

OPEN SESAME

LESSON PLAN-

Time	Aim / Activities	Teaching Materials	Notes
Abra Cadabra Lesson 1 (Week 2) A206-1 Class Mon. ~Fri. Sample Planner2			
15 minutes	<p>2 mins. Roll Call Greetings: How are you everyone? I am (fine / great /so, so/ terrible).</p> <p>2 min ~ Aim: Introduce the concept of “new.”</p> <ul style="list-style-type: none"> ● Bring two identical items to the class, one brand-new, and the other one used. This is to show the contrast between new and old. <p>1 min ~ Aim: The teacher can simply read over the “Example” dialogue. (The use of body-language is strongly advised)</p> <ul style="list-style-type: none"> ● Write down the dialogue on the whiteboard <p>5 mins ~ Aim: Self-introduction & Greetings—Part I Listen to and watch the teacher playing the speaking roles of Kenny</p> <ul style="list-style-type: none"> ● Pick two students from the class and put them in the front of the class. (they may sit down on the chairs) ● The teacher will tell the class that you (the teacher) are Kenny; and, assign roles of Bert and Barry to the other two students. ● The teacher will come in from the door, and walk up to them. ● Once there facing the other two students, the teacher will initiate the “self-introduction” process: “Hi, my name is Kenny. Are you all new?” ● Ask student A (Bert) to respond to your question and then introduce student B (Barry) to you. ● The teacher (Kenny) will then proceed by saying “Nice to meet you” (do so with a nice hand-shake so as to signify “meeting someone.”) <p>5mins ~ Aim: Self-introduction & Greetings—Part II Listen to and watch the teacher playing the speaking roles of Bert.</p> <ul style="list-style-type: none"> ● The teacher (Kenny) and the student A (Bert) will switch the role play. ● When student A (Kenny) greets you by saying “nice to meet you,” the teacher (Bert) will make sure to place emphasis on “nice to meet you, too” 	Bring in two identical items—one new and used (old)—such as an eraser.	
15 minutes	<p>3 mins ~ Aim: Rehearse the conversation—The teacher will read the dialogue on p.7 Part I once</p> <ul style="list-style-type: none"> ● Write the dialogue on the board. ● Ask students to use their index finger to point to the words heard. ● In the process of reading it, the teacher should incorporate different usages between “pronouns” and “possessive adjectives.” E.g. when reading “Hi, my name is...,” the teacher should also question student “can I say: this is “I” book?” or should I say: this is “my” book? Have the students to figure it out. 		

	<p>2 mins ~ Aim: Greetings practice: Nice to meet you. Nice to meet you, too.—The teacher will simulate a greeting exercise with only one other student to serve as an example.</p> <ul style="list-style-type: none"> ● Pretending the teacher and the student don't know each other. ● After self-introducing the names, make sure students understand that the second person will say “nice to meet you” must also add, “too” at the end!!! <p>10 mins ~ Aim: Group up and practice the dialogue Pick three students from the class to play Kenny, Bert and Barry's roles</p> <ul style="list-style-type: none"> ● Pass a sticky ball to one of the students in the class, and ask him/her to pass the ball to anyone that he/she wants to perform the dialogue with. The third the candidate will be chosen via the same method. <p>Strategy: to make this exercise smoother, the teacher should pick the best student to take on the most onerous role, in this case, Kenny. In so doing, the first trial exercise would serve as the example for other less capable students.</p> <ul style="list-style-type: none"> ● The first student will play Kenny's role, the other two can be filled by their free will. ● Make sure they can see the written dialogue on the board. ● Make sure every student in the class participated in the exercise. 		
<p>15 minutes</p>	<p>5 mins ~ Aims: Master the usage of possessive pronouns. The teacher will present different objects to work with different possessive pronouns. (the teacher can simply use the existing resources from the classroom as objects for instruction)</p> <ul style="list-style-type: none"> ● I/My: pick up a book and tell students: this is not “I” book, this is “my” book. ● You/Your: look at one student and point at his/her school bag, then tell him/her: this is “your” school bag. ● Use other objects to practice other possessive pronouns: His/ Her/ Its/ Our/ Their. <p>Part II 6mins ~ Aim: Talking about their teachers</p> <ul style="list-style-type: none"> ● The teacher should spend about a 10~15 seconds read over the Example dialogue. ● Introduce the concept of “<u>I'm in a particular teacher's</u>” (e.g. <u>Mr. Alex's</u>) class. ● Introduce the concept of a “semester.” <p>**Strategy: Draw a timeline on the whiteboard, along which twelve months are marked down. Use different color marker to bracket July & August and then explain that period is the Summer vacation. After which, the teacher will use different color marker to bracket the period from after the Chinese New Year to the end of June, and explain this period as a “semester.” The same method can be used for the second “semester” from September to the end of January.</p> <p>4 mins ~ Activities: Pair Up and talk Pair two students together and simulate the dialogue.</p> <ul style="list-style-type: none"> ● Have the students to stand in front of the class ● Hello, (<u>partner's name</u>; e.g. Jenny). I'm in <u>Mr. Alex's</u> class this semester. ● Partner: I am in (<u>give a different teacher's name</u>) class. ● OR, you may instruct the student to use the same teacher's name, but add “too” at the end of the sentence. E.g. I am in <u>Mr. Alex's</u> class, too. 	<p>Abra Cadabra Book 1</p>	

<p>15 minutes</p>	<p>15mins ~ Aims: Look at the pictures and apply language skills</p> <p>Part I</p> <ul style="list-style-type: none"> ● Ask students to write down number 1 ~ 4 on each picture. ● The teacher will start asking the questions by passing a sticky ball to a student. The first student volunteering to answer questions will get the sticky ball. He/she will then be able to pick the next student to pass the ball to. ● Look at picture #1! What is <i>his</i> name? How old is he? Who is his teacher? ● After the practice is completed, ask the first student to pass the ball to the next student; continue the process until everyone in the class has a chance to practice the dialogue. <p>Part II: After individual practices are over, pair them up for “plural possessive pronoun” practice</p> <ul style="list-style-type: none"> ● The teacher will ask two students, preferably sitting adjacent to one another, to play Bert’s and May’s roles (because they both share the same teacher). ● The teacher will ask “Who is your teacher?” Make sure the pair will answer “our” teacher is... 	<p>Abra Cadabra Book 1 / CD Track 2</p>	
<p>Review & Quiz</p>			