

Lesson Plan
Module 2: Session 10

Module 2 Community Involvement	Unit 5 – Session 10 Neighborhood
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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)

- Ask and answer questions about their neighborhood.
- Describe schools in the US.
- Ask and answer questions in the post office.

Technology Needs and Presentation/Handouts

<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"> • Chart paper and markers • Picture dictionaries • Pictures of neighborhood places • Pictures of schools and students • Dice
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Each item listed below will be available in PDF format:

- Neighborhood definition cards
- Neighborhood board games
- Post Office cost charts

Vocabulary Focus

Uniform, middle school, elementary school, high school, went, did , how much

Grammar Focus

- Past tense
- Prepositions of location

Introduction/Warm-Up/Review (30 min)

- Review the agenda.
- As Ss come in, give them picture cards with neighborhood images to review.
- Collect homework.
- Ask: What's today's date? How's the weather? What was yesterday?
- 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.
- Find a partner using neighborhood/definition cards. Read cards out loud. Ask each partner 3 questions. Mix up cards and repeat. After each partner has answered the 3 questions, ask for volunteers to ask and answer for class.

Lesson Plan Activities

Activity 1: Neighborhood game (30 min)

1. Divide class into groups of 4 to 5 according to ability level.
2. Hand out game boards and demonstrate how to play. Each person makes a marker with their name.
3. Monitor as they play.

Wrap Up/Assessment

- After they finish, one person from a group asks a question of another group, then that group asks another.

Activity 2: Schools in the US (75 min)

1. Show pictures of elementary school, middle school and high school. Write on board.
2. Give the 2 level cloze about schools. Check answers in small groups. T works with lowest levels.

In the US, children go to school at age 5 or 6.

At age 5 they go to kindergarten.

Sometimes, they go to Pre-K at age 4.

From age 6 to 11 they go to Elementary School. This is grades 1 to 6.

From age 12 to 14 they go to Middle School or Junior High School. This is grades 6 to 8 or 7 to 8.

From age 15 to 18 they go to High School. This is grades 9 to 12.

In the United States, boys and girls go to school together. There are ESL classes for children that do not speak English.

3. Put a chart on the board with 3 columns: Schools in the US, schools in own country, schools in partner's country. Fill in about the US as a class. T works with lowest levels to fill in template about schools in their country, and then ask others in group about their countries. Higher levels: compare school in own country and partner's country.

	Schools in the United States	Schools in my country	Schools in my partner's country
What age do they start school?			
What time do they go to school?			
What do they study?			
Is it free?			
Do children wear uniforms?			
Do boys and girls study together?			
What age do they finish school?			
???			

4. Ask the students if any of them have children in school. Make small groups, with one parent in each group. Write questions on the board, or give each a questionnaire to ask. (Note: there is a questionnaire for parents with one child and one with more than one. Group members take turns asking questions. Do you have children in school?
 - What are their names?
 - How old are your children?
 - What is the name of your children's school?
 - Where is the school?
 - What time do they go to school?
 - Do your children take the bus to school?
 - What do they study?
 - Do your children have homework?
 - Do they like school?
5. Each group reports out.
6. Model 1 as a class. Then, give partners a picture of a classroom with different ages of students. In pairs, they write a story about the picture. Higher levels should begin with "Yesterday..."

Wrap Up/Assessment

- Ask groups to share their stories.

Activity 3: What can we do in the post office? (30 min)

1. Show students some pictures of: letter, post-office, package, stamps, money order. Elicit the words for each and write on the board.
2. Ask: Do you ever go to the PO, what can we do in the PO? Is the PO in the US the same as in your country?
3. Do matching activity with word halves
4. Read or play a short dialogue. Ask the students to listen and tell you what the person is sending:

Dialogue 1

A: I'd like to buy 3 stamps for letters please.

B: For the US or International?

A: US

B: That's \$1.35

A: Thanks.

Dialogue 2

A: I'd like to send this package to California.

B: Priority Mail?

A: Yes

B: That's \$5.25

A: Thanks.

A: I'd like to send this letter to Colombia.

B: That's 98 cents.

A: Thanks.

5. Write the dialogues on the board and ask learners to practice together.
6. Divide the class into groups "A" and "B." Group A will be the customer and group "B" will be the postal worker. Give group "A" a slip of paper with one item to send (a letter to the US, letter to another country, 2 lb package to California, etc.) Give group B a chart with the various possibilities. Modeling the activity first, have group "A" ask how much a _____ to _____ is. Ask As to go to 3 different postal workers to ask their question. Then, change roles.

Wrap Up/Assessment

- Switch the roles of the groups. Group "A" will be the postal worker and group "B" will be customer. Model the activity first.

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/Listening:** <http://www.reepworld.org/englishpractice/family/sara/101click.htm> Listen and read the Sara's story. (The story of a middle school student)
- **Speaking/Writing:** Interview a child about their school experience. Write their answers.
- **Technology:** Continue on USA Learns.

Online Resources

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