

Lesson Plan Module 1: Session 5

Module 1 Yourself and Your Community	Unit 3 – Session 5 Community Life
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.3.1.B: Follow agreed-upon rules for discussions. CCSS.ELA-LITERACY.SL.3.1.D: Explain their own ideas and understanding in light of the discussion CCSS.ELA-LITERACY.SL.4.1: 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. <p>Writing</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.5.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic <p>Reading:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.4.4: 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>. <p>Language:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.3.1.A: 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"> Ask for walking directions Make statements with “hope to” and “expect to” and “plan to” Discuss their weekend plans Discuss and select community events 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> Projector, laptop, and speakers Tablets (if available) mta.info Internet connection Access to Ventures arcade (see link under resources) 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> Chart paper 7 flipchart markers Subway and Bus maps <i>Ventures 3</i> Cards for Poll questions <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> Copies of Dialogue <i>Ventures Collaborative</i> pp 43 and 44 OR similar text Cards for Poll questions Homework from prior session (Let's ask Columbus)
Vocabulary Focus	

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 34th 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.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://www.nycgo.com/queens>
- <http://www.nycgo.com/manhattan>