



Level 2

4.3 Lesson Plan

Session 1

- Dictation** Students write the two proverbs they learned for homework in the last session (L2U4L2, session 3). Ask students to explain the proverbs they chose, or write an example of a situation where the proverbs apply. Call on volunteers to share their explanations and situations with the class.
- Check Homework** Call on volunteers to read the personal narrative stories they wrote about pets for the **Write It** in L2U4L2.
- Warm-up** Introduce the new words. Watch **Words to Know**, stopping to ask questions and give more examples and context as needed. Some suggestions are:
- Discuss things that dog owners have to do, and things they **use**. Introduce **leash** and **bowl** with pictures or real objects.
 - Ask students to point to something they're wearing that's **yellow** / **blue** / black / white / brown / green / pink / red.
 - Ask students to show you their **notebooks**. Point out that it is a compound noun. Which two words is it made up of? Can they guess the meaning of **note**?
 - Ask one student to **move** and **change** places with another student.
 - Introduce **science**, **scientist** and **scientific**.
Ask students what subjects they learned that belong to **science** (astronomy, biology, chemistry). What do we call a person who works with science? (a **scientist**) What adjective can we use to describe something about science? (**scientific**)
Ask students if they remember a place where a scientist works. (laboratory)
- Practice I** Since many of the new words are academic vocabulary, a Word Map would be a good activity to use. It promotes critical thinking and a better understanding of concepts, as students not only identify what a word is, but also what it isn't. Drawing on their own prior knowledge, students build connections among new words and concepts, all in a visual reference.



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Session 1 (cont.)

Practice I (cont.) Assign one of the following words to pairs of students. Together, and in their own words, they create a Word Map using the graphic organizer found in the Lesson Overview.

conclusion / experiment / hypothesis / method / problem / solve

Pairs present their graphic organizers to the class, as time permits.

Directions: The word to be defined goes in the middle. Usually, the four squares are labeled: Examples, Non-examples, Characteristics, and Definition. However, the labels of the squares can be modified according to the students' level, and so this activity can be done at any level. Other labels can be: Pictures (they draw), Synonyms, Antonyms, Sentences, or Related Words. Since some students have more background knowledge than others, this is a good strategy for differentiating instruction. All students can contribute according to their ability or level.

Do one together, first. Answers do not have to be complete sentences; words or sentence fragments are fine. Students may use their native language, if needed. They may also draw pictures. The idea is for them to understand the concept of more abstract or academic vocabulary.

For example: **Word:** science

Examples: astronomy, biology

Non-examples: English, music, history

Characteristics: Something we study. A subject.
We can do experiments. It can be in a laboratory.

Definition: A subject about how things work.
Understanding things because of experiments.

Movie Call on students to guess what the movie is about, based on the new words. Ask who remembers another word for "guess" (**hypothesis**). Point out the irregular plural form of hypothesis (hypotheses).

What do they think the experiment will be?

Watch the movie and see whose hypothesis was the closest.

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

Discussion Show **Facts to Know** and discuss how **may** and **might** are used for possibility (when you don't know if something will happen).

Tell students you may give them homework at the end of the lesson. Can they guess what it might be?

Ask what they may / might do after school today.

Write four of the answers on the board for students to copy.



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Session 1 (cont.)

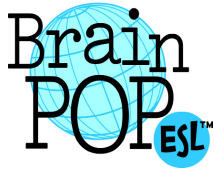
Homework

1. Use the new words to complete the sentences.
 - a. When you don't have the color green, you might use _____ and _____ together.
 - b. I don't like the show we're watching on TV. May I _____ it?
 - c. They don't live here now. They _____ to a new house.
 - d. They reached the _____ that water is very important to all of us.
 - e. I don't know how to _____ this problem. Can you help me?
 - f. How did you come to that conclusion? What _____ did you use?
 - g. We always have salad for lunch. We put it in the blue _____.
 - h. You mustn't walk your dog without a _____.
 - i. Do you write in a _____ in class?
 - j. _____ is an interesting subject.
2. Make a hypothesis. Answer in complete sentences.
 - a. What might the weather be like next week?
 - b. Your best friend may phone you tomorrow. What do you think it might be about?

Sum-up

- What do you think the next word might be? Use the new words.
- a. This bowl is _____. (yellow / blue)
 - b. They reached a _____. (conclusion)
 - c. She solved the _____. (problem)
 - d. Inventors are often _____. (scientists)
 - e. I can't see anything. Can I _____ places with you? (change)
 - f. We don't know what happened, but we have a _____. (hypothesis)
 - g. Let's do an _____ and see if it works. (experiment)

Ask students what they are going to do tonight / tomorrow night / on the weekend. They must answer using **may** or **might**.



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Session 2

Warm-up Elicit responses about what you might do in the lesson. Write the guesses on the board. Throughout the lesson, check off those activities that you do.

Show any large pictures you may have of people or situations. Ask the class questions about the pictures (Who do you think this man is? What's his job? Where are they going? etc.). They must answer using **may** or **might**.

Check Homework Ask what you're supposed to do at the beginning of almost every lesson. (check homework)
Check the two homework exercises.

Practice I To introduce **(be) supposed to**, write it on the board and ask some questions.

What are you supposed to do:

- a. when you see a red light?
- b. when you have to get ready for a race or a marathon?
- c. to have a birthday party for your friend?
- d. to take care of your dog?

What are some things that students are supposed to do? Write some of their responses on the board. Point out how the structure is formed, reviewing the form of **be**. Ask some questions in the past (What homework were you supposed to do yesterday?).

Give students other jobs/situations. In pairs, they should write three sentences using **(be) supposed to**. Share the sentences with the class.

Remind students that **may** is also used to ask for permission. Elicit some examples (May I leave the room? May I have this dance? May I sit here?).

Assign pairs of students any of the following roles or jobs: student, teacher, mother, father, child, pet owner, police officer, singer, librarian, inventor, artist, actor, waiter, doctor.

Together, they write three sentences about the role/job using **(be) supposed to** and two sentences about what they **may** or **might** do in the future.

Call on volunteer pairs to read (or act out) their sentences; the class guesses the roles.

For example: The role: the president
I'm supposed to help the people in my country.
I'm supposed to make my people happy.
I might build more houses.
I may meet important people.



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Session 2 (cont.)

Movie

Write the following questions on the board. Students answer any five questions.

- a. Why does Ben ask, "May I try?" (to use the leash)
- b. What are dogs supposed to catch? (sticks)
- c. What is the second step in the scientific method? (making a hypothesis)
- d. What are you supposed to do to make a hypothesis? (think carefully about everything you know)
- e. Why does Ben think that Fighter might not like his food? (because Fighter doesn't want to eat it)
- f. What is a hypothesis? (a guess to try and solve a problem)
- g. When are we supposed to do an experiment? (when we want to check if our hypothesis is right)
- h. When you use the scientific method, when might you reach a conclusion? (when you finish the experiments)

Tell students to write down the steps of the scientific method.

Practice II

Hand out slips of paper with sentence halves on them. Students walk around to find the second halves of their sentences.

Suggested sentence halves:

- a. I might know how to solve / your problem.
- b. He's supposed to use the leash / to walk the dog.
- c. You can use blue and yellow / to make green.
- d. He moved the blue bowl, / so it might be behind the table now.
- e. You're supposed to change buses here / and take number 25.
- f. May I suggest / a new experiment?
- g. You're supposed to use the scientific method / to solve this problem.
- h. Your hypothesis might be / right.
- i. He's supposed to write everything / in the yellow notebook.
- j. May I tell you what my / conclusion is?
- k. He teaches science so he might / know about this new invention.
- l. She might have a problem and / I'd like to help her.

Homework

1. Correct the following sentences:
 - a. Pets must go into the library.
 - b. Painters are supposed to play the drums.
 - c. Students mustn't study for tests.
 - d. I don't know what to wear because it must rain.



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Session 3

Check Homework

Check the two homework assignments.

Warm-up

Put any item in your pocket or bag, or hold it behind your back. Ask the students to guess what they think might be in it.

Reading

Bring in something gray and explain what the color gray is.

Students read the passage with a partner using the reading strategy **Say Something**. They take turns reading. Student A reads a certain amount (a sentence / some sentences / a paragraph), and then Student B says something about it. It can be a question, a summary, an example, a connection to his/her own life, etc. Then they switch and Student B reads. Pairs read the whole passage and answer the questions.

Go over the questions and discuss the connection between the passage and the movie. (the blue and yellow bowls)

Writing

Begin a discussion with the class about color. Ask what their favorite colors are and why. Tell a story about a time when color was important to you.

For example:

When I was little, I really loved the color yellow. Someone told me that it was a happy color, and so I wanted to show everyone that I was happy. I told my mother and father that I only wanted to eat yellow food, so they made me lots of eggs and bananas. I still love the color yellow today, and it still makes me smile.

For the **Write It** assignment, the students will write a narrative passage about a time when color was important to them. Explain the assignment to the class and ask for ideas. You may want to give them time to begin the assignment in class, or do one together using the Narrative Writing graphic organizer.

Sum-up

What do you remember?

- a. People need this to see colors. (light)
- b. Blind means that you can't _____. (see)
- c. What two colors do dogs have trouble seeing? (green and red)
- d. What colors can dogs see well? (blue, yellow, gray)