

OPEN SESAME
LESSON PLAN-

Abra Cadabra	Lesson 1 (Week 3)	A206-1 Class Mon. ~Fri.	Sample Planner3
Time	Aim / Activities	Teaching Materials	Notes
15 minutes	<p>Part I: Interview a friend then introduce him/her to the class 2 mins ~ Aim: Read over question sentences from 1 ~ 8 once</p> <ul style="list-style-type: none"> ● Ask students to <u>underline</u> “first name,” “last name,” “grade,” “instructor,” “address,” “telephone number,” and “hobbies.” <p>10 mins ~ Aim: Explain underlined words</p> <ul style="list-style-type: none"> ● First name & Last Name: The teacher will give explanations for “first name” and “last name” jointly. Write down the teacher’s own name, e.g. Alex Lee, and then underline Alex & Lee separately. Under <u>Alex</u>, write down “first name,” and “last name” for <u>Lee</u>. Following that, tell students Alex is the first name, and Lee is the last name. ● Grades: Write down grade 1 ~ 6 on the whiteboard. If there are students wearing school uniform, then use the ID tag sewed on the uniform as an instructional tool. The first number on their ID tag represents the grade in which that student is in. Explain that student is in grade, for example, 2. ● Instructor: it may simply be explained as the “teacher.” ● Address: Take out the envelope prepared for the class. Draw an enlarged envelop on the whiteboard. Explain to the students that they will need to write down the sender’s address as well as the receiver’s address in order for a letter to reach its destination. ● Telephone Number: Take out the cell phone prepared for the class. Tell students that your cell phone number is (<u>9 digits number</u>). After which, you can move on to explain that there is also a telephone at home, (please draw a telephone on the whiteboard, or use a flashcard) and the number is (<u>8 digits number</u>). Also, instruct students to read numbers in double digits term—the phone numbers will not be read per single number (2886 7006), instead, they should be read, e.g. <u>28 86 70 06</u>. ● Age: draw about 4 cakes on the whiteboard and each one has a number of candles on it representing a specific age. For example, you may draw three candles on a cake, and underneath that cake write down 3 years-old. ● Hobbies: Explain to students that “a hobby” is by way of telling them, e.g. “<u>Hi, I’m Alex, my hobby is reading</u>”. (Preferably, have a novel or any kind of book ready when the teacher explains what “reading” means) Then, give some examples of what other hobbies are. If no flashcards are available, you can go to p. 13 in the same book; there you will see activities such as playing computer, swimming, and ride a bicycle. Further, if more activities are required, you can go to p.53, there will be more activities and you can describe as “hobbies.” 	<p>Student’s ID tag sewed on their uniform</p> <p>A mailed Envelope with sender’s and receiver’s addresses on it.</p> <p>A cell phone</p>	

	<p>(Note: if a kid doesn't know how to say his/her hobby is English, he/she may draw it on the paper, and then the teacher will let him/her know what it is.)</p> <p>Check: after introducing what hobbies are, start the sticky ball exercise; pass a ball to the first student, and ask him/her "what are your hobbies?" After he/she responded, the ball can be passed on to the next student.</p> <p>3 mins ~ Aim: Question period</p> <ul style="list-style-type: none"> ● Pick a student and ask him/her: "what is your first name?" and then, "what is your last name?" ● What grade are you in? ● What's your telephone number? Etc. 		
<p>15 minutes</p>	<p>2 mins ~ Aim: Review different words from previous class and how to ask a question</p> <ul style="list-style-type: none"> ● Make sure the students understand the preposition of "it" in the sentence of "what grade are you in?" is properly spoken out. <p>13 mins ~ Aim: Pair up time—Pair up two students and ask them to work as a team</p> <ul style="list-style-type: none"> ● Instead of using his/her between them, use "your." ● For example, "what is your first name?" ● Get a piece of paper and write down his/her partner's information. 		
<p>15 minutes</p>	<p>Part I</p> <p>10 mins ~ Aims: Cross-Questioning period/ Group work</p> <p>Continue the pair group from the previous class. The teacher can arrange the sittings for each pair to space a little distance from the other pair so as to reinforce the idea of a pair/team.</p> <ul style="list-style-type: none"> ● Two teams will cross-question each other; see example diagram below. <div data-bbox="461 1218 1023 1480" data-label="Diagram"> <pre> graph TD subgraph Team_A [Team A] S["(1) Sara"] M["(2) Michael"] end subgraph Team_B [Team B] J1["(1) James"] J2["(2) Jenny"] end S --> J1 J1 --> M M --> J2 J2 --> S </pre> </div> <ul style="list-style-type: none"> ● As shown above, because Michael's partner is Sara, so James can ask Michael: "What's her first name?" "What are her hobbies?" ● Player #1 can ask questions 1,3,5,7. And player #2 can ask questions 2,4,6,8. ● If the student number does not warrant each team consists only two players, the teacher can always add in more students per team. <p>Part II: Listen to & Practice the Dialogue (Track 3)</p> <p>1min ~ Aim: Listen to the Dialogue twice (play Track 3)</p> <p>4mins ~ Aim: Practice speaking the Dialogue</p> <ul style="list-style-type: none"> ● Ask students to repeat after the dialogue ● Pause at the end of every sentence. 	<p>CD Tack 3</p>	<p>Check CD Player</p>

<p>15 minutes</p>	<p>15mins ~ Aims: Dialogue practice & Sentence patterns</p> <ul style="list-style-type: none"> ● Practice greetings—the teacher will ask students, if I say “How are you?” what do you reply me? “I’m fine, thanks.” ● “Where do you live?” for this question, draw a simple street map of your school’s neighborhood on the board. Draw a house on one of the streets already drawn on the board. Following that, the teacher can tell students this is where I (the teacher) live; for example, I live on Rei Ai Rd. ● Look at picture #1! What is <i>his</i> name? How old is he? Who is his teacher? ● Assign Mike, May, Sue, Jane, and Tom’s roles to different students in the class, and practice the dialogue together. 	<p>CD Track 2</p>	
<p>Review & Quiz</p>			