

## Lesson Plan Module 1: Session 1

<b>Module 1</b> Yourself and Your Community	<b>Unit 1 – Session 1</b> Personal Information
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.3.1.B</u>: Follow agreed-upon rules for discussions.</li> <li>• <u>CCSS.ELA-LITERACY.SL.3.1.D</u>: Explain their own ideas and understanding in light of the discussion.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul> <p><b>Reading: (homework)</b></p> <ul style="list-style-type: none"> <li>• <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)</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <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>).</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Use wh - questions to ask questions about classmates.</li> <li>• Share information about their interests and family with classmates.</li> <li>• Use five or more adjectives to describe moods.</li> <li>• Talk about their feelings about studying English.</li> <li>• Recognize the names of ten countries in English.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• AV cart with projector, laptop, and speakers if using PowerPoint</li> <li>• Laptop or tablet computer for each student with access to Internet.</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Pens, pencils, markers, highlighters</li> <li>• Tape</li> <li>• Index cards</li> <li>• World Map</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Copies of homework: <i>Greetings Around the World, Gestures Around the World</i></li> <li>• Graphic organizers.</li> <li>• Needs Assessment</li> <li>• Question cards for Vocab assessment</li> </ul>
<b>Vocabulary Focus</b>	
<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](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](https://www.youtube.com/watch?v=fa_GCK-Czqs).
- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>.