



Lesson Plan For Unit 1 (Part 1)

 45 min

Theme: Appreciating Poetry

Focus:	Grammar	Vocabulary	Comprehension	Writing
	• Statements • Questions • Exclamations • Imperatives	• Homonyms • Homographs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. identify the four different sentences: statements, questions, exclamations, imperatives,
2. answer questions based on a visual text.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. A poem 'Second Chance' by Susan Eckenrode
3. A poem 'Bee on my Nose' by R. Wayne Edwards
4. Visualizer projector
5. A bag
6. Strips of papers with one of the four different types of sentences written on each of them
7. A card divided into four parts with the headings 'Statements', 'Questions', 'Exclamations' and 'Imperative Sentences'
8. Glue

Introduction / Warm-up Activity (10 min)

1. Show the poem 'Second Chance' on the visualizer projector. Let the students read it. Ask the students what it is. Then, discuss with the students what the poem is about.
2. Show the students the poem 'Bee on my Nose' on the visualizer projector. Let the students read it. Then, discuss with the students what the poem is about.
3. Ask the students if they enjoy reading or writing poems.

Lesson (20 min)

1. Highlight to the students that there are four different types of sentences found in both poems. Write the word 'Sentences' on the whiteboard. Tell the students that there are 4 types of sentences. Draw line extensions from 'Sentences' and write 'Statements', 'Questions', 'Exclamations' and 'Imperative Sentence'.
2. Tell the students that a statement is also known as a declarative sentence. Write 'Declarative sentence' below 'Statements' on the whiteboard. Explain to the students that a statement or declarative sentence is used to talk about things. A statement starts with a capital letter and ends with a full stop (.). Show the students some examples of statements. Then, get them to construct sentences that are statements. Write the students' sentences on the whiteboard next to 'Statements'.

Example:

- We read two poems just now.
 - My friends prefer the first poem to the second one.
3. Point to 'Questions' on the whiteboard. Tell the students that a question is also known as an interrogative sentence. Write 'Interrogative sentence' below 'Questions' on the whiteboard. Explain to the students that a question or interrogative sentence is used to ask for information. A question starts with a capital letter and ends with a question mark (?). Point out to the students that a question usually starts with question words such as the 7Ws - 'who', 'what', 'where', 'when', 'why', 'whose' and 'which' – and 'how'. Show the students some examples of questions. Then, get them to construct sentences that are questions using the question words. Write the students' sentences on the whiteboard next to 'Questions'.

Example:

- When did we read the poem?
- Why was the puppy called Second Chance?

Point out to the students that there are also questions with a 'yes' or 'no' answer. These questions start with 'do', 'does', 'have', 'was', etc. Show the students some examples of questions using 'do', 'does', 'have', 'was', etc. Then, get them to construct questions starting with these words. Write the students' sentences on the whiteboard next to 'Questions'.

Example:

- Do you like poems?
- Have we found a poem to memorize for the concert?

Lastly, tell the students that there are also questions that start with modals such as 'can', 'must', 'would', etc. Show the students some examples of questions using modals. Then, get them to construct questions starting with modals. Write the students' sentences on the whiteboard next to 'Questions'.

Example:

- Must we memorize these poems?
 - Can you compose a poem all by yourself?
4. Point to 'Exclamations' on the whiteboard. Tell the students that an exclamation is also known as an exclamatory sentence. Write 'Exclamatory sentence' below 'Exclamations' on the whiteboard. Explain to the students that an exclamation or exclamatory sentence is used to show strong feelings such as being surprised or angry. An exclamation starts with a capital letter and ends with an exclamation mark (!). Show the students some examples of exclamations. Then, get them to construct sentences that are exclamations. Write the students' sentences on the whiteboard next to 'Exclamations'.

Example:

- What an interesting poem!
 - It was so hilarious!
5. Point to 'Imperative Sentence' on the whiteboard. Explain to the students that an imperative sentence is used to give orders or make polite requests. An imperative sentence starts with a capital letter and ends with a full stop (.). Point out to the students that an imperative sentence usually starts with a verb in its base form. It can also start with 'please'. Show the students some examples of imperative sentences. Then, get them to construct sentences that are imperative sentences. Write the students' sentences on the whiteboard next to 'Imperative Sentence'.

Example:

- Please put back the poetry book.
 - Stand up.
6. Refer the students to the two poems that are used in the introduction of this lesson. Get the students to identify the four different sentences.

Additional Activities / Closure (15 min)

1. Put the students into groups. Each group has a card that has the headings 'Statements', 'Questions', 'Exclamations' and 'Imperative Sentences'. Each member of the group comes to the front of the class to pick two strips of paper from the bag. They then have to discuss as a group the type of sentences they are and to stick them under the correct headings on the card. At the end of the lesson, the groups are to hand up their cards to you. You will go through each card on the visualizer projector and check if the sentences are placed in the correct headings.
2. Tell the students to turn to **page 1 – 6 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 1, page 3, page 4 and pages 5 – 6** before reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 10 – 12** as homework. You may want to discuss with the students the visual text on **pages 10 – 11**. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Refer the students to the two poems used in class earlier. Ask them what the common topic for the two poems is. Then, encourage the students to find a poem that talks about animals too. Get them to type out the poem on the computer and decorate their piece using MS Word. Select a few of the students' work and pin them on the English notice board.