

Lesson Plan Module 2: Session 9

Module 2 Community Involvement	Unit 5 – Session 9 Neighborhood
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <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. • <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). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. • <u>CCSS.ELA-LITERACY.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • <u>CCSS.ELA-LITERACY.SL.1.5</u>: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.1.A</u>: Print all upper- and lowercase letters. <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.1.E</u>: Use verbs to convey a sense of past, present, and future. • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.I</u>: Use frequently occurring prepositions 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Name 5 community locations. • Use next to, across from, and near to describe locations. • Ask and answer questions about what is near their house. • Talk about how often they visit neighborhood locations using never, every day and a few times a week. • Talk about forms of transportation that they use. 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Projector, laptop, and speakers. • Tablets (if available) • Internet connection • Access to Google maps Ventures arcade and USA 	Presentation Needs & Handouts <ul style="list-style-type: none"> • Picture dictionaries • Chart paper and markers • Pictures of neighborhood places • Maps of neighborhood or Google maps

Learns

Each item listed below will be available in PDF format:

- Grid questions, unless learners copy grid
- Neighborhood frequency questions (2 levels)
- Where do you live homework worksheet

Vocabulary Focus

bank, near (review), library, supermarket, across from, drug store, street, neighborhood, fire station, next to, between, on the corner of

Grammar Focus

- Past tense
- Prepositions of location
- Adverbs of frequency

Introduction/Warm-Up/Review (30 min)

- Review the agenda.
- Write: Today is (date). Ask student volunteers to write the date on the board. Yesterday was.....
- How's the weather? How was the weather yesterday?
- What did you do yesterday? As people speak, T elicits past tense verbs.
- Ask: Did you use USA Learns? (Elicit some volunteers.) What did you study?

Lesson Plan Activities

Activity 1: Introduction to neighborhood (30 min)

1. Write on the board: What's in your neighborhood? Explain the word neighborhood.
2. In small groups, higher level learners make a list of what places are found in their neighborhoods. Provide picture dictionaries to assist them. Model one or two examples as a class. As they work, take notes of which words they know and which were new. T works with lowest level learners and introduces 5 basic places. Learners practice saying names and writing words. Provide neighborhood place/word cards for lowest level to practice with.
3. Post the lists on the wall. Ask groups to travel from list to list to add new words. Give each lower level learner 4 picture cards. Ask lower levels to place the picture cards next to words on the chart.
4. Go over any important community words they may not have mentioned.

Wrap Up/Assessment

- To assess, show some pictures of community places, and have the learners call out the names.

Activity 2: What's near your house? (30 min)

1. Write these questions on the board (or use four other neighborhood words you wish to reinforce)
 - a. Is there a bank near your house?
 - b. Is there a supermarket near your house?
 - c. Is there a library near your house?
 - d. Is there a subway near your house?
2. Ask learners to answer the questions for themselves. Then, ask three classmates and write their answers on the grid. If higher levels finish earlier, they can write sentences about their classmates.

Name	Bank	Supermarket	Library	Subway
1.				
2.				
3.				

Wrap Up/Assessment

- Ask some learners to report out about their classmates.

Activity 3: How often do you go there? (30 min)

1. Write on the board: How often do you go to the supermarket? Write: never, a few times a week, every day. Explain the meaning and use yourself as an example. Ask a few more people the same question, and then elicit from class another neighborhood place. Ask a few more Ss: How often they go there.
2. Divide class into partners. Ask them to interview their partner. Note: there are two levels of this worksheet; the higher level has some additional phrases and questions.

Wrap Up/Assessment

- Have learners report out about their partner.

Activity 4: Modes of Transportation (45 min)

1. Using pictures introduce or review modes of transportation: bus, subway, car, by foot (use the *Ventures Basic* picture cards if needed).
2. Write some interview questions on the board or create a questionnaire. For the lowest level, use yes no questions only: Do you take the subway to work? Do you take the bus to the supermarket? Do you take the subway every day? Did you take the bus yesterday? Did you walk yesterday? Did you take the subway yesterday? Higher levels can add frequency questions and other questions. How often do you take the subway? How often do you take the bus? How do you get to the library? How do you get to the supermarket?
3. Class interviews partners, taking notes.

Wrap Up/Assessment

- Ask class to report out. Make a class chart using most of us, some of us and none of us.

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

1. What were new words today?
2. What did we do today?
3. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Writing:** Write a paragraph (or sentences) about your neighborhood. (For lower levels give them the places to include and/or sentence frames.
- **Reading/Writing:** Where do you live questions (two levels).
- **Speaking:** Ask someone the questions from Activity 2.
- **Technology:** Continue on USA Learns and/or use *Ventures Arcade* Unit 5 Lesson A (listen answer and repeat).

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- www.usalearns.org
- Google maps