

Lesson Plan: My City

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation card: <i>My City</i></p>	<ul style="list-style-type: none"> • Show students Conversation card: <i>My City</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Do you use maps in your home country? ○ What are some places you go to in {insert your city name}? ○ Do you ask for directions or do you use your smart phone to get directions? ○ Have you ever been lost before? What happened? ○ What do you like about {insert your city name}? What did you like about where you lived your home country?
<p>Presentation: Map and Local History PowerPoint Time: 15 minutes Focus points: Recognizing different maps and places we live, learning about local history Materials: PowerPoint-Map and Local History</p>	<ul style="list-style-type: none"> • Using the PowerPoint, show the students where we live in the world, starting from the world map and then, narrowing to the local city. • When looking at the world map, have your students come up and point to where their home countries are located. • It is important for students to know about and identify themselves with their new cities they live in. • Use the local history slides to discuss your city and special things about it. • If you live in a different city than shown, use the example Powerpoint as a guide to create your own. <p><i>(historical information taken from www.my.spokanecity.org)</i></p>
<p>Activity: Local History sequencing Time: 15 minutes Focus points: Sequencing historical events Materials: Worksheet-Spokane History, notecards</p>	<ul style="list-style-type: none"> • Review the meaning of 1st, 2nd, 3rd and 4th with the students. • Write the ordinal numbers on notecards. Have four students come to the front of the class and have each one pick a notecard. Have them put themselves in numerical order and say the place (i.e. <i>first</i>). • Working in groups of three, have the students put the Spokane history pictures in chronological order. • After the students are finished, discuss the order of the pictures as an entire class. Elicit answers from the students: <ul style="list-style-type: none"> ○ <i>What happened next?</i> ○ <i>Tell me a little bit more about that {historical event}.</i>
<p>Activity: Writing Practice Time: 20 minutes Focus points: Practicing writing your city's name Materials: Whiteboard for each student, dry erase markers</p>	<p><u>Beginners</u></p> <ul style="list-style-type: none"> • Students will practice spelling their city's name. • Write your city's name on a large whiteboard. Point to each letter and have the students say the letter name. • Have the students practice writing your city name on their personal whiteboard. If needed, write your city's name in yellow and have the student copy the letters in black dry erase marker. • Students should write the city name a few times on their whiteboards. • When students are confident, erase your example and have them attempt to write the city name by memory. <p><u>Advanced Beginners/Intermediate</u></p> <ul style="list-style-type: none"> • Students will practice spelling their city's name and state.

	<ul style="list-style-type: none"> • Write your city's name and state on a large whiteboard. If needed, review the letters. • Have the students practice writing your city name and state on their personal whiteboard. Students should write it a couple different times for practice. • When students are confident, erase your example and have them attempt to write the city name and state by memory. If more intermediate, they could practice writing an entire sentence: <i>I live in {Spokane, Washington}.</i>
<p>Activity: Scramble game Time: 10 minutes Focus points: Knowing how to spell your city name Materials: 8.5 x 11 paper for each letter of your city name (2 sets)</p>	<ul style="list-style-type: none"> • Write each letter of your city name on a piece of paper. If have larger class, do two sets. • With the cards facing down, have each student choose one. Working together, the students need to line up spelling their city name correctly. • If enough students, create two teams for a competition to see who can line up the fastest. • If only one team, you could time them with a stopwatch. Each time, they try to beat their last time.
<p>Activity: Cardinal Directions Time: 15 minutes Focus points: Learning the cardinal directions, where they live in town Materials: Four cards (8.5" x 11) for the cardinal directions, maps of your city</p>	<ul style="list-style-type: none"> • Show the students different compass roses on actual maps or on the internet. Point out the four direction points: North, South, East, and West. • Using smart phones, utilize the compass application to find North. This can be done in groups of 4-6 students. Then, find the other three points. • As an entire class, label the classroom with N, S, W and E. • Ask each student: <i>Where do you live?</i> • Write out the following sentence frame on the whiteboard to help them with their answer: <i>I live on the _____ side of town.</i> If they don't know, use their address to help them figure it out.
<p>Activity: Directions Grid Time: 25 minutes Focus points: Learning directions Materials: Painter's Tape, large notecards</p>	<ul style="list-style-type: none"> • In advance, create a large grid (like a tic-tac-toe grid) with the painter's tape. You could create two grids if needed for larger class. Tell the students that the lines are streets. • To begin, have the students follow you on the grid with basic directional commands: <i>Go straight, stop, turn left, and turn right.</i> • To remember left, have the students extend their arms with their wrists up and only their thumb and index finger extended. The left hand makes the letter L. • Do a comprehension check of the basic commands. Turn left and have them say which direction you turned. • After they have mastered these directions, have the students come up two at a time and give them directions to follow on the grid. • If the students are ready, you could place notecards (post office, bank, library, etc) at different locations on the grid. Introduce additional directional phrases: <i>go two blocks, it is on the corner, it will be on your right/left.</i>

	<ul style="list-style-type: none"> • Have the students practice giving directions to the different places on the grid.
<p>Wrap-up: Map Reading Time: 15 minutes Focus Points: Understanding a map, asking for and receiving directions Materials: Local Maps</p>	<ul style="list-style-type: none"> • Try to bring enough maps for every pair of students. • In advance, mark an X where your ESL class is on the map. Point this out to your students. • Point out a few different landmarks on the map: Park, Library, Bus Station, the river, etc. Have the students circle these on their maps. • Write this sentence frame on the board: <i>Excuse me, where is the _____?</i> • In pairs, have the students practice asking for and giving directions to a specific landmark from their class location using the map. They should use the sentence frame to assist them in their conversation. Model this activity first. • After the students have practiced a couple times, ask if any want to role play a conversation in front of the class.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Visit a local history museum. • Walk around your downtown and see various landmarks.