



Level 2

6.2 Lesson Plan

Session 1

Check Homework Check the **Write It** assignment from the last session in L2U6L1: a letter to a friend describing a place they love to visit. Ask volunteers to read their letters aloud to the class.

Warm-up After each volunteer reads his or her letter, review the past tense by asking questions about the letter using the past simple and past progressive.

For example: Where did he visit? When did she go there? Who went with her? What did she do there? What happened when they visited the museum? What was her sister doing while she was riding the bike? What was happening while they were flying?

Remind the students of the differences between **past simple** and **past progressive**, and when they are used.

Vocabulary I Use the images in [Materials Provided](#) to teach butterfly life cycle vocabulary: butterfly, egg, caterpillar, chrysalis. You can make word cards, which the students can then use to label the pictures on the board, pocket chart or interactive board.

Watch **Words to Know**, stopping to ask questions, clarify, and give more examples and context as needed.

Movie

1. Watch the movie through once.
2. Print out and distribute the following questions (on the next page). During a second viewing, pause the movie at appropriate points to answer the questions, or use the questions as an oral or written exercise after viewing the movie. To differentiate instruction, some students can write their own questions at each pause point. Do not distribute the questions to those students.



Movie (cont.)

Level 2
6.2 Lesson Plan
Session 1 (cont.)

Questions

1. What were Ben and Moby doing while the students were coming into class?
2. What was Moby drawing?
3. What was the name of their science project?
4. What does a life cycle show?
5. How did Ben and Moby get their idea?
6. Where were they when they got the idea?
7. What was Moby doing when the butterfly landed on his hand?
8. Where did they buy the caterpillars?
9. What were they doing while they were waiting for the caterpillars to arrive? Where was Moby sitting? Where was Ben sitting?
10. How did the caterpillars arrive?
11. What was in the cup?
12. What happened to the caterpillars' skin?
13. What happened when the caterpillars stopped growing?
14. What did it look like the caterpillars were doing when they were hanging upside down?
15. What were the chrysalises changing into?



Level 2

6.2 Lesson Plan

Session 1 (cont.)

Practice I

Invite two volunteers to the front of the class. Give each a card with a different action to pantomime. The rest of the class observes. When the volunteers sit down, ask the class

1. What did [name of student A] do?
2. What did [name of student B] do?
3. What was [student A] doing while [student B] was _____?

Possible actions:

Hang up your coat. / Hold a book upside down and read it.

Talk to student B. / Ignore student A.

Make a pizza. / Make a sandwich.

Eat an apple. / Drink a cup of tea.

Touch your toes. / Touch your head.

Put on a sweater. / Take off a sweater.

Practice II

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

Homework

Complete a Word Map with 4 squares for the word cycle. Students may choose any four labels for their squares: Pictures, Examples, Non-examples, Synonyms, Antonyms, Sentences, Related Words, Characteristics, Definitions.

B. Complete the sentences with the past simple or past progressive.

1. It _____ (begin) to rain while I _____ (walk) to school.

2. I _____ (see) you at the movies last night. You _____ (sit) with Nikki.

3. While I _____ (study) at the library yesterday, I _____ (fall) asleep.

4. My hat _____ (come) off my head because the wind _____ (blow) so hard.

5. Moby _____ (pay) the fare because I _____ (hold) all the bags.



Level 2
6.2 Lesson Plan
Session 1 (cont.)

Homework (cont.) C. Complete the sentences using the new vocabulary words:

1. Last year I did a _____ about different kinds of leaves.
2. I use the _____ to look things up for school.
3. _____, I was short. Now I'm tall!
4. What time does the plane _____?
5. The chickens _____ a lot of eggs yesterday.

Words:

butterfly, caterpillar, chrysalis, come off / came off, cup, cycle, each, hang / hung, Internet, land, lay / laid, life, once, project, upside down

Sum-up

A.

1. say what they did after school yesterday.
2. say what they were doing at 8:00 last night.

B. Bring in a picture of a hen laying eggs. Pictures can be easily found on the Internet. Ask questions to elicit different forms of the verb lay.

For example: What is the chicken doing? What was she doing yesterday when we saw her? How many eggs did she lay yesterday? How many eggs does she usually **lay**?



Level 2

6.2 Lesson Plan

Session 2

Warm-up

Write this prompt on the board:

It wasn't me! I was _____.

Ask students to answer the following question by completing the above prompt: Was that you I saw yesterday? What were you doing last night at 5:00?

Check Homework

A. Check the sentences they completed.

B. Have students share their Cycle Word Maps with the class. Create two lists on the board: Cycle and Life Cycle. Make sure they know that a life cycle is a type of cycle. As they share, add their examples in the appropriate column. The content of this lesson is an example of a bigger idea. Elicit the Big Idea about life cycles: All living things grow and change.

Practice I

Project or post the [four images](#) of the Butterfly Life Cycle. With the students, review the words and label the four images: butterfly, eggs, caterpillar and chrysalis, and then have students put them in the correct sequence. To differentiate, some students can label the words, and others can write complete sentences, labeling the stages of the cycle.

Movie

1. Watch the movie.

2. Retell the events of the movie in a chain, or Roundrobin, exercise.

Homework

A. Copy and distribute the [Comic Strip](#) from the Materials Provided section of the Lesson Overview. Students write captions for each frame, using the past simple and past progressive. Some students may just label the diagrams with base verbs or phrases; others may write complete sentences. You may want to provide a word bank with suggested prompts, such as base verbs and phrases.

B. Ask the students to look for three examples of past simple sentences about the news in a book, newspaper, magazine, television, or the Internet, and to write those sentences into their notebooks.



Level 2
6.2 Lesson Plan
Session 2

Sum-up

Use the [Action Picture](#) from the Materials Provided section of the Lesson Overview of the last lesson ([2.6.1](#)) Display the picture for the class or make copies and distribute. Students look at the picture for one minute, and then turn it over. They describe what was happening in the picture from memory.

For example: Ben was climbing the tree. Moby was washing Fighter. A little boy was running.



Level 2

6.2 Lesson Plan

Session 3

Warm-up

Tell the class an anecdote using past simple and past progressive. For example: I had a very bad night last night. I was painting my room, when suddenly all the paint came off the walls!

Give students two minutes to think of an anecdote using the same pattern: This can be written on the board or a copy made for each student.

I had a very bad/good day/night yesterday. I was _____ when suddenly, _____.

Check Homework

1. Students share the news items they brought in.
2. Cut out the images of the [Comic Strip](#) and put them on display. Students post and explain their labels.

Practice

Students work on features from this lesson.

Reading

Remind the students that in the last lesson ([2.6.1](#)), they read and practiced writing descriptive paragraphs. They learned how using adjectives and imagery helps readers imagine what's in the writer's head.

1. Read the **Read It** to the class. You may want to read the dialogue with a student.
2. Students answer the comprehension questions.
3. Students reread the dialogue in pairs.
4. Copy and distribute the Five Senses Chart at the end of this lesson for the students to complete. Have them identify a word, phrase, or sentence from the **Read It** for each of the categories.
5. In part B, students draw one of the images from the complete Five Senses Chart. When finished with their pictures, students place them in on a table in the center of the room. Working in small groups, or as a whole class, students take turns describing their own picture with as much detail as possible. When the other students think they know which picture is being described, they raise their hands and guess and identify the picture.



Level 2
6.2 Lesson Plan
Session 3 (cont.)

Writing	Explain the Write It assignment: to write a dialogue about something fun they did this past month. Brainstorm ideas with the class, including some sample sentences. Remind them to use adjectives and imagery to describe what they saw, heard, smelled, tasted, and touched. They should also use the past simple and past progressive tenses.
Homework	The homework is the Write It assignment, to write a dialogue describing something fun you did in the past month.
Sum-up	Invite the class to think of a big or important event that recently happened in the news. When and where did it happen? What were they doing when they heard the news?



Level 2
6.2 Lesson Plan
Session 3 (cont.)

Five Senses Chart

A. Directions: Identify and write down a descriptive word, phrase, or sentence from the **Read It** for each of the categories. If you are unable to identify a word, phrase, or sentence for any of the senses, then write one that makes sense with the **Read It** story.

For example: I ate a tasty cheese sandwich on crunchy bread.

See	
Hear	
Smell	
Taste	I ate a tasty cheese sandwich on crunchy bread.
Feel	

B. Draw one of the images from the Five Sense Chart.