



Level 2

3.5 Lesson Plan

Session 1

Check Homework

Check the **Write It** assignment from the last session in L2U3L4: the interview between two friends. Pairs practice reading their interviews together and then volunteers do them for the class.

Warm-up

Watch **Words to Know**, stopping to ask questions and give more examples and context as needed. Ask students to make connections with the words, to themselves, to the language, or to their background knowledge.

Ask students to group the words: **family / holiday**

Discuss the meaning of **spend**.

Which of the new words are adverbs? (accidentally, independently)

What is the adjective of these adverbs? (accidental, independent)

How many words do they know that begin with **grand**?
(grandmother, grandfather, grandchild, grandparent)

What's another way to ask, "**How old are you?**" (What is your age?)

What is **old age**? What is an **old age home**?

How many words are made up of two words? Can they think of others?
(breakfast / everything / bedroom / bathroom)

Practice I

To practice the vocabulary words on a higher level, do a Story Impression exercise. Pairs of students work together to write a story (one paragraph) using at least four of the vocabulary words. The story can be about anything they like. When they have finished, they can share their paragraphs with the class. This strategy requires students to process the vocabulary words on a more creative and higher cognitive level. They engage actively with the new vocabulary, which will aid comprehension of the movie and/or the reading that follows.

Movie

Using a calendar, point out July 4th, or ask a student to find it. If students don't know about the 4th of July, give a brief explanation.

Before watching the movie, assign one of the sets of questions to each pair of students. They should read through their questions and work together to write the answers after watching the movie. Students should write complete sentences.

Questions:

July 4

- What is the 4th of July?
- What happened on July 4, 1776?
- What is a different name for the 4th of July?
- Why is the answer from (c) a good name for this holiday?



Level 2
3.5 Lesson Plan
Session 1 (cont.)

Movie (cont.)

Ben's Grandma

- a. Where does Ben's grandmother live?
- b. Why did she want to live there?
- c. Why does Ben like to visit her?
- d. What do the people do there?

Spending the Holiday with Grandma

- a. What is the party celebrating this month?
- b. What are Ben and Moby doing at / for the party?
- c. What do Ben and Moby have to remember?
- d. Why did Ben have an accident?

Ask students to read their answers in order. When all twelve answers are read, they have a complete summary of the movie.

Remind the students of the grammar points in the unit:

present progressive with future intent /
must/mustn't / polite expressions / adverbs

Ask students to sit in groups of four. Each group is assigned one of the grammar points and must find as many examples as possible.

While watching the movie a second time, students can write down or memorize their examples.

Elicit the meaning of **daily** / **weekly** / **monthly**. How would they say that something happens every year?

Practice II

Students work on features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

Homework

Answer the questions.

1. Think of something:
 - a. you can do independently.
 - b. you can't do on your own.
 - c. you did accidentally.
 - d. you mustn't do.
 - e. you did last weekend.
 - f. you can do at your age that you couldn't do last year.
2. When was the last time:
 - a. you saw fireworks?
 - b. you invited a friend to a party?
 - c. we had a holiday?

Sum-up

Ask students to give an example of these topics from Unit 3:

- a. adverbs
- b. must / mustn't
- c. the present progressive used for the future
- d. polite expressions



Level 2
3.5 Lesson Plan
Session 2

- Warm-up** Make a production of bumping into someone/something or dropping something. Say, "Oh, I'm sorry. That was an accident. I did that accidentally."
Ask questions relating to the new vocabulary.
For example:
- Ask students at what age they began to talk / walk, etc.
 - Ask how many people are in their families.
 - Ask if they have a favorite holiday.
 - Ask students if they want to work together or independently today.
 - Ask how much time they spent on their homework.
- Check Homework** Have students ask the homework questions of other students, as if they're doing an interview. This will help prepare them for the **Write It** assignment.
- Movie** Watch the movie.
After the movie, ask students to retell what happened. Replay the movie without sound, stopping for students to provide narration, or have students retell the story on their own. If needed, they can use the questions and answers from the previous lesson.
- Practice I** Call on five volunteers. Give each volunteer a slip of paper with a part to be pantomimed. The class has to guess who the character is.
Suggestions:
- Ben and Moby serving at the party
 - The king of England
 - Ben's grandmother
 - Ben watching the fireworks
 - A child with a flag
- Practice II** Students work on features from this lesson.
- Reading** The reading passage in **Read It** is about the US flag.
If you have a US flag in your room, refer to it, or use the image from the Materials Provided section of the Lesson Overview. Allow for connections students may make to flags of their own countries (same/different colors, etc.).
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 provided in the Lesson Overview. Looking and thinking about the US flag, students complete the first column: What Do I Know?



Level 2
3.5 Lesson Plan
Session 2 (cont.)

- Reading (cont.)** Tell them to think of things they want to know about the flag and write the questions in the 2nd column: What Do I Want to Know?
Read the passage together. After reading, students can complete the 3rd column: What Did I Learn?
As an alternative to the K-W-L Chart, begin the activity the same way, asking students to make connections to the flag. Tell students that they must think of questions to ask their friends later. Read the passage together. Stop after each paragraph for students to write informational questions. Students who are able to should work independently while you work with students who need more guidance.
- Homework** The homework is the writing assignment in **Write It:** They will write seven questions about the US flag. They can use some questions that they did in class. Then they must ask their friends the questions and write down their answers. If time allows, have them start the assignment in class.
- Sum-up** Roundrobin: How are you spending this weekend? In turn, each student answers the question and then asks his/her neighbor.