



Level 2
5.5 Lesson Plan
Session 1

- Warm-up** Bring in a school yearbook. Elicit discussion about what it is and what it's for.
- Vocabulary I** Watch **Words to Know**, stopping to give examples, ask questions, and clarify.
Write each word on the board as it appears.
- Vocabulary II** A. Do a Closed Word Sort with the vocabulary words on the board. Ask the class to categorize the words into parts of speech: nouns, verbs and adjectives.
B. Ask students to modify any noun with each adjective.
For example: an intelligent student
Alternatively, prepare enough small sets of the words (or have students prepare them) so that each pair has a set. Partners work together to sort them into any categories that make sense to them (Open Word Sort).
- Movie** Students watch the movie. While watching, they should pay attention and find out:
1. Who is orange? (Moby)
 2. Who is frustrated? (Ben)
 3. Who is most intelligent? (Moby)
 4. Who is silly? (Ed and Moby)
 5. Who is talented? (a girl singer)
- Practice I** Students work on features from this lesson.



Level 2
5.5 Lesson Plan
 Session 1 (cont.)

Practice II

Questionnaire: What do you think? How do you feel?

Students fill in the following questionnaire. First they fill in their own column and then they walk around and ask two classmates for their responses.

For example: What do you think about a race? How do you feel when you lose?

Fill in the following with the **-ing** or **-ed** forms of the adjectives in the box. Use as many different adjectives as you can. You can add any adjectives you want.

amazing - amazed / boring - bored / confusing - confused /
 embarrassing - embarrassed / exciting - excited / frightening -
 frightened / frustrating - frustrated / interesting - interested /
 scary - scared

	Me	Name:	Name:
1. A race is...			
2. When I lose, I'm...			
3. When I win, I'm...			
4. Books are...			
5. A trip is...			
6. Forgetting to do things is...			
7. When someone hurts me, I'm...			
8. When someone likes me, I'm...			
9. Sometimes school can be...			
10. A family dinner is ...			
11. When I see a strange dog, I feel...			
12. When I meet someone new, I'm...			



Level 2
5.5 Lesson Plan
Session 1 (cont.)

Homework

- a. Write a Story Impression (at least one paragraph) using as many of the new words as possible. The story can be about anything they like.
- b. Draw or bring in a picture of three people you could describe as:
intelligent / fashionable / silly / frustrated.

Sum-up

Write the following categories on the board:

- a. Define it.
- b. Give an example.
- c. Use it in a sentence.

Roundrobin, giving each student a word. They must choose one of the categories to do with the word.



Level 2
5.5 Lesson Plan
Session 2

Warm-up

Adjective Charades

Make a card for each adjective, or tell each student a word. They must make a face or act out the adjective/emotion.

Adjectives: embarrassed, amazed, interested, frightened, confused, bored, excited.

To differentiate, students can add a sentence.

Check Homework

a. Invite volunteers to read their Story Impressions.

b. Students sit in groups according to the pictures they brought in (intelligent / fashionable / silly / frustrated people). Compare among the pictures and choose one that is the most intelligent / fashionable / silly / frustrated.

c. Groups explain their choices to the class.

Movie

Remind students of the grammar points for this whole unit:

1. comparative adjectives and adverbs
2. superlative adjectives and adverbs
3. adjectives that end in **-ing** and **-ed**
4. word order
5. prepositions of time.

Write the grammar categories on the board.

Groups of four choose one of the above grammar categories and watch the movie together. Groups should come up with examples of "their" grammar point from the movie. After the movie, they report to the class.

Practice I

Students choose one of the following settings with their partners. They take turns giving sentences about what they imagine in that place. Begin each sentence: I imagine ...

Suggested places:

in the ocean, on the beach, in a school locker, on a perfect vacation, on a camping trip, at a talent show, at a fashion show.



Level 2
5.5 Lesson Plan
Session 2 (cont.)

Practice II Students work on features from this lesson.

Reading Print out the picture of the solar system found in the Materials Provided section of the Lesson Overview.

a. Do a KWL chart and/or a brainstorming activity about the solar system.

b. Pairs read the passage in **Read It** and highlight two new facts about the solar system that you didn't discuss before reading.

c. Students answer the comprehension questions that follow the passage.

Writing Introduce this lesson's writing assignment: the compare and contrast essay in **Write It**. To differentiate instruction, you can suggest different ideas to compare and contrast, such as animals or sports. Brainstorm ideas with the class. For students who need more structure, set up the Compare / Contrast Matrix with the suggested focus questions for each paragraph. The Compare / Contrast Matrix and Word Bank are below.

Compare / Contrast Matrix

	Are they tasty?	Are the colors different?	Are they big or small?	Where do they grow?
Fruit A				
Fruit B				



Compare Contrast Word Bank

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

Homework

Do the writing assignment in **Write It**.

Sum-up

Say something about:

1. Pluto (It isn't really a planet.)
2. Jupiter (It's the biggest planet.)
3. Saturn (It has 60 moons.)
4. eight
5. the sun
6. the solar system
7. yearbook categories
8. photographs
9. fashionable clothes
10. oranges (the only fruit that has the name of its color)