

Lesson Plan Module 1: Session 1

Module 1 Yourself and Your Community	Unit 1 – Session 1 Personal Information
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.3.1.B</u>: Follow agreed-upon rules for discussions. • <u>CCSS.ELA-LITERACY.SL.3.1.D</u>: Explain their own ideas and understanding in light of the discussion. <p>Writing:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Reading: (homework)</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.3.2</u>: Determine the main idea of a text; recount the key details and explain how they support the main idea. (homework) <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.K.1.D</u>: Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Use wh - questions to ask questions about classmates. • Share information about their interests and family with classmates. • Use five or more adjectives to describe moods. • Talk about their feelings about studying English. • Recognize the names of ten countries in English. 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • AV cart with projector, laptop, and speakers if using PowerPoint • Laptop or tablet computer for each student with access to Internet. 	Presentation Needs & Handouts <ul style="list-style-type: none"> • Chart paper • Pens, pencils, markers, highlighters • Tape • Index cards • World Map <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Copies of homework: <i>Greetings Around the World, Gestures Around the World</i> • Graphic organizers. • Needs Assessment • Question cards for Vocab assessment
Vocabulary Focus	
<p>Nervous, confident, annoyed, disappointed, bored, embarrassed uncomfortable, scared, shy surprised calm upset worried excited (note: these words are at different levels to accommodate the various levels in class).</p>	

Grammar Focus

- Word order in wh-questions
- Comparisons with “but” and “and”

Introduction/Warm-Up/Review (25 min)

Warm-Up

- As Ss enter, fill out a name tag.
- Class members tell name, country and 1 fact about country.
- Review class guidelines and expectations.

Lesson Plan Activities

Activity 1: Getting to Know You (55 min)

1. Class Poll - Write on board to find out who is (show of hands):

- A newcomer
- Lives in (choose 3 neighborhoods near your site), somewhere else
- Lived in NYC more than 5 years
- Has a job
- Speaks English everyday
- Can use the Internet
(makes states with most, all, some)

2. Partner interview (write q's on board):

- Where are you from?
- How long have you lived in the U.S.
- Tell me about your family
- How many brothers and sisters?
- What do you do in your free time?
- What's your favorite food?
- What's your favorite Season? Why?
- Where would you like to travel – why?
- What places have you visited in US – where would you like to go? Why?

(Ask class to come up with two more questions):

- a. Class writes questions on paper. Include why are you studying English as one of questions.
- b. Partners interview and take notes, T circulates noting vocab/grammar/pronunciation issues.
- c. T collects notes.
- d. Partners meet in groups of four, intro partner to group.
- e. T uses some of info gathered while circulating as teaching point.

Wrap Up/Assessment

- Partners introduce each to the class, making a contrasting statement (e.g., I like winter, but my partner likes summer).

Activity 2: How do you feel? (65 min)

1. Write the following vocab on the board: angry, confident, annoyed, disappointed, bored, embarrassed uncomfortable, scared, shy surprised calm upset worried excited.
2. Review the meanings, ask learners to write in notebook.
3. Ask learners to star 5 words they want to remember introduce 5 word vocabulary cards OR vocabulary journal.
4. Ask learners to talk with a partner about how they feel about:
 - Coming to class today (tell why)
 - Practicing English
 - Speaking English on the street
5. Ask for volunteers to share with class.

6. Creating Stories: Use one of the picture file pictures to create a story about a picture (as a class).
7. Give each small group a picture, create a story use some of new vocabulary from step 3.

Wrap Up/Assessment

- Ask each group shares its story with class. Ensure that every member contributes.

Overall Wrap Up: Vocab/ Review and Assessment (30 min)

1. Give each learner one question (see question cards).
2. Learners ask 6 people the question.
3. Report back to class.

Homework/Project (Extension Activity)

- **Speaking:** tell someone in English how you felt about your first day of English class.
- **Writing:** fill out needs assessment (including why you are studying English and why).
- **Reading:** *Greetings Around the World* (see worksheet)
- **Listening:** watch the assigned YouTube video “*Gestures Around the World*”
https://www.youtube.com/watch?v=fa_GCK-Czqs and answer the questions (see worksheet).
- **Write** a short bio. Tell about yourself and your family.
- **Vocab:** practice the 5 new words.

Online Resources

- Homework: https://www.youtube.com/watch?v=fa_GCK-Czqs.
- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>.