

## Lesson Plan Module 1: Session 2

<b>Module 1</b> Yourself, Your Family and Everyday Life	<b>Unit 1 – Session 2</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>• Index cards</li> <li>• Name tents</li> <li>• World Map</li> <li>• <i>Ventures 1</i></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 information form</li> <li>• <i>Addventures</i> worksheets 1B, 1E, 1F</li> </ul>

## 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 (30 min)

### Warm-Up

- Ball toss game: review "last name" "first name" "country" with a ball toss activity.
- Check homework answers to personal information questions. Have them review with a partner if needed.
- Practice with vocabulary cards, or do a vocabulary review.
- Review: TPR with "near and far" T starts giving instructions (Gloria, please stand near the window, Amal, stand near Gloria.) After class is comfortable, some students call the instructions.
- If there are new students, use it as an opportunity to review the basic greetings. If not, have a few students practice with partners.

## Lesson Plan Activities

### Activity 1: Alphabet Check (20 min)

1. To ensure learners know the letters of the alphabet, use Ventures 1 p(?). call letters of the alphabet, and have learners point to the letters. Then do with a partner.
2. Explain to Ss they are going to line up in alphabetical order by first name. They cannot write their names, only speak.

### Wrap Up/Assessment

- Repeat the lineup activity using last names. Have learners turn to the person next to them and ask one question.

### Activity 2: Personal Information (20 min)

1. Write the following words on the board: Name, Address, Zip Code, Country, Date of Birth. Check for comprehension.
2. Hand out a form for personal information.
3. Ask learners questions about *Paola* (name on the worksheet).
4. Ask learners to work with a partner to answer the questions.
5. Have them interview their partner to write their partner's information at the bottom.

### Wrap Up/Assessment

- T walks around to assess their as they work. Ask for volunteers to share a little about their partner's information.

### Activity 3: Asking and giving name and phone numbers (45 min)

1. Hold up a picture of a person Ask: What's her name? (allow the class to make up a name) Ask how do you spell that? Write the name on the board.
2. Ask what's her phone number? Allow the class to make up a phone number. Write the number on the board.
3. Use the "registration form" on p. 6 of Ventures 1 to answer: What's her first name? What's her last name? What's her phone number?
4. Play the listening in Ventures 1, p. 7. Have learners complete the answers to the questions.
5. Use the phone numbers on p. 8 of *Ventures* or provide another list of phone numbers. Say the phone numbers. Have learners point to the phone number you say. Then, have them practice in partners.
6. Pre write on board: what's s/her first name? What's her last name? How do you spell that? What's her phone number?
7. Make a grid for the learners to copy. Model the activity first with one student: What's your first name? How do you spell that? What's your last name? How do you spell that? What's your phone number? (You may want

to write the questions on the board). Ask them to ask four classmates.

First Name	Last Name	Phone Number
1.		
2.		
3.		
4.		

### Wrap Up/Assessment

- Call out a few phone numbers for the learners to write down. Check their responses.

### **Activity 4: When's your Birthday? (20 min)**

1. Ask: What month is it now? What was last month? Next month? Review days of the week and months of the year (elicit from class).
2. Review the questions: When is your birthday or When were you born? My birthday is (month/day) or I was born on (month/day). Explain in the United States that we say and write the month first and then the date and then the year.
3. Ask students to stand up and get into a line according to their birthdays (month first and then date) starting with January 1st. Students ask each other when is your birthday, and make a line according to the date.

### Wrap Up/Assessment

- Ask learners to turn to each other and introduce themselves, and ask one questions, to review wh questions.

### **Activity 5 Focus on Grammar (30 min)**

1. As a warm up ask a few questions using /her/his/ (what's her name? What's his country?) Introduce "their."
2. Point out the grammar chart on p. 8 of *Ventures 1*, and have learners work together to fill in *his*, *her* or *their* in the activity.
3. Provide a follow up if needed, such as *AddVentures* worksheet Unit 1 Lesson B.

### Wrap Up/Assessment

- Check their answers to step 3 as a class.

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

1. What were new words today?
2. 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/>