



**Level 2**  
**1.3 Lesson Plan**  
Session 1

**Check Homework**

Go over the **Write It** assignment.

**Warm-up**

Make two columns on the board: **Regular** and **Irregular Verbs**.

- a. Introduce the 7 new verbs in this lesson:  
begin / follow / roar / read / run away / scream / send  
Write these in the appropriate column with their past form.
- b. Teach the rest of the new words: literature / story / mailman / package / trip / forest / scary / nightmare
- c. Ask students to look at the new words. Can they guess what the movie is about? Ask if they can give a 1-2 sentence summary of their guesses, using the new words.

**Movie**

Watch the movie. Who guessed correctly?

**Practice I**

After viewing the movie, use the Language Experience Approach to retell the story. LEA is an activity for reading and writing instruction based on personal experiences of the students.

Students retell the events of the movie and you write them down on the board or on chart paper. Do not correct their mistakes; write the sentences just as they are dictated by the students.

Once the story is complete, read it with the class, eliciting corrections, re-ordering the sequence, choosing different vocabulary words, etc. The story can be read multiple times. Have students copy the passage in their notebooks.

**Practice II**

Write the subject and object pronouns on the board. Ask students to copy them into their notebooks. Explain the difference between the two, using sample sentences from the movie.

*For example:* He gave me a book.  
It scared them.  
Help us!

Prepare these sentences on cards, large enough to see from the back of the room. Cut up as follows. Keep each sentence separate:

- a. The mailman / brought / us / a package.
- b. We / bought / him / a book.
- c. He / sent / me / a gift.
- d. He / followed / them.
- e. Give / me / one of those apples.



**Level 2**  
**1.3 Lesson Plan**  
**Session 1 (cont.)**

**Practice II (cont.)** Students work in groups of three or four. Each group receives a sentence; each student receives a card. Each group takes a turn in front of the class. You ask for the subject to come up, then the verb. Now ask, "What did the mailman bring?" and the direct object goes up. Ask, "Who did he bring it for?" The student with the indirect object card goes up, and puts it in the right place.

Continue with each group. Sentence (d) only has a direct object, so point out that an object pronoun can be either. The last sentence is a challenge, so you can give this to a group who requires the challenge. Remind them that it's an imperative verb and the subject "you" is implied.

**Homework**

1. Make sentences from the words.
  - a. sent / us / a / Grandfather / package
  - b. ran away / them / He / from
  - c. me / The mailman / for / a letter / had
  - d. began / them / It / to roar / and / followed
  - e. terrible / a / He / nightmare / had
2. Are the following sentences **True** or **False**?
  - a. Ben and Moby like scary literature. True / False
  - b. Nikki and Ed were in the forest. True / False
  - c. The monster roared and screamed. True / False
  - d. Ben and Moby took funny stories to read on their camping trip. True / False
  - e. The children ran away but the monster followed them. True / False
3. Correct the false sentences.

**Sum-up**

Complete the sentences with one of the pronouns. Make sure the object pronouns are still on the board.

- a. Tell \_\_\_\_\_ what's wrong. (point to yourself)
- b. Take Ben and show \_\_\_\_\_ the yard.
- c. Go to your room and clean \_\_\_\_\_.
- d. Call Nikki and tell \_\_\_\_\_ the story.
- e. They took \_\_\_\_\_ on a trip. (point to us)
- f. They sent the boys home and gave \_\_\_\_\_ a lot of homework.
- g. Mary Shelley wrote \_\_\_\_\_.
- h. Go and tell \_\_\_\_\_ everything you know. (point to a group of students)
- i. We're coming. Please give \_\_\_\_\_ time.
- j. She's new. I don't know \_\_\_\_\_.



**Level 2**  
**1.3 Lesson Plan**  
**Session 2**

**Warm-up**

In pairs, students ask and answer questions using “Do you like...” or “Do you know...” Write a list of possible prompts on the board, with the students’ help: pizza, sushi, scary movies, any popular TV show or movie, any movie star or famous person, etc. They must answer with an object pronoun. Do an example with a student. You can write the model on the board, if students need more direction.

Student A: Do you like Brad Pitt?

Student B: Yes, I love him. Do you like Angelina Jolie?

Student A: No, I don’t like her.

For even more direction, you can put this table on the board:

		him
Yes, I	like	her
No, I don’t	know	it
		them

If you have time, do this as a chain drill, so the whole class can hear the exchanges. If not, then all the pairs do it at the same time. Afterwards, a few pairs can volunteer to share.

**Check Homework**

Check the two exercises. As students read their answers, ask them to write the new words on the board.

**Practice I**

Connect Two

Ask students to look at all the new words that are on the board and find a connection between any two words, using the model:

\_\_\_\_\_ and \_\_\_\_\_ are connected because \_\_\_\_\_.

*For example:* **Literature** and **read** are connected because they’re about books.

**Movie**

Write the object pronouns on the board in a row. Students copy the pronouns in a row.

As students watch the movie, pause it at the appropriate pronouns, and ask the students to write down which character(s) or article(s) the pronouns refer to.

(me - Ben; you - Moby; him - grandfather; it - the package, book; us - Ben and Moby, the children in the book; them - the children, the books)

**Practice II**

Students work on specified features from this lesson at the teacher’s discretion. Allot 20 minutes for this activity.

**Homework**

1. Study the new words for a dictation. Be prepared to write five sentences with the new words.
2. Practice reading the selection in **Read It**.



**Level 2**  
**1.3 Lesson Plan**  
Session 2 (cont.)

**Sum-up**

Students stand in two rows facing the board. The new words and pronouns are still on the board. Read out a definition. The first student to touch the word on the board is awarded a point for his/her team.

Definitions:

- a. a terrible dream (nightmare)
- b. you and me (us)
- c. many trees (forest)
- d. he brings letters (mailman)
- e. go after (follow)
- f. you read or tell it (a story)
- g. going away (a trip)
- h. a box the mailman brings (a package)
- i. books and stories (literature)
- j. what Ben likes to read (scary stories)
- k. to shout (scream)
- l. him and her (them)



**Level 2**  
**1.3 Lesson Plan**  
Session 3

**Dictation**

Slowly dictate each word twice.

The words: begin (began) / scary / mailman / scream / nightmare / literature / send (sent) / trip / forest / run away (ran away) / story / follow / package / read (read) / roar

Based on their preparation at home, students choose five words and write sentences with them.

**Check Homework**

Go over the **Read It** with the class.

**Discussion**

Go over the questions from **Read It**. Discuss Mary Shelley's life and book.

- a. Why did she run away? (Because she fell in love and her father didn't like it.)
- b. How old was Mary Shelley when she wrote the book? (19)
- c. Why did she decide to write a scary book? (She read a scary story together with friends and they all decided to write scary stories.)
- d. Who is Frankenstein in Mary Shelley's book? (Victor Frankenstein is a doctor who made the monster.)
- e. What other story do you know about a man who makes a monster or a doll that talks, walks and has feelings? (Pinocchio is one example.)
- f. What do you need to do if you want to write a good book? (Have a good idea for the book and know how to write well.)
- g. Why didn't Mary Shelley write her name on the book? (Because people didn't like women writers.)

**Movie**

Ask students to read the following sentences. Then while watching the movie, they must number the sentences. What happened first?

- a. \_\_\_ Grandfather sent the books.
- b. \_\_\_ Ben and Moby went on their trip.
- c. \_\_\_ Mary Shelley wrote *Frankenstein*.
- d. \_\_\_ Moby was hungry.
- e. \_\_\_ Ben told grandfather that he liked scary books.
- f. \_\_\_ Moby gave Ben an apple.
- g. \_\_\_ The mailman brought Ben a package from Grandfather.
- h. \_\_\_ Ben fell asleep.
- i. \_\_\_ Grandfather bought the books.
- j. \_\_\_ Ben read *Frankenstein* in school.



**Level 2**  
**1.3 Lesson Plan**  
Session 3 (cont.)

**Game**

Class Survey

Make a copy of the survey at the end of this session for each student.

- a. Students walk around and ask their peers about their reading habits. Questions and answers must be in English only!
- b. Students write their names in the appropriate column. Allot 10 minutes for this stage.
- c. Students now go back to their seats and count how many answers they have in each column.
- d. Students report their findings to the class.

**Homework**

Write the assignment in **Write It**.

**Sum-up**

Remind students what they did today: dictation / reading and talking about Mary Shelley and her book / the movie / a class survey

Take a vote: What was most interesting?  
What did you learn the most from?  
What was scary?  
What do you want to do again?  
What do you think you'll remember?



**Level 2**  
**1.3 Lesson Plan**  
Session 3 (cont.)

**CLASS SURVEY: Reading Books**

Questions	Names	
	Yes	No
1. Do you like to read books?		
2. Do you read before going to sleep?		
3. Do you read books on the computer?		
4. What books do you like? Scary books?		
Books about love?		
Books about school?		
Books about magic and magicians?		
Sad books?		
Funny books?		
5. Did you read <i>Frankenstein</i> ?		
6. Do you want to read it?		
7. Do you want to be a writer?		
<b>How many: Yes/No?</b>		