



Level 2
5.4 Lesson Plan
Session 1

Warm-up

Show the class a picture of a beach and real (or pictures of) sunglasses and a towel. Ask if they can guess what the movie is about.

Watch **Words to Know**, stopping to give examples, clarify, and put the words in a meaningful context.

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 the vocabulary words. The story can be about anything they want. 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. Students engage actively with the new vocabulary, which will aid comprehension of the movie and/or reading that follows.

Movie

Watch the movie.

Students can discuss the differences or similarities between the movie and their Story Impressions.

Practice I

Watch **Facts to Know**. This lesson's **Facts to Know** is made up of five parts. Go over each part, stopping to explain as needed. Hand out the following exercises for students to practice after each part of the **Facts to Know**.

Facts to Know - L2U5L4

A: For each sentence, write the other version.

For example: I sent a package **to him**. → I sent **him** a package.

1. I gave a book to Jack.

2. She told the kids a story.

3. We bought a present for Simone.



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Practice I (cont.) B: Write two versions for each sentence, putting the time expressions in different places.

For example: We had pizza last night. Last night, we had pizza.

Remember to use a comma after the time expression when it begins a sentence.

1. They returned home. (at three o'clock)

a. _____

b. _____

2. We'll meet again. (in a week)

a. _____

b. _____

C: Add the adverbs of frequency to the sentences.

1. We pack our suitcases by ourselves. (always)

2. We are on time. (always)

3. They visit their friends. (never)

4. They are home. (never)



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Practice I (cont.) D: Put the adjectives in the correct order.

1. There's a dog over there. (brown / big / old)

2. Please don't tell me that story. (very / boring / long)

3. Look at this suitcase. (red / new / beautiful)

E: Add **at / on / in** before the following words.

1. ___ 10 o'clock

2. ___ January 20th

3. ___ April

4. ___ night

5. ___ the afternoon

6. ___ Tuesday

Practice II

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



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Homework

A: Circle the correct answer.

1. A beach is (in the park / by the water / with my dog).
2. We have to (pack / return / plan) our vacation.
3. There are (sunglasses / towels / calendars) in the bathroom.
4. I don't have my book. Can I (borrow / pack / plan) yours?
5. I spent the (striped / whole / metal) afternoon packing my suitcase.
6. We'll (borrow / plan / return) home late at night.
7. It won't break. It's a (ocean / metal / beach) box.
8. They're tired and they need a (towel / calendar / vacation).

B: Add any three adjectives to the following nouns.

1. _____ bear
2. _____ vacation
3. _____ movie
4. _____ present
5. _____ suitcase

C: Take out **to** or **for** in the following sentences and make any other necessary changes.

1. They baked the cake for their mother.
_____.
2. She showed the pictures to her friends.
_____.
3. Tom bought some flowers for his wife.
_____.
4. He read a story to his son.
_____.



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Session 1 (cont.)

Sum-up

Turn to the student next to you and name:

1. something made of metal.
2. something you have that is striped.
3. something you can borrow from a friend.
4. what you plan to do after school today.
5. what you should pack to go on vacation at the beach.



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Session 2

Check Homework Check the homework assignment.

Warm-up Have the following sentences on the board. Students give the alternate versions, switching the direct and indirect objects.

1. The librarian read a book to us.
2. I bought a present for him.
3. My friend taught me a game.
4. My mother sent the teacher an apple.

Practice I You can use the Common Word Order chart and the Word Order of Adjectives chart that follows to help explain word order. It's a good idea to make larger charts out of them and keep them on the wall for reference.

Common Word Order for Sentences

| Who or What? (Subject) | Did what? (Verb - tense can change) | To Whom or What? (Object) | How? | Where? | When? | Why? (Optional) |
|---------------------------|--|------------------------------|-----------|--------------|--------------|------------------------------------|
| We | did | our homework | quickly | | after school | because we wanted to watch a movie |
| You | spoke | to the little girl | so nicely | at the store | last weekend | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



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Practice I (cont.) A. Give each pair of students a copy of the word order chart. Cut out the following sentence parts and color code the sentences, so they won't get mixed up. Make enough sets for each pair. Students place the sentences on the chart. To make it more challenging, do not color code the sentences.

Sample sentence cards:

| | | | | | | |
|----------------|-------------|-------------|----------|---------------|-----------------|---|
| We | played | ball | together | at the beach | on Saturday. | |
| My alarm clock | wakes me up | | loudly | | on school days. | |
| We | meet | our friends | | after school | | to practice. |
| Can I | borrow | your pen | | in math class | today? | |
| I'll | pack | my suitcase | | | tonight | because we're leaving early in the morning. |

B. Remind students that adverbs of frequency come before the main verbs, but after the verb **be**.

For example:

She **always** eats a sandwich for lunch.

She is **never** late for school.

Some adverbs of frequency can go at the beginning of a sentence.

For example:

Usually she eats a sandwich for lunch.

Sometimes she's late for school.

Have students repeat the sentences they just made for the chart, adding adverbs of frequency.



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Practice I (cont.) C. Word Order of Adjectives

In English, adjectives go before the noun. When there are more adjectives, they go in this order:

| Opinion (what you think about something) | Size | Age | Shape | Color | Origin (where something is from) | Material (what something is made of) |
|---|-------|---------|--------|--------|-------------------------------------|---|
| hungry | big | new | round | red | Chinese | metal |
| beautiful | small | old | square | blue | French | wood |
| funny | | modern | | white | American | |
| nice | | ancient | | black | Mexican | |
| smart | | | | purple | | |
| cool | | | | | | |

Movie

a. Watch the movie.

b. In pairs, students add at least three words to the sentences above, paying special attention to word order. Encourage students to use different adjectives, adverbs, frequency expressions, and prepositions of time. They can use the Word Order chart and the Word Order of Adjectives chart for help.

For example:

I bought a suitcase **for you**. → I bought **you** a suitcase.

c. Sequence the events in the movie. Put the sentences on the board or interactive board, or make sentence strips.

- ___ Their bus leaves.
- ___ Moby wants to pack the towels.
- ___ Moby borrowed Ben's sweater.
- ___ Ben and Moby planned their vacation.
- ___ Ben is packing his suitcase.
- ___ Ben's alarm clock rings.
- ___ Ben bought Moby a big, shiny, metal suitcase.
- ___ Moby waits at the bus station.
- ___ Ben tells Moby it's important to pack a hat and sunglasses.
- ___ Moby returns Ben's sweater.



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Movie (cont.)

d. In pairs, students add at least three words to the sentences above, paying special attention to word order. Encourage students to use different adjectives, adverbs, frequency expressions and prepositions of time. They can use the Word Order chart and the Word Order of Adjectives chart for help.

After 5-10 minutes, allow pairs to walk around and share the words they added with other pairs. Can they now make their sentences even longer?

After 3 minutes of sharing, call on pairs to read their sentences.

Students match the sentence parts according to the movie.

- | | |
|---------------------------------------|---------------------------------|
| 1. We're going on vacation _____ | a. in the morning at 6:45. |
| 2. We planned the trip _____ | b. in the morning. |
| 3. We'll stay for a whole week, _____ | c. last winter. |
| 4. We're returning _____ | d. at 7 o'clock in the morning. |
| 5. Our bus leaves tomorrow _____ | e. on Saturday night. |
| 6. It's usually sunny _____ | f. at night. |
| 7. We'll cook dinner outside _____ | g. from Sunday to Saturday. |
| 8. I'll see you _____ | h. at the beach. |

Practice II Students work on features from this lesson.



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 Session 2 (con.t)

Homework

a. Write the clues for the words in the crossword puzzle.

| | | | | | | | | | | | | | |
|------|-----|---|-----|---|-----|---|-----|---|-----|-----|---|---|---|
| | 1 p | | | | 2 s | | | | | | | | |
| | a | | 3 p | | u | | 4 v | | | | | | |
| | c | a | l | e | n | d | a | r | | | | | |
| | k | | a | | g | | c | | | 5 m | | | |
| | | | n | | l | | a | | 6 b | e | a | c | h |
| | | | | | a | | t | | | t | | | |
| | | | 7 w | | 8 s | u | i | t | c | a | s | e | |
| | | | h | | s | | o | | | l | | | |
| | | | o | | e | | n | | | | | | |
| | | | l | | s | | | | | | | | |
| 10 t | o | w | e | l | | | | | | | | | |

b. Add **at** / **on** / **in** to the sentences.

1. I wake up _____ 7 o'clock _____ the morning.
2. He goes to sleep very late _____ night.
3. Will you come _____ Wednesday morning _____ 5 o'clock?
4. We're going away _____ March.
5. It sometimes rains even _____ the summer.

Sum-up

Which word doesn't belong? Explain why.

1. at / on / for / in
2. usually / never / often / sometimes
3. always / every summer / every day / in the mornings
4. beautiful / pretty / friendly / nicely
5. vacation / towel / beach / school
6. alarm clock / time / wake up / pack
7. metal / beach / wood / paper



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Session 3

Warm-up

a. Tell the class two sentences about yourself. Both sentences should have frequency expressions; one sentence should be true and one false. The class has to guess which sentence is false.

For example: I take a walk at 5 o'clock in the morning.

I never use an alarm clock to wake up.

b. Ask students to write a true and false sentence about themselves.

Sentences should use a frequency expression. Call on volunteers to read the sentences, and ask the other students to guess what the true sentence is. Encourage students to expand and tell personal anecdotes about their true sentences.

Check Homework Check the homework assignment.

Practice I

Prepare cards with the following words. Color code each sentence. Pass out the cards. Call on students with the same color cards to go to the front of the room and stand together in the right order to form sentences.

We / always / meet / after school.

My cousin / is / never / sick.

I / love / my / beautiful / white / English / dog.

I / baked / a / big / round / chocolate / cake / for / you.

She / gave / him / a ride / home / yesterday.

We'll / give / the book / to him / at 9 o'clock / tomorrow morning.



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Session 3 (cont.)

Reading

- a. Introduce the **Read It** with a discussion about libraries. What kind of books does a library have? If students already know about fiction and nonfiction, ask for examples.
- b. Students read the passage. Ask them to find:
 - the topic sentence in the first paragraph;
 - the closing sentence in the last paragraph;
 - and the main idea in each of the three middle paragraphs.
- c. Answer the comprehension questions.
- d. You may want to have some examples of fiction and nonfiction books available. If they are not familiar with the books, then give a very brief synopsis. Students must decide whether the books are fiction or nonfiction.

Homework

The writing assignment in **Write It**.

Explain the assignment and if there's time, start the assignment in class.

Students may use the Compare / Contrast Graphic Organizer found in the Materials Provided section of the Lesson Overview, and the following Compare / Contrast Word Bank.

Compare / Contrast Word Bank

| Compare | Contrast |
|----------------|-------------------|
| the same as | different than |
| like | unlike |
| similar | but |
| also | although |
| | on the other hand |
| | while |



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Sum-up

Introduce the game: 3, 2, 1.

In this game, you say or write 3 facts, 2 new words, and one interesting thing you learned in this lesson.

3 things I learned:

1. _____
2. _____
3. _____

2 words I want to remember:

1. _____
2. _____

1 thing I thought was very interesting:

1. _____