

Lesson Plan Module 2: Session 11

Module 2 Community Involvement	Unit 6 – Session 11 Around town
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups. • <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: 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). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. • <u>CCSS.ELA-LITERACY.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • <u>CCSS.ELA-LITERACY.SL.1.5</u>: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.1.A</u>: Print all upper- and lowercase letters. <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.1.E</u>: Use verbs to convey a sense of past, present, and future. • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.I</u>: Use frequently occurring prepositions 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • 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	
<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 • Map for running dictation <p>Each item listed below will be available in PDF format:</p>

- Neighborhood definition cards
- Questions for running dictation
- Copies of neighborhood dialogues
- Cloze worksheets for dialogue
- *Ventures Collaborative* 2A and 5F
- *AddVentures* 1, Unit 5A and 5D worksheet
- Questions for wh- question review

Vocabulary Focus

bank, near (review), library, supermarket, across from, drug store, street, neighborhood, fire station, next to, between, on the corner of

Grammar Focus

- Past tense
- Prepositions of location

Introduction/Warm-Up/Review (30 min)

- Review the agenda.
- Write: Today is (date). Ask student volunteers to write the date on the board. Yesterday was.....
- How's the weather? How was the weather yesterday?
- What did you do yesterday? As people speak, T writes what they say, eliciting corrections of past tense verbs.
- Ask: did you use USA Learns? (elicit some volunteers) What did you study?
- Wh- question review: Give each student one question (level varies) then stand up and ask 6 people to answer the questions.

Lesson Plan Activities

Activity 1: Where's the ----- in your neighborhood? (55 min)

1. Hand out a map of the neighborhood near your library, project a Google map or draw a map on the board.
2. Ask: Where's the library? (Elicit: The library is on _____ Street) Ask: is there a bank near the library? Where's the bank (The bank is on) Continue, until you have filled in the buildings/services in the neighborhood.
3. Introduce or review next to, across from. Ask: What's across from the library? What's next to the bank?
4. Reinforce *next to* and *across from* by using TPR: (*Maria*, stand next to *Jeong*. *Nessa*, stand across from *Livia*). After you have called a few, ask for student volunteers to give the directions.
5. Using classroom objects, review prepositions of location. Give directions and the Ss follow (Put the book next to the pen, put the notebook across from the computer)
6. Introduce between: T calls a few, then ask for volunteers to give the directions.
7. Ss work in small groups to practice.
8. Working in partners, Ss take turns "finding the differences" in pictures write statements *Ventures Collaborative* Unit 2A.

Wrap Up/Assessment

- After they finish, check some of their statements orally.

Activity 2: Dialogue about neighborhoods (30 min)

1. Read the following dialogues to the class. Before the dialogue ask (a) Where's the post office. And for (b) where's the bank. Check. Then write or hand out the dialogues as a *cloze* and have them complete.
2. Practice both dialogues chorally and in pairs. For the pair practice, they can replace the location and street with their other streets and locations.

Dialogue 1

- A: Excuse me, where's the post office?
 B: It's on Hillside Avenue.
 A: On Hillside Avenue?

B: Yes. It's across from the bank.

A: Thank you!

Dialogue 2

A: Excuse me; Is there a bank near here?

B: Did you say a bank?

A: Yes?

B: Yes there's a bank on Metropolitan, across from the travel agency.

A: Did you say next to the travel agency?

B: No, it's across from the travel agency.

A: Oh, thank you!

Wrap Up/Assessment

- Ask for a few volunteers to present their dialogues to the class.

Activity 3: Creating a neighborhood (45 min)

1. Draw a grid of blank streets on board. Give each group a piece of chart paper and ask them to copy grid. Ask for suggestions for street names.
2. Give them pictures with neighborhood buildings- (*police station, fire station, library, hospital, parks, businesses, houses, apartments, supermarket, post office, bank, etc.*). If needed, review the names of the buildings.
3. Say: "There's a bank on Main St." So place the bank on the map. "There's a supermarket across from the bank." As you continue to call the names, groups place buildings. Introduce *on the corner of ...* Begin to elicit some sentences from group.
4. Continue until you have placed all the buildings.
5. Write models on the board for them to follow:
There's a _____ next to the _____.
There's a _____ across from the _____.
There's a _____ between the _____ and the _____.
There's a _____ on the corner of _____ and _____.
6. Ask learners to work in small groups. They take turns describing the location and placing the object on the map until all objects are placed. Lower level students can continue to work with T.
7. Ask each group to write 4 sentences about their map, following model on board.
8. If some groups finish early, they can play guess the location game (Ventures hand out).
9. Compare models. One group says "Is there a bank on the corner of Main St. and First Ave.?" Next groups respond according to their map.

Wrap Up/Assessment

- Have groups ask each other about their cities to compare models. One group says "Is there a bank on the corner of Main St. and First Ave.?" Next groups responds according to their map

Activity 4: Running dictation (25 min)

1. A map with locations of buildings is posted on wall (out of sight). Each group of 3 has a recorder and two runners.
2. The recorder asks the questions on the worksheet – 1 per group (e.g. Where's the bank, where's the Library, etc.) the Runners must go to the map and find the location.
3. Rotate roles, so that each person has a chance to record.

Wrap Up/Assessment

- Check as a class.

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 5B and *AddVentures 1* Unit 5D choose the appropriate level.
- **Speaking:** Ask someone on the street: Is there a _____ near here? Or Excuse me, where is the _____?
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 5 Lesson A (listen answer and repeat).

Online Resources

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