

## Lesson Plan Module 1: Session 1

<b>Module 1</b> Yourself, Your Family and Everyday Life	<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.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.1.5</u>: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.6</u>: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.A</u>: Print all upper- and lowercase letters.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.D</u>: Use personal, possessive, and indefinite pronouns</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Use wh- questions to ask questions and answer questions about classmates’ basic information.</li> <li>• Read and write descriptions of people stating basic information.</li> <li>• Greet each other in English.</li> <li>• Use “Excuse me” and “please repeat” and “can you spell that” to ask for clarification.</li> <li>• Use possessive pronouns in speaking and writing.</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)</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, tape, index cards</li> <li>• Name tents</li> <li>• World Map</li> <li>• Ventures 1</li> <li>• Queens Library ESOL Program picture file</li> <li>• Picture dictionaries</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Class guidelines</li> <li>• Needs assessment</li> <li>• Personal info form</li> </ul>

- Pictures of people

## Vocabulary Focus

What's your name, can you spell that, address, where are you from, near, phone number, state, zip code, city

## Grammar Focus

- Wh-questions
- Personal poss. adjectives (my/your)

## Introduction/Warm-Up/Review (40 min)

### Warm-Up

- As Ss enter, fill out a name tag.
- Write on board: What's your name? My name is \_\_\_\_\_.
- Where are you from? I'm from \_\_\_\_\_ Introduce yourself, and tell where you are from. Ask class to repeat: What's your name? Where are you from?
- If class is small enough, ask in chain fashion. If it is too large, introduce about 5 or 6 Ss to the whole class, and then introduce in groups of 5.
- As learners say their country, write it on the board.
- If other learners do not know the learners' country, find it on map. (If there are slightly higher level learners ask questions about the learners' countries as they state them, e.g. Is China near the US? No. It's near India.), find a country that is "near" and one that is "far."
- Point out how many countries are represented in class (or ask learners to tell you), and how many people in class from each country.
- Review class guidelines and expectations.

## Lesson Plan Activities

### Activity 1: Asking and answering questions (50 min)

1. Say your name. Throw the ball to someone in class, who says his or her name, then throws the ball.
2. Do variations of this: "What's your first name?" as round one; "What's your last name?" as round two and a third round as "I'm from..." If class is slightly higher level, they can precede throwing the ball by asking the appropriate question, e.g. "Where are you from?" "What's your first name?"
3. Add additional questions, as appropriate to the students' level.
4. Getting to Know Your Partner interview Write q's on board (for lowest levels, reduce the number of questions to what's your name, where are you from):
  - What's your name?
  - Where are you from?
  - What language do you speak?
  - Do you work?
  - Do you have children?
  - For round 2, higher levels ask one more question
  - a. Review the questions, then model by having one S ask T. Introduce the strategy, can you spell that?
  - b. Learners work with a partner who does not speak their language. Change partners and repeat. Second time: add a few more questions (higher levels).

### Wrap Up/Assessment

- Ask learners to introduce their partners to the group. (T models first)

### Activity 2: Greetings (20 min)

1. Read or play a dialogue to the class:

A: Hi, I'm Clara  
B: Nice to meet you, Clara. I'm Lee.  
A: Nice to meet you Lee. Do you live in Queens?  
B: Yes, I live in Jamaica. How about you?

A: I live in Flushing.  
Read or play a dialogue to the class:  
A: Hi I'm Rita.  
B: Nice to meet you, Rita! I'm Joe.  
A: Nice to meet you Joe. Where are you from?  
B: I'm from the Dominican Republic. What about you?  
A: I'm from Pakistan.

2. Have the class practice the dialogue(s) chorally and then with a partner.
3. Write the dialogue on the board. Erase the names/places. Model first with a few students, then have them practice with a partner. More advanced learners can come up with their own dialogues.

### **Wrap Up/Assessment**

- T walks around to assess their dialogues as they work. Ask for volunteers to do their dialogues for the class.

### **Activity 3: Creating stories (60 min)**

1. Use one of the Queens Library picture file pictures to create a story about a picture. (as a class) Ask questions to elicit information about the person in the picture to develop a short story, e.g. what's her name? Where is she from? Where does she live? Is she married? Does she have children? How many? What's her address? How old is she?) If the class is high beginners, encourage learners to tell you more. (This is Monica. She's from Colombia. She has two children. She lives in Rego Park. She is 34 years old. She's a waitress.)
2. Give each trio a picture, and ask them to develop a story about that person. Have them write their stories on chart paper. T works with the lowest level, if needed.
3. Swap pictures. Each group travels around the room (gallery walk style) to find the story.
4. T reads stories to class – correcting and checking vocabulary.

### **Wrap Up/Assessment**

- T reads stories to class – correcting and checking vocabulary

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

1. What were new words today?
2. Introduce the concept of vocabulary journals or vocabulary cards.
3. Have learners write 5 new words on the cards or in their journals.

### **Homework/Project (Extension Activity)**

- **Reading/Writing:** Complete needs assessment.
- **Writing:** Ask Ss to write about themselves either with a form to fill in the missing words (easier) or questions to answer.
- **Vocab:** practice the 5 new words.

### **Online Resources**

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>