



# Lesson Plan For Unit 4 (Part 1)

45 min

## Theme: Let Me Tell You A Story

| Focus: | Grammar   | Vocabulary  | Comprehension                       | Writing   |
|--------|---|---|-------------------------------------|---|
|        | <ul style="list-style-type: none"> <li>Expressions showing possession</li> <li>Phrasal verbs</li> </ul> | <ul style="list-style-type: none"> <li>Prefixes 'uni', 'bi', 'tri', 'quad', 'octo', 'semi' and 'multi'</li> <li>Saying verbs</li> </ul> | Answering questions based on a poem | Writing a story based on pictures using guiding questions and helping words |

### Lesson Objectives

Students are able to

- use expressions to show possession,
- use different saying verbs,
- answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 4
- A chapter from the storybook 'The Case of the Lost Boy' by Dori Hillestad Butler
- Word cards (refer to the words in the box on [page 30](#))
- A parcel that is wrapped in different coloured paper and has written instructions on some layers

### Introduction / Warm-up Activity (10 min)

- Show the students the storybook and its title. Then, read the students a chapter from the story.
- After reading, let the students name the characters in the story. Elicit from the students what the story is about. Write the students' responses on the whiteboard. Get the students to discuss the feelings that the dog, King, goes through after losing his family.

### Lesson (20 min)

- Use the storybook to ask the students questions so that you can write their responses on the whiteboard. Make sure the answers to your sentences show the possessive form of nouns.

*Example:*

- Who lives in National Guard? (Kayla's mum)
- Whose cage is next door to King's? (Sam's cage)
- What did Uncle Marty throw to the back seat of the car? (King's collar)

Point out to the students that to show that something belongs to something/someone else, an apostrophe is used. Use a different coloured marker and go over the apostrophe in each of the responses made by the students when you asked them questions about the story.

- Write at least three sentences on the whiteboard, still using the context from the storybook.

*Example:*

- The dogs' cages were locked.
- My people's names are Kayla, Mum and Dad.
- The humans' clothings have a smell that is familiar to King.

Once again, point out to the students that the apostrophe is used here to show that something belongs to something/someone else. However, highlight to them that the noun in each of the

sentences is plural ('dogs', 'people', 'humans'). Tell the students that they have to be careful where they place the apostrophe in such cases. Point out to the students that the apostrophe is placed after a plural noun such as 'dogs' and 'humans' to show possession. When the plural noun such as 'people' or 'children' is used, adding an apostrophe 's' is placed behind the nouns.

3. Tell the students that they can also use 'of' to show the possessive form of nouns.

**Example:**

- Next to the legs of the table were some dog biscuit crumbs.
- The soles of the shoes smelt of moles.

Ask the students questions pertaining to the sentences given in the examples. Get them to tell you who or what something belongs to.

**Example:**

- What legs had dog biscuit crumbs next to them? (the table)
- What soles smelt of moles? (the shoes)

Get them to construct sentences using 'of' to show the possessive form of nouns.

4. Tell the students that possessive adjectives and possessive nouns are also used in sentences to show possession. Explain to them that a noun must come after a possessive adjective to show what belongs to the person or animal.

**Example:**

- King is her dog.
- King does not want to go to their house to stay.

Write down the other possessive adjectives such as 'my', 'your', 'her', 'his', 'our' and 'its'. Get the students to construct sentences using the possessive adjectives. Write their sentences on the whiteboard. Underline the possessive adjectives.

5. List out the possessive pronouns 'mine', 'yours', 'his', 'hers', 'theirs', 'ours' and 'its' on the whiteboard. Tell the students that they do not need to have a noun after it.

**Example:**

- The dog belongs to Kayla. The dog is hers.
- King now belongs to the lady and her son. King is theirs.

Get the students to construct sentences using the remaining possessive pronouns. Write their sentences on the whiteboard. Underline the possessive pronouns.

6. Write the sentence 'My people said they were coming back' which was said a few times by King in the story 'The Case of the Lost Boy'. Get the students to read the sentence with you. Next, tell the students that you are going to show them some word cards which will tell them how to say the sentence in different ways. After reading each sentence in a different way according to the word stated on the word card, elicit from the student what the word means. Elicit from them how the tone and expression were when they read the sentence differently.

### **Additional Activities / Closure (15 min)**

1. Get the students to form a circle. You will give one of them a parcel and he will need to pass the parcel to the student on his right when the music is played. When the music stops, the student has to unwrap the first layer of the wrapping paper to see if he has to do a 'penalty'. The 'penalty' comes in the form of completing sentences with the correct possessive adjective, identifying where the apostrophe should be placed in a sentence and reading a sentence in different ways (saying verbs). After the student has given the answer, the rest of the class checks if it is correct before continuing the game.

2. Tell the students to turn to **pages 27 – 29 and page 32 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **pages 27 – 29**. 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 33 – 34** as homework. Read the poem together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Put the students into groups of three. Each member in the group gets to pick a word card from a deck of saying verbs. After choosing their word card, they have to prepare a speech to introduce themselves in not more than 5 sentences. If they have chosen a word card with the saying verb 'mumbled', they have to present themselves to the rest of the class, mumbling the 5 sentences. Let the class have a good time laughing at the way they introduce themselves.