

Level: Jump Up 5 Story Club III 5	Unit: 5	Title: He Is Bigger Than You Five Green Peas
Lesson Length	50 minutes	

Objectives	<ul style="list-style-type: none"> To compare using –er adjectives To use opposites in comparative sentences To improve reading comprehension 		
Target Language	pea	pod	perfect
	fly (v.)	medicine	gift
	puddle	(Noun A) is (adjective) than (noun B).	
	healthy	(Noun B) is (opposite adjective) than (noun A).	

Assumed Knowledge	<ul style="list-style-type: none"> Students should be able to identify adjectives as descriptive words Students should be able to list adjectives
Anticipated Problems	<ul style="list-style-type: none"> Confusion with longer adjectives for comparative forms.
Solutions	<ul style="list-style-type: none"> Provide a list of opposite adjectives that use the –er form to prevent more/most.
Preparation and Aids	<ul style="list-style-type: none"> Jump Up CD in back of book Story Club CD in back of book Colored board makers

Stage	Activity	Interaction	Timing
1	Greeting Take attendance, check for homework completion, and collect diaries.	T-S	2 minutes
2	Homework Check Activity Book Circle listening pages for completion. Check sentences as a class and orally correct mistakes. Each student should speak their sentence individually. Check diaries during the dialogue and CD activities.	T-S, S-T, S-S	7 minutes
3	Word Test Have the students take out their activity books and open to page 43 for the Unit 5 word test. They must complete the word test individually. They should swap books with a partner and check the test for errors.	S-S	5 minutes
4	<p>Dialogue Have students close their books and play the dialogue for Unit 5 (track 35). After they listen to it once, pause the track and ask questions for comprehension.</p> <ul style="list-style-type: none"> What is the mean boy's name? What did Mike do to the boy? Who is the boy talking to? What does his older brother want to do? How big is the boy? <p>Resume the track and have the students listen and repeat line by line with the CD. Pause and drill for pronunciation as a class and individually as needed.</p>	T-S, S-T	5 minutes
5	<p>Have the students open their books to Unit 5 (page 36). Have the students role play the dialogue in pairs. Make sure every student gets a chance to speak at least 1 part. If time permits, they may do both parts. <i>Alternately, split the class into two groups and have them role play the dialogue as a group. Each group should speak all roles.</i></p> <p>Play track 36 on the CD and have the class answer the True/False questions together.</p>	S-S	4 minutes
6	Talk, Talk (page 37) Speak the example and have the students repeat line by line. Pick one student to ask the question for the second question and the student on their left will answer. That student asks the next question and they continue in a circle until all students have asked and answered and all examples are complete. They may repeat questions if needed. <i>Alternately, use it as a listen and repeat for practice. Speak each sentence pair and have the students repeat after you.</i>	T-S, S-T, S-S	3 minutes

	<p>Have two students come to the front of the class (or one student with the teacher). Ask the class:</p> <ul style="list-style-type: none"> • Who is taller? Who is shorter? • Who is funnier? Who is duller? • Who is faster? Who is slower? • Who is older? Who is younger? <p>Have the students answer the <i>How About You?</i> question on page XX. Have them speak their answers individually and correct sentences as needed. <i>They may not tell lies.</i></p>		
7	<p>Skill Practice Write the form on the board: <u> (name / subject) is (adjective) than (name / subject) </u>. Write the word pairs on the board:</p> <ul style="list-style-type: none"> • tall / short • pretty / ugly • smart / dumb • fast / slow • strong / weak • crazy / dull • loud / quiet • old / young • heavy / light • high / low <p>Ask the students for two names and write them on the board. <i>A fun thing would be to give them two of their teachers' names.</i> Have each student make a pair of sentences using the word pairs. Make sure they are using correct conjugation of –er adjectives. <i>They may tell lies for these questions.</i></p>	S-T	5 minutes
8	<p>Listening Booth (page 39) Play track 38 on the CD for the student's to complete the activity. Pause after each question and elicit answers from the students as a group.</p>	T-S, S-T	2 minutes
9	<p>Your Turn (page 39) Play track 39 on the CD and pause after the first question (<i>Who is taller, you or your best friend?</i>). Give students a minute to compose an answer in their books. When they are finished go around the room and have students read their responses. Question mistakes so they may self-correct and encourage them to do so. Elicit help form the class if they cannot think of it. Explain if the class cannot answer.</p> <p>Repeat for the second question (<i>Which one is longer, your pencil or your ruler?</i>).</p> <p><i>They may not tell lies for these questions.</i></p>	T-S, S-T	5 minutes
10	<p>Read About It (page 41) Play track 40 on the CD and have students listen for the blanks. Play the track a second time if needed. Have students read one sentence each in a circle, providing the blanks as they go.</p> <p>Complete the fill ins on the bottom of the page as a class.</p>	S-T, S-S	5 minutes
11	<p>Story Club Complete the remaining Story Club Workbook pages for the Five Green Peas as a class. Have students answer questions randomly to complete them all.</p>	S-S, S-T	5 minutes
12	<p>Homework Students will complete the Story Club workbook pages for the Five Green Peas if they have not completed them. They will rewrite their corrected sentences. They must write 10 sentences with their Story Club vocabulary words. They will rewrite their corrected diary. They must write a new 10 sentence diary: Tell me what you think an alien looks like. Use 10 –er adjectives</p>	T-S	2 minutes