

## Lesson Plan Module 1: Session 5

<b>Module 1</b> Yourself and Your Community	<b>Unit 3 – Session 5</b> Community Life
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.SL.3.1.B</a>: Follow agreed-upon rules for discussions.</li> <li>• <a href="#">CCSS.ELA-LITERACY.SL.3.1.D</a>: Explain their own ideas and understanding in light of the discussion</li> <li>• <a href="#">CCSS.ELA-LITERACY.SL.4.1</a>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.W.5.2.D</a>: Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.RI.4.4</a>: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.L.3.1.A</a>: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Ask for walking directions</li> <li>• Make statements with “hope to” and “expect to” and “plan to”</li> <li>• Discuss their weekend plans</li> <li>• Discuss and select community events</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) mta.info</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>• Chart paper</li> <li>• 7 flipchart markers</li> <li>• Subway and Bus maps</li> <li>• <i>Ventures 3</i></li> <li>• Cards for Poll questions</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Copies of Dialogue</li> <li>• <i>Ventures Collaborative</i> pp 43 and 44 OR similar text</li> <li>• Cards for Poll questions</li> <li>• Homework from prior session (Let's ask Columbus)</li> </ul>
<b>Vocabulary Focus</b>	

I'd suggest, afford, admission, events, option, tour, expect to, hope to, decide to

## Grammar Focus

- Verb + infinitive

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

### Warm-Up

- **Columbus Day Homework/Extension activity**
  - a. Post homework "ask Columbus a question" questions (e.g., you are Columbus's mother. Ask Columbus a question). Write one example from Ss of each
  - b. Count off by 4's: Group 1sailors, 2 mother, 3 Queen, 4 Reporter, 5 Columbus
  - c. Tell the class Make a list of 6 questions to ask Columbus. (as their character) Example: the "mother" group will write 6 mother questions. The "sailor" group will write 6 sailor questions. Decide if the questions are before/during/after the trip.
    - Everyone must write one
  - d. Everyone must copy the list. (Columbus prepares statements about how he felt before, during and after voyage.)
  - e. Regroup to form groups with 1 Columbus and 1 each of the others. Model first, groups pose questions to Columbus. He replies. Ask for questions before, then change to during, then, after. (Note: if class numbers are not even, be sure each group has a Columbus.)

## Lesson Plan Activities

### Activity 1: Individual polls (30 min)

1. Ask learners to talk to 5 people. Give each learner one card. Ask 3 people the question, then swap cards
  - What are the best things in your neighborhood? Why do you say that?
  - How could your neighborhood be improved?
  - What does your neighborhood need? Why do you say that
  - Do you think people are friendlier in New York or in your country? Why do you say that?
  - If you could change one thing in NY, what would you change? Why?
  - Have you been to the post office? When did you go?
  - Do you know where the fire station is in your neighborhood? Where?
  - What subway is closest to your house?
2. Be ready to share the results with your classmates.

### Wrap Up/Assessment

- Ask the students to share some of what they heard from their classmates.

### Activity 2: Directions (55 min)

1. Subway and Bus Directions:

Activate background knowledge by asking, "Have you ever visited any places in Manhattan? Where did you go? How did you get there?"

  - a. Subway and Bus directions dialogue: Listen to the conversation. Answer the questions (see worksheet) with your partner

**Dialogue:**

A: Can you suggest an interesting place to visit in NYC?  
B: I'd suggest visiting the Empire State Building which is a famous building in Manhattan.  
A: How do I get there?  
B: Take the Q 10 towards Queens Blvd. Get off at the last stop. Take the F train towards Manhattan Get off at 34<sup>th</sup> Street. Walk one Block east to the Empire State Building
- b. Hand out subway and bus maps or use mta.info on tablets or projector. Have the learners practice in pairs, and then create an original dialogue

2. Walking Directions:
  - a. Review how to ask for directions by public transportation (Do you know how I can get to... "Can you give me directions to?"
  - b. Elicit ways we can ask for walking directions "Excuse me, can you tell me where the nearest \_\_\_\_\_ is?" "Is there a \_\_\_\_\_ near here?" How do I get to "....."
  - c. (Include vocab such as turn, go straight, northwest corner, it's across from, etc.
  - d. Make sure class is clear about how to ask for far/vs neighborhood places.
  - e. Model first, give each student a slip with a destination – either neighborhood (bank, post office) or famous place.
  - f. Each Ss asks five students.

### Wrap Up/Assessment

- Ask students if they feel confident to ask directions. Poll with yes/no/maybe cards. For homework, they will ask this question to someone on the street

### Activity 3: Making Plans (55 min)

1. Small groups, look at p. 58 of *Ventures* and make story. Share some with class. If you don't have the picture, use a photo of people making plans. (The picture is available in *Ventures teacher resources* online.)
2. Review vocab: afford, admission, events, option, and tour. Listen to *Ventures* (available on the Arcade, p. 59)
3. Prior to the first listening, ask: who are the speakers and what are they talking about?
4. Prior to the second listening, ask: Listen and identify dates/times (or use *Ventures* p. 59).
5. Third prepare a cloze from the listening (or use *ventures* p. 59.)
6. Use the jigsaw reading from *Ventures Collaborative activities* p. 43 (or prepare a similar list of events ask learners to collaborate, following the instructions).
7. Once each group has developed a list, ask them to draw up a list of advantages and disadvantages of each activity. Then decide on one to visit. Model using *We decided to visit xxx because* (write this on the board because of).
8. Practice with hope to verb + infinitive for making plans (*Ventures* p. 60).
  - a. Introduce the structure "hope to" and "plan to" "decide to" "expect to."
  - b. Have learners work with "decide to."
  - c. Ask learners: what do you hope to do this weekend? What do you plan to do this weekend? What do you need to do? Have them practice these questions with a partner.
  - d. Complete exercise on *Ventures* p 60, or create an activity using hope to, plan to, expect to and decide to

### Wrap Up/Assessment

- Check their work on the last activity as a group.

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

1. What was your favorite activity today? Why?
2. Assign homework.

### Homework/Project (Extension Activity)

- **Speaking/Listening:** Ask someone on the street for directions. Be ready to share in class
- **Writing:** A visitor is coming to NY for 3 days. Make a plan for them. OR Plan a trip for you or your family. Tell what you hope to do and why.
- **Grammar:** Verbs +infinitive *Ventures arcade*, Level 3, Unit 5 activity B

### Online Resources

- [www.elcivics.com/](http://www.elcivics.com/)
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://www.nycgo.com/queens>
- <http://www.nycgo.com/manhattan>