and ending of the sentence or question:

<u>A</u>	<u>B</u>
What do we	have to like it.
She doesn't have	those hats?
Moby, did you have to	have to do?
You don't	have to be there?
Will we have to wear	to come if she doesn't want to.
Does everyone	make all that noise?

Once the correct forms are on the board, elicit the negative and question forms of **have to**. Remind students that **have to** doesn't change when we add **do, does** and **did**; it stays in its base form.

Movie

Write the following questions on the board. Students should look for the answers while watching the movie. Go over the answers after the movie.

- a. What are Ben and his friends learning about in school?
- b. When did Shakespeare live?
- c. What play is Ben in?
- d. What do Ben and Nikki have to do every day?
- e. What play is Ed in? What part is he going to play?
- f. What play is Moby in? What part is he going to play?
- g. How did Moby learn his part so quickly?



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Practice II

Students work on features from this lesson.

Homework

Do the homework example together with the class, making sure they know how to form the questions. Add more examples, if needed.

1. Write questions. Use the correct form of **have to**.

For example: He / come with us tomorrow?

Will he have to come with us tomorrow?

- a. We / go home now?
_____?
- b. Mike / go to the park tomorrow?
_____?
- c. Nikki / study last night?
_____?
- d. He / practice every day?
_____?
- e. They / learn all those new words last week?
_____?
- f. You / help your friend on Friday?
_____?

2. Complete the sentences with a word from the box.

thought / everyone / wear / wore / think / have to / has to / short

- a. I _____ my mother's shirt for the play last night.
What did you wear?
- b. I _____ you were in this play.
- c. I don't _____ the ghost is scary.

Sum-up

Name something that someone has to do in the movie.

Say something that you had to do yesterday / have to do today / will have to do tomorrow.

Name a famous actor / actress / prince / princess.

What word is difficult for you in this lesson? What word is easy?



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Session 3

Check Homework	Check the homework assignment.
Warm-up	Ask if everyone finished their homework quickly last night, or did they have to work a long time on it. Ask students to think of more sentences using the new vocabulary words.
Practice I	Tell the class that they have to write class rules for their English class. Write it together on big chart paper or poster board. You can hang the completed chart on the wall. Make sure to keep the rules affirmative. <i>For example:</i> We have to speak English.
Practice II	<u>20 Questions</u> One student chooses a job and sits in front of the class. The rest of the students have to guess what he/she is by asking questions with have to . <i>For example:</i> Do you have to work outside? Do you have to paint pictures? Do you have to wear beautiful clothes?
Reading	Print out the Read It passage for students to work on in pairs. They can add to the third column of the K-W-L chart about Shakespeare. Remind the students that a paragraph has a topic sentence or main idea. The rest of the paragraph has details about the main idea. Pass out the Paragraph Graphic Organizer (found in the Lesson Overview: Materials Provided section) and assign each pair of students one paragraph to work on. They fill in the graphic organizer with the topic sentence/main idea and details of their paragraph. After reading each paragraph, ask students for their main ideas and details to check their work.
Homework	Remind students about the friendly letters they have been writing for this unit. Elicit the parts of a letter. Tell students that sometimes, at the end of a letter, there is something more that we want to write, or something that we forgot. We write that in a separate part that we add after our signatures. This part is called a PS, which stands for postscript. The homework is the writing assignment in Write It . Explain that they will write a letter to a friend about a play that they saw, a play that they were in, or what they learned about Shakespeare.
Sum-up	Review the K-W-L chart about Shakespeare, to see if they have anything to add.