

Lesson Plan Module 1: Session 3

Module 1 Yourself and Your Community	Unit 2 – Session 3 Goals and Strategies
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. • <u>CCSS.ELA-LITERACY.SL.3.1.C</u>: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <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) • <u>CCSS.ELA-LITERACY.RI.4.1</u>: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • <u>CCSS.ELA-LITERACY.L.5.1.B</u>: Form and use the perfect verb tenses. • <u>CCSS.ELA-LITERACY.L.3.1.A</u>: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • State reasons for preference using because • Articulate their short and long term goals • Use want to and need to to talk about goals 	
Technology Needs and Presentation/Handouts	
Technology Needs Projector, laptop, and speakers and/or DVD player. <ul style="list-style-type: none"> • Internet connection • Access to Ventures arcade (see link under resources) • Tablets or laptops if available, 1 for every two students 	Presentation Needs & Handouts <ul style="list-style-type: none"> • Chart paper • 7 flipchart markers • Tape • US Maps • <i>Ventures 2 and 3</i> • New York City maps if not displayed online <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Homework sheets assigned in prior session • Handouts of readings on states if tablets/laptops not available

- Copies of reading selection
Ventures 3 Extended Reading Listening Strategies
Question cards for Vocab assessment

Vocabulary Focus

Goal, strategy, realistic, give up, guess, accomplish

Grammar Focus

- Sequence words

Introduction/Warm-Up/Review (30 min)

- Do you feel more **confident** listening to English or reading in English?
- Did you feel **shy** when you were a child?
- Do you feel **annoyed** waiting at English class registration?
- Do you have a **goal** for this term?
- Will you be **disappointed** if it rains this weekend? Why?
- **Homework check Talk at your table**
 - a. Guess your classmate's favorite color. Tell why.
 - b. What color did you choose?
 - c. Why do you like that color?
 - d. Does that color description fit you?
 - e. "I chose (color) because...."
 - f. The description fits me because...

Lesson Plan Activities

Activity1: Vocabulary building (25 min)

Goal

Example: Rita finished high school in her country, but she didn't go to college. Her **goal** is to go to college in the US.

- Do you have a **goal** to get a job?
- Do you have a **goal** for this year? Tell your partner

Accomplish

Example: I slept late yesterday, so I didn't accomplish much in the morning.

- Do you accomplish more at night or in the morning?
- What would you like to accomplish this week? Tell your partner.

Give up (don't give up)

Example: Diana Nyad didn't give up; she continued trying to swim until she succeeded.

Strategy a plan to reach your goal.

- My strategy for keeping my house clean is to do a little every day.
- My strategy for getting more exercise is to ride my bicycle to work.
- What's your strategy for learning vocab?
- What's your strategy for getting your kids to bed?
Is setting your watch 5 minutes early a good strategy for being on time?

Wrap Up/Assessment

- Read 4 sentences, asking the students to choose which of the vocabulary word goes in each.
Last year, I ___(gave up)_____ studying English. But my friend told me to try again. I hope my new ___(strategy)_____ of studying 30 minutes every day will help me reach my ___(goal)_____ of improving my English. I think I can ___(accomplish)___ this!

Activity2: Goal Setting/ /future plans (50 min)

1. Warm up: what are your long term goals? (e.g. to enter college, to become an accountant, etc.) talk at your table, then write your individual goal.
2. Provide a short reading on goal setting that includes first, second third steps or (use *Ventures 2* p. 24 or

p. 26). Read it aloud or have Ss read silently, as best suits your class.

3. Ask the learners to work with a partner to say what the individual wants to do, and needs to do check as a class. Ask: is this a realistic goal?
4. Brainstorm as a class for a second goal – model breaking the goal into smaller steps and using sequencing words.
5. Work with a partner on a goal.

Wrap Up/Assessment

- Report out some of the ideas for individual goals.

Activity 3: Strategies (45 min) (*Ventures 3 p. 24*)

1. In small groups, discuss what are some strategies for learning English? List on chart paper and post on wall. Do a gallery walk where each group circulates, placing a check by those strategies they also listed, and a question mark if they don't understand it.
2. Provide a reading on strategies for learning English (*Ventures 3 p.24*) Before Ss read, show the bullet headers and ask them to predict what each paragraph will be about. Then read and answer questions about the reading.
3. Ask students to work with partners to do the after you read questions.

Wrap Up/Assessment

- Have each pair check their work with another pair; if there are differences, check as a class.

Activity 3: What places have you visited? (20 min)

1. Display a NYC map or handout out maps of NYC with a few landmarks. Write on the board: Have you visited _____? What did you do there?
 - a. Ss take turns asking each other, "Have you visited (e.g. Central Park)? What did you do there?"
 - b. Ask for a few students to tell about classmates.
2. Brainstorm (small groups) –states that border NY.
3. Show map of states that border NY; guess names.
4. Ask Ss which states they have visited and what they did there.
5. Give each group facts about one of the states, ask to find three facts that are interesting.

Wrap Up/Assessment

- Ask each group to share their facts about the states with the class.

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

- What were new words or phrases for you today?
- Write them on your vocabulary cards or in your notebook.
- Review homework.

Homework/Project (Extension Activity)

- **Listening:** This video is about some strategies for learning English. There is one for speaking, one for reading and one for writing
You tube: http://www.youtube.com/watch?v=1Zj_bEFZMT0 watch the FIRST PART – speaking Strategies (you can watch the rest of the video, if you want to).
- Do you think learning songs is a good strategy for learning English? Why or why not?
- Would you like to use songs to learn English in class?
- **Writing:** Write 3 specific short term goals for this semester. Write one long term goal for the semester.
Examples: I will talk to my study partner twice a week.
I will watch the news in English 15 minutes a day.
I will read in English 15 minutes a day.
Long term:
By December 18th, I will be comfortable talking to my child's teacher
By December 18th, I will have a resume in English

- **Reading:** Listening Strategies (Ventures extended reading)
- **Speaking:** Call or meet a classmate. Ask them about their goals.

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- Goal setting: <https://www.mindtools.com/page6.html>
- List of sequence words <http://www.readingrockets.org/content/pdfs/transition%20words.pdf>
- goal setting for lower level ESOL You tube http://www.youtube.com/watch?v=1Zj_bEFZMT0
- <http://www.cambridge.org/ventures/resources/>