



Level 2
5.3 Lesson Plan
Session 1

Warm-up

Bring in a picture of an elephant, and show it to the class, saying: "An **amazing** thing happened yesterday. I saw an elephant in the street! I was **amazed!**"

Ask students to make up an amazing thing that they saw.

"And then I went to a movie. It wasn't interesting. It was **boring**. I was bored, so I left."

Ask students to finish this sentence: I was **bored** because _____.

Vocabulary I

a. To introduce the new vocabulary, watch **Words to Know**, stopping to give examples, clarify, and put the words in a meaningful context. Do not give added explanations for the -ing/-ed adjectives, since another activity with those words follows.

Point out the irregular plural of **leaf**. Do they know other words that follow this rule? (thief, scarf, yourself)

Vocabulary II

In pairs, students predict what the movie will be about, based on the new vocabulary. They work together to write a few sentences using the new words. Call on volunteers to read their predictions.

Practice I

Use a Concept Attainment model to introduce participial adjectives (adjectives ending in -ed and -ing). Concept Attainment is an instructional strategy where students figure out the characteristics of a group or category, based on examples. Examples are given until students can identify the target concept. Examples can be pictures, word cards, or realia (real objects). Students who think they have guessed then test their ideas by suggesting examples.

With this strategy, students use cognitive strategies and higher order thinking skills, such as classifying, identifying characteristics and relationships, and applying new ideas while using the target vocabulary and concept. This strategy can be used at any level, and is a good differentiating technique, since students' guesses are so varied.



Level 2
5.3 Lesson Plan
Session 1 (cont.)

Practice I (cont.) Directions:

1. Print the images from the Materials Provided section. Next, make cards/strips of the following (suggested) sentences, with the participial adjectives in red. Add more examples, if needed.
 - a. That book was really **interesting**.
 - b. I was **interested** in the book.
 - c. It was **embarrassing** when I made a mistake.
 - d. I was so **embarrassed** when everybody laughed.
 - e. The problem is **confusing**.
 - f. I don't understand. I'm **confused**.

2. Tape the pictures and sentences on the board or use a pocket chart or interactive board. Put them up one by one, in two columns: -ed adjectives / -ing adjectives. Write the adjectives by the pictures. Do not label the columns, and don't give any explanations. Do a few examples, then ask the class in which column you should put the next one. Continue putting up all the examples, asking the students each time.

3. Procedure:

Put up the picture of the basketball game. Say, "This is **exciting**."

Put up the picture of excited Ben. Say, "Ben is **excited**."

Put up picture of the monster: "That is **frightening**."

Put up picture of "amazed" - watching the fireworks: "They are **amazed**."

As you show the next pictures and sentences, ask the class which side you should put them on. If they are wrong, simply put it on the correct side, but offer no explanation. The point is for the students to think about the similarities/relationships among the examples, and then be able to identify the characteristics of the two columns.

Continue with all of the pictures and sentences, writing the adjectives by the pictures. If they need more examples to test their guesses, then you can add sentences, such as:

History is _____. (interest)

I am _____ in history. (interest)

There's nothing to do. I'm _____. (bore)

I fell asleep while I was watching the movie. It was so _____.
(bore)



Level 2
5.3 Lesson Plan
Session 1 (cont.)

Practice I (cont.) 4. When all the pictures and sentences are up, ask the class what the difference is between the two sides. They will see that one side is **-ing** adjectives and the other is **-ed** adjectives. But the more difficult and higher order thinking question is "Why? What is the difference between the two columns?" Write down students' answers under each side. In the end, they will have defined the concept and differentiated between adjectives that take **-ing** and **-ed**.

Sample answers:

<u>-ing adjectives</u>	<u>-ed adjectives</u>
cause of a feeling	a feeling / how you feel
active	passive

Movie Watch **Facts to Know** to review what the students just learned. Then watch the movie.

Students watch the movie.

Discuss how close their predictions were, and what the differences were. In the discussion, encourage students to use the new words.

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

Homework

A. Circle the correct word.

1. It's very (bear / dark) outside. You'd better take a (flashlight / sign).
2. I think autumn is (amazed / amazing) because the (map / leaves) on the trees have different colors.
3. She saw a big (frightening / confusing) bear when she was on her (way / nature) to school last week.
4. We're (confused / embarrassed) about where to go, and we can't see anything because there's not enough (light / cave) here.
5. He's (boring / bored) because he has nothing to do all day.
6. I have something very (embarrassing / frightened) to tell you.
7. Your story wasn't very interesting, so I became (boring / bored) and fell asleep.

B. Write sentences with the words you didn't circle.



Level 2
5.3 Lesson Plan
Session 1 (cont.)

Homework (cont.) C. Fill in the **-ing** or **-ed** form of the adjectives:

1. I was very _____ when he told me his _____ story.
(confuse)

2. His _____ ideas made everyone feel very _____.
(excite)

3. He was _____ when he read the _____ story
the little boy wrote. (amaze)

4. Don't be so _____. I don't think you did anything
_____. (embarrass)

5. I think it's _____ to be all alone in a dark forest.
I'm _____ of the dark, aren't you? (frighten)

Sum-up

A. Roundrobin. Change the adjective after every few students.

1. What is tiring for you? Confusing? Embarrassing?

2. When are you amazed? Frightened? Bored?

B. Write on the board: That's _____! I'm _____!

Show flashcards of the **-ing/-ed** adjectives, point to them on the board,
or simply say them. The students then say them in one of the two
phrases.



Level 2
5.3 Lesson Plan
Session 2

Warm-up

A. Tell a simple story illustrating the idioms “Where there’s a will there’s a way” and “Turn over a new leaf.” Write the idioms on the board when you’ve finished.

For example: I never wanted to go camping because I was always frightened of the dark. I hated caves and nature. It was embarrassing. But finally, I decided that I had to do it. I wanted to turn over a new leaf, and not be frightened. So I used a flashlight and a map, and I was finally able to go camping. I even went into a cave! Where there’s a will there’s a way.

- Ask students if they can guess the meaning of “will” in the context of the idiom.

- Ask if anyone can tell a story illustrating either or both of the idioms.

Check Homework Check the homework assignments.

Vocabulary

Do a Word Map with the word **nature**. Do it together as a class or in pairs. With pairs, pass out the Word Map graphic organizer found in the Materials Provided section of the Lesson Overview. The labels of the four squares can be modified according to the students’ level, such as Pictures, Examples, Non-Examples, Synonyms, Antonyms, Characteristics, Sentences, Related Words, Definition. 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.

Pairs present their graphic organizers as time permits.

For example:

Word: Nature

Examples: forest, camping, trees

Non-Examples: city, lots of houses

Picture: (whatever they draw)

Definition: things that aren’t made by people or machines.



Level 2
5.3 Lesson Plan
Session 2 (cont.)

Movie

A. Watch the movie.

B. Make sentence strips of the sentences below. After the movie, pairs work together to sequence the events according to the movie.

___ Moby tries to tell Ben something.

___ They are frightened by a strange noise.

___ Ben takes out his flashlight.

___ Ben is amazed by the colorful leaves.

___ Moby doesn't think nature is boring.

___ They're embarrassed because it was only a small rabbit.

___ They're confused and don't know which way to go.

___ They run away from a frightening bear.

___ Moby sees a cave.

___ Ben is excited when the birds are singing.

(8, 3, 7, 1, 10, 4, 5, 9, 6, 2)

Practice I

Give students the following sentences, using verbs. They respond, using -ing/-ed adjectives.

For example:

This subject interests you. (It's interesting.)

Describe yourself/how you feel. (I'm interested.)

a. Singing embarrasses you.

b. Running tires you.

c. Bears frighten you.

d. The problem confused you.

e. Nature amazes you.

f. The movie bored you.



Level 2
5.3 Lesson Plan
Session 2 (cont.)

Practice II

Hand out Danny's diary, below. Pairs write sentences about Danny's feelings every day, using **-ing/-ed** adjectives. Before students start writing, elicit which form of the adjective they'd use in these sentences. Do one as an example.

For example: On Sunday, Danny is / was / feels / felt excited.

Danny's Diary

SUNDAY The sun is shining. I feel very happy.
MONDAY I went to school. I worked all day. I want to sleep.
TUESDAY It's my birthday. My friends are coming. It's wonderful, but I feel shy.
WEDNESDAY I didn't do much.
THURSDAY I saw a scary movie.
FRIDAY I can't decide what to do on Saturday.
SATURDAY I decided to go to a show. It made me think about many things.



Level 2
5.3 Lesson Plan
Session 2 (cont.)

Homework

Look at Danny's diary and write your own weekly diary.

Write what happened and how you felt.

Don't forget to use **-ed** adjectives when you talk about your feelings.

Sum-up

Write each of the new words on a slip of paper. Call on volunteers to pick a word and pantomime it to the class.

Put the words in the right order to make sentences.

1. a way / there's / a will / there's / where

2. went to / an amazing / we / show

3. a / turn over / leaf / new

4. embarrassed / you / my story / I'm too / to tell

5. you / frightening / do / movies / like?

6. can't / anything, / I / dark / it's / see / too



Level 2
5.3 Lesson Plan
Session 3

Warm-up Ask volunteers to come up and relate something amazing / interesting / embarrassing / confusing that happened to them this morning or yesterday. You can start with a personal example.

Check Homework Check the homework assignment.

Reading Put the Compare / Contrast Word Bank below on the board, or make a poster of it to keep up in the room.

Compare / Contrast Word Bank

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

Students go through the **Read It** passage and underline Compare signal words, and circle Contrast signal words. Add any new words to the Word Bank. Below are the signal words found in the **Read It**.

Compare (underline)

Contrast (circle)

all

different

too

but not

both

than

like

but

same



Level 2
5.3 Lesson Plan
Session 3

Homework Students complete the writing assignment in **Write It**. Explain the assignment in class.

Sum-up	What is the opposite of:	Find another word for:
	1. interesting (boring)	1. exciting (amazing)
	2. light (dark)	2. scared (frightened)
	3. frightened (brave)	3. not interested (bored)
	4. interested (bored)	4. scary (frightening)
	5. not exciting (amazing)	5. shy (embarrassed)
	6. understand (confused)	6. excited (amazed)