

## Lesson Plan Module 1: Session 3

<b>Module 1</b> Yourself, Your Family and Everyday Life	<b>Unit 1 – Session 3</b> Family
<b>Standards Alignment</b>	
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about <i>grade level topics and texts</i> in small and larger groups.</li> <li>• <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).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.1.5</u>: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.6</u>: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.A</u>: Print all upper- and lowercase letters.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.E</u>: Use verbs to convey a sense of past, present, and future</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• State the names of 5 members of the family (brother, sister).</li> <li>• Ask and answer questions about their family.</li> <li>• Use have/has to talk about the family.</li> <li>• Use “Excuse me” and “please repeat” and “can you spell that” to ask for clarification.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers.</li> <li>• Tablets (if available)</li> <li>• Internet connection</li> <li>• Access to Ventures arcade (see link under resources)</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Name tents</li> <li>• World Map</li> <li>• <i>Ventures 1</i></li> <li>• Picture dictionaries</li> <li>• Your family photo (T)</li> <li>• Yes/no cards (one for each learner)</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• <i>Addventures 1 worksheets</i> Unit 3A</li> <li>• <i>Ventures 1 Collaborative activities</i>: 3D and 3E</li> </ul>
<b>Vocabulary Focus</b>	

Brother, sister, husband, wife, how many, son, daughter, grandmother, grandfather

### Grammar Focus

- Present tense has/have
- Questions with how many

### Introduction/Warm-Up/Review (30 min)

#### Warm-Up

- Check for newcomers and introduce them.
- Give each group a set of index card questions (attached). Have them play concentration by turning over one question, and trying to find the match. Make sure to model this fully!  
Note: this activity introduces some questions that you may not have used yet; be sure to walk around to check that they understand. You may also wish to limit the number of questions, or do it as a partner game, where they turn over the cards to see the questions. OR use only the questions and place in a pile. They take turns reading a question and group answers.

### Lesson Plan Activities

#### Activity 1: Who's in the family? (45 min)

1. Show picture of the President. Ask what's his/her name? Is she/he married? Where does she/he live now? Does she/he have children? Show a picture of the President and family. Identify the family members.
2. Using a photo or picture dictionary elicit information about the vocabulary words for members of the family including: mother, father, sister, brother, son, daughter, and children (for high beginners include grandmother, grandfather, niece, nephew, aunt, uncle).
3. Using a photo of your family OR use a family photo from the QL picture file allow the learners to ask questions about your family (or family in picture). Assist with vocabulary as needed.
4. Give each group 4 sentences and 4 family pictures. Ask them to match the sentences to the picture.
5. Give the higher levels a list of family vocabulary words (Can use *Ventures Collaborative 3D*). Ask them to work with partners to sort into male female, or both. T meanwhile works with lower level to review basic family members using a picture dictionary.

#### Wrap Up/Assessment

- Return to one of the family photos. Give all learners yes/no cards. Point to various family members and say, "this is the mother..." Have learners hold up yes/no cards to tell you if it is true.

#### Activity 2: How many brothers and sisters? (20 min)

1. Show a family picture with siblings. Introduce one member and ask "How many sisters does she have?" "How many brothers does she have?" Elicit the answer and write on board.
2. Draw a grid on the board. Model the activity with one student.

First Name	Last Name	How many sisters do you have?	How many brothers do you have?

3. Write "most" on the board. Ask: Who has the most sisters? Brothers?
4. Ask the students to report out: How many brothers do you have? I have xxxx sisters. Juan has 3 sisters.
5. Have Ss write sentences about themselves and classmates. Model using have and has.

#### Wrap Up/Assessment

- Have some students share their sentences with the class.

### **Activity 3: Filling in a family tree (40 min)**

1. Draw a blank family tree on the board. Ask learners to copy.
2. Writes names of family members (e.g. Lin, Alex, Sam, Marta) in a box.
3. Put the name of 1 family member on the tree. (e.g. Lin) then makes statements like "Alex is Ted's wife." Ask learners to fill the names as you call them.
4. Have them do this activity with a partner, using the *Ventures Collaborative1*, Unit 3E worksheet. Lower levels can work with teacher.

### **Wrap Up/Assessment**

- Check that they were successful in filling in the family names.

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

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

### **Homework/Project (Extension Activity)**

\*\*\*Ask Ss to bring a family photo to the next class.

- **Writing:** Students write a short paragraph about their family. Low beginners can skip this activity; they will review the family members on the *Addventures* worksheet.
- **Reading:** *Addventures* 1 Unit 3 Lesson A (reading) p. 37, p. 39 and p. 17 (choose the appropriate level).
- **Speaking/Listening:** Ask someone about the members of their family.
- **Vocab:** practice the 5 new words.

### **Online Resources**

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>