



Level 2
6.5 Lesson Plan
Session 1

Materials	<p><u>Materials provided:</u> Mobylocks Sentence Strips (found at the end of this lesson)</p> <p><u>Suggested additional materials:</u> a variety of fairytales A book of <i>Goldilocks and the Three Bears</i> Venn Diagram</p>
Check Homework	Review the Write It assignment from the last session in L2U6L4: a speech about helping the environment. Invite volunteers to read their speeches to the class.
Warm-Up	Bring several fairytales to class. Ask if students what their favorite fairytales are. Jot the list on the board. Then ask students what is the same in all fairytales. You can provide an example to get the discussion started, such as "magic." Make a list of students' responses on the board.
Vocabulary I	Watch Words to Know , stopping to ask questions and give more examples and context as needed. Ask students if they can predict what the movie will be about.
Vocabulary II	Students participate in a Story Impression exercise. Partners write a one-paragraph story or fairytale together using some of the featured vocabulary words. Challenge those who want it to include as many vocabulary words as possible. When they have finished their stories, invite them to share them with the class.



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Movie

1. Read a traditional version of *Goldilocks and the Three Bears* to the class. Have students identify the fairytale elements you discussed earlier, using the list you created with the class.
2. Watch the movie
3. Partners use the sentence strips found below to sequence the events from the movie. Check the answers together on the interactive board, pocket chart, or tape the sentence strips to the board.
4. To review the next day, have students sequence the strips again, but this time without discussion.
5. Compare *Mobylocks* and *Goldilocks* in a class discussion. Create a simple Venn diagram on the board as students identify similarities and differences

Practice I

Invite five volunteers to the front of the room, bringing with them a few items, such as a book, some pens, a sweater, etc. Some of the items should be in multiples and others single items to practice plural and singular verb forms. Each volunteer puts his or her items on a table at the front of the classroom. The volunteers stand in a row behind the table. Students say who the items belongs to using full sentences.

For example: The blue sweater belongs to Diana.

On the board, create two columns, one labeled **belongs to** and the other **belong to**. Write the sentences on the board, or ask another volunteer to write them, in the correct column. After students have responded, elicit from them the difference between the two columns.

Practice II

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



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Homework

A. Complete the sentences with the correct form of the verb in parentheses.

1. I usually _____ with you. (agree)
2. _____ you _____? That's not fair. (peek)
3. Can you _____ what will happen in the future? (predict)
4. I _____ down when I get home today. (lie)
5. Yesterday, I _____ down, too. (lie)
6. This pencil _____ to me. Those pens _____ to me. (belong)

B. Complete the sentences with the correct form of one of the new words from this lesson.

1. This book is theirs. It _____ to them.
2. I love these chocolate cookies, but I like the white part in the _____ the best.
3. In the winter, I like to have hot _____ for dinner.
4. I don't like to sit in that chair. It's too _____.
5. I see she's tired. She's _____ a lot.

The Words:

agree, belong, downstairs, end, fairytale, hard, lie / lay, middle, once upon a time, peek, predict, someone, soup, upstairs, yawn

Sum-up

1. What happened in the beginning of the movie? In the middle? At the end?
2. What do you do every evening? What are you doing now? What did you do last night? What will you do tomorrow?



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Mobylocks Sentence Strips

Work with a partner to put the sentences in the right order.

Once upon a time, Mobylocks went for a walk in the woods.
He walked and walked and walked. Suddenly, he saw a little house.
Mobylocks knocked on the door, but no one was home. He peeked in and went inside.
Mobylocks saw three bowls of soup on the table.
The soup in the first bowl was too hot.
The soup in the second bowl was too cold.
The soup in the third bowl was just right, and Mobylocks ate the whole thing.
Mobylocks went upstairs to lie down.
The big bed was too hard.
The bed in the middle was too soft.
Mobylocks lay in the smallest bed because it was perfect.
The three bears came home, and wondered who tasted their soup.
The three bears went upstairs and saw that someone was lying in Baby Bear's bed.
Mobylocks jumped out the window and ran away.



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Warm-up Have the following sentences on the board for students to complete using a form of **lie** or **lay**:

1. I usually _____ down after basketball practice. (lie)
2. You look tired. You should _____ down. (lie)
3. Yesterday, I _____ down at 7:00 and fell asleep. (lay)
4. Don't talk loudly. Mom is _____ down. (lying)

As students are getting settled, pick up some of their things and ask: Who does this/do these belong to?

Check Homework Review the homework sentences from last session on the board.

Movie Watch the movie.

On a second viewing, mute the sound and have students act out the parts.

Practice I Students use the features from this lesson.

Practice II Review with students the tenses they've been learning about in this unit: present simple, present progressive, past simple, past progressive, future, modals. Write them on the board with examples. To further review the various tenses, write the following cloze sentences on the board for students to complete with the correct tense of the verb "to study." You may also challenge students to turn the statements into negative statements and questions, too. Clarify any questions they may have. Students will also apply these tenses to the [Read It](#) activity that follows.

1. Ben _____ right now.
2. Ben always _____ in the evening.
3. Ben _____ for two hours last night.
4. Ben _____ last night when I called.
5. Ben _____ all day tomorrow.



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Reading

1. The **Read It** passage is about fairytales. Read the passage with the class, and guide students to answer the comprehension questions.

2. Prompt partners to make connections with fairytales they know. Who are the heroes and/or villains they know? What magical things happen in the fairy tale?

3. Reread the **Read It** passage, this time to review verb tenses. The passage has examples of all the verb forms they have learned. Read each sentence slowly. Students shout out the name of the tense as you say each verb. Stop to clarify, as needed.

Note to teachers: Be sure to check out the Reader's Theater activity. It can be found in the **Extra Practice** tab of the **Teaching Tools**.

Homework

The **Write It** assignment: students choose a fairytale and describe it in an essay. They can use the discussions they just had with their partners and the previous class discussions and charts. Remind students to use descriptive adjectives and images, and pay attention to verb tenses. They can use the **Read It** as a model.

Sum-up

3-2-1

Ask students to tell you:

3 things they learned about fairytales.

2 things that belong to them.

1 thing they don't agree with their parents about.