

## Lesson Plan Module 1: Session 6

<b>Module 1</b> Yourself, Your Family and Everyday Life	<b>Unit 3 – Session 6</b> Daily Routines/Recreation
<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 grade level topics and texts 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.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li><u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level.</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>Ask and answer questions about the time/ and daily routines.</li> <li>Name 3 things they do in the morning, afternoon and evening.</li> <li>Ask and answer questions using every day, sometimes, never (higher level).</li> <li>State 5 things they do every day.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<p>Technology Needs</p> <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>	<p>Presentation Needs &amp; Handouts</p> <ul style="list-style-type: none"> <li>Chart paper and markers</li> <li><i>Ventures 1</i></li> <li>Queens Library ESOL Program picture file or pictures of different activities</li> <li>Picture dictionaries</li> <li>Audio for <i>Ventures 1</i> if not using Internet</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li><i>Ventures Collaborative Activities Unit 6A and 6B</i></li> <li><i>AddVentures 1, Unit 6B</i></li> <li>Daily routine strips</li> </ul>

## Vocabulary Focus

Afternoon, evening, next, in the morning, weather words

## Grammar Focus

- Simple present
- Times of day

## Introduction/Warm-Up/Review (40 min)

- Review the agenda, ask the learners to tell you the date. Ask Ss to repeat.
- Write on the board: How's the weather? Draw a picture of either sun/clouds/rain/snow as appropriate and write the word (e.g. introduce only 1 word – for the appropriate weather! Do not introduce all weather words) Add one word for the temperature (either hot or cold) Write that word on the board. Add the words from the previous lesson as well.
- Warm up activity: to review introductions and names. I'm (name) and this is my...(object)
  - T introduces and gives this person his/ her object. (e.g. Hello. My name is Judy and this is my watch) while this other group member does the same (I am Claudia and this is my earring). They swap objects.
  - Both go to other group members, introducing themselves and handing over the object they were given adding who they were given it by (Hi. My name is Claudia and this is Judy's watch) while they get another object in return.
  - The group members then start walking around the room introducing themselves, passing on and exchanging objects.
  - Form a circle again (and try to return the object you are holding in your hand at that particular moment to its owner.)
  - Say your name, the name of the person you are returning the object to, name the object and walk up to the person. The teacher starts. (I am Judy. Is this your book?) Then the person who was given back his/her object follows, etc. until everybody has their objects again.

## Lesson Plan Activities

### Activity 1: Morning, afternoon, evening (25 min)

1. Draw a timeline showing 5 am to midnight. Indicate the time period for morning and give a few examples of things some Ss do in the morning. (Use info from the grid from the previous session). Do the same with afternoon and evening, and night. If the class is low level, choose only 2 of the time periods.
2. Give learners pictures of different activities. Have them work with partners to sort them into things they do in the morning, and in the evening. Ask them to write sentences. OR use the *Ventures 1* collaborative interview p. 43 to ask a partner the questions. Low level students could play a matching game with the picture cards from *Basic 1*
3. Using *Ventures 1* p. 73, have Ss talk about what do in the morning, evening and afternoon. Write 5 sentences about what they do in the *Ventures* p. 78.

### Wrap Up/Assessment

- Check their sentences about morning, afternoon and evening as a class.

### Activity 2: Daily routing story (35 min)

*Note: For this activity, the higher and lower level beginners can be separated.*

1. Work with the lower level learners to understand the story about Bob Greene in *Ventures 1* p. 76 OR use a similar story. Then assist them in answering the questions.
2. The Higher level learners can first attempt the strip story version (from *Ventures 1* Collaborative activities) then read *Ventures* p. 76 and answer questions working with partner. If they finish early, they can practice the usually/ always cards from *Ventures* collaborative. T works with lowest level Ss to read the story and answer the questions in *Ventures*, p. 76.

### Wrap Up/Assessment

- Ask for volunteers to summarize Bob Greene's day.

### **Activity 3: Scrambled story “Mr. X daily routine” (45 min)**

1. Give each group a scrambled picture story of a daily routine (worksheet).
2. Ask each group of 3 to go through the pictures, and say what he is doing.
3. Then, ask them to put the pictures in order to make a story.
4. Each group should then decide what time he does each activity.
5. Each group writes the story, using time words. (If appropriate introduce “then” and “next.” Write the story students take turns putting the pictures in their correct order. For lower level, give them only 6 pictures, and practice those 6.
6. Groups swap stories with another group. Circle the verbs and correct it.

#### **Wrap Up/Assessment**

- Report out: what was different in the stories?

### **Activity 4 Introduction to USA Learns (30 min)**

*Note: if it is possible, have an assistant for this activity*

1. Demonstrate how to use USA Learns and model the first activity.
2. Help each student log in.
3. Once they are registered, assist them in taking the placement test to determine where they should start.

#### **Wrap Up/Assessment**

- Ask the learners if they feel ready to use USA Learns on their own at home.

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

1. What were new words today? What was your favorite activity?
2. Will you practice with USA Learns?
3. Have learners write 5 new words on the cards or in their journals.

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

- **Reading/Writing:** *AddVentures 1* (choose appropriate difficulty) Unit 6B “What do you do in the evening?”
- **Listening/Speaking:** Ask someone in English: What do you do in the morning? What do you do in the afternoon? What do you do at night?
- **Technology:** Begin work on USA Learns

### **Online Resources**

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