

Lesson Plan
Module 2: Session 12

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| Module 2 Community Involvement | Unit 6 – Session 12 Around town |
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Standards Alignment

Speaking and Listening

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading

- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade level.

Writing

- CCSS.ELA-LITERACY.L.1.1.A: Print all upper- and lowercase letters.

Language

- CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of past, present, and future.
- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.I: Use frequently occurring prepositions.

Goals and Objectives (SWBAT)

- Use next to, across from, and near to describe locations.
- Talk about what they did yesterday using the past tense.

Technology Needs and Presentation/Handouts

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| <p>Technology Needs</p> <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection • Access to Google maps Ventures arcade and USA Learns | <p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> • <i>Ventures 1</i> • Picture dictionaries • Large map of the US <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Blank maps of the US (one per student or group) • Cloze worksheets for dialogue |
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Vocabulary Focus

Turn right, go straight, bought, went, block, saw

Grammar Focus

- Past tense
- Prepositions of location
- Imperatives

Introduction/Warm-Up/Review (30 min)

- Review the agenda.
- Ask: What's today's date? How's the weather? What was yesterday?
- Check homework with partners.
- What did you do yesterday? Elicit answers from a few students. Brief explanation of present/ past with common verbs: e.g. watch, go, clean, be, buy.
- Interview a partner about places they went yesterday. Provide 5-7 questions.

Lesson Plan Activities

Activity 1: Learning vocabulary for directions (45 min)

1. Elicit from students words we use to give directions: Turn right, turn left, make a right, make a left. go straight, on your right, on your left.
2. Ask the learners to stand up. Practice by asking the class to: Turn right, go straight, stop, and turn left.
3. Play Find the Object game
 - a. Ask for one volunteer to hide his/her eyes. Hide a small object somewhere in the room.
 - b. Ask the student to open his/her eyes.
 - c. Give directions to find the object using: Turn right, go straight, stop, and turn left.
 - d. Do this with a few more volunteers.
 - e. Ask for a volunteer to call out the directions. The rest of the class can help give directions. Give as many students a chance as time permits.
4. Using *Ventures 1*, p. 62, learners look at pictures and match the directions. As they finish, continue on to page 3 to look at directions and answer questions about locations. Higher levels continue to p. 66.

Wrap Up/Assessment

- Check their work in step 4 as a class.

Activity 2: Practice with directions vocabulary (25 min)

1. Play a recording of directions, or read the dialogue below to the learners.
2. Before reading the dialogue, ask Where does Andrea want to go? What street is it on? For the second listening, hand out a cloze of the dialogue.
3. After they have completed the cloze, ask questions about it. Ask the learners to circle the verb phrases the man gives.

Dialogue 1

Andrea: Excuse me. How do I get to the library?

Man on the street: Walk one block then turn left on Broadway. Go straight. Pass Steinway Street...

Andrea: I'm sorry. Can you repeat that?

Man on the street: Sure. Walk one block. Turn left on Broadway. Go straight. Pass Steinway Street. The library is on your right.

Andrea: So the library is on Steinway Street?

Man on the street: No, you pass Steinway Street. The library is on Broadway, on the corner of 41st Street. It's across from the Colombian restaurant.

Andrea: Thank you very much.

4. Hand out maps of your neighborhood or use the maps your class created in Unit 6A. The map should have some locations marked (bank, post office supermarket, library) Give directions and ask learners to tell you where you are. (e.g. I'm at the library. Turn left, go one block. Turn right on 118th. Where am I?) Ask for a volunteer to call directions.
5. Ask learners to use their maps to practice giving directions in pairs or small groups

Wrap Up/Assessment

- Assess by checking their small group work. To wrap up, practice a few more directions as a class.

Activity 3: Map reading (20 min)

Vocabulary: North/South/East/West

Introduce the words and Ss repeat (alternatively, this can be done with next to, left and right, if the group is not ready for N/S/E/W)

1. Give each S a map. Ask to locate NY. Ask: is NY in the East or the West? Repeat with other states
2. Find Texas. Go north. What state is it? (North Dakota). What state is east of California? Go East from North Dakota (Maine) etc.
3. Running dictation with map.
 - a. Hide a map out of view of the class. Divide the class into groups of 3
 - b. One person has the blank map of the US, the partners goes to the wall map and brings back the location of a state. (e.g. Pennsylvania is south of NY) Model this first.
 - c. Do this for a set period of time. See which group has the most states!

Wrap Up/Assessment

- Check to see which group has found the most states. Ask: Which states were new?

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What were new words today?
2. What did we do today?
3. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Reading/Writing:** *AddVentures 1* Unit 5C choose the appropriate level)
- **Speaking/Listening:** Ask someone on the street for directions.
- **Technology:** Continue on USA Learns

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- www.usalearns.org
- Google maps