

VENTURES 1

Unit 3.5 Lesson Plan and Materials

Packet Contents

- Lesson Plan (2 pages)
- Add Ventures 3D (1 page)
- My Family Tree (1 page)
- Add Ventures 3E (1 page)

Lesson Summary & Preparation

TOPIC	Unit 3: Friends and family (pp.32-43) <ul style="list-style-type: none"> • Lesson E: Writing (pp.40-41)
OBJECTIVES	<ul style="list-style-type: none"> • Students will recall concepts specific concepts learned in previous lessons. • Students will be able to contribute positively to group and class discussions. (SL1.A.a,b; SL6.A) • Students will be able to demonstrate command of the rules of capitalization and simple sentence punctuation. (L1.A.a; L2.A.a,b,c,d ; L2.B.a) • Students will be able to identify unit vocabulary. (SL2.A) • Students will able to communicate personal information. (SL1.A.a,b; L1.A.l) • Students will practice listening comprehension skills. (SL2.A) • Students will be to develop their reading comprehension skills. (R1.A; R1.B; R4.A; RF4.A) • Students will be able to ask and answer questions about a text. (SL3.A; R4.A)
MATERIALS	<p>Text: <i>Ventures 1 Student's Book 2nd Edition, Ventures 1 Workbook 2nd Edition Oxford Picture Dictionary 2nd ed., OPD Workbook 2nd ed. (Low Beginning)</i></p> <p>Student Handouts: <i>Add Ventures 3D, My Family Tree, Add Ventures 3E</i></p> <p>Teaching Aids: <i>V1 Workbook CD, V1 Class Audio CD-1</i></p>
CCRS	Unit 3: SL1.A.e,g,k; SL2.A; SL4.A Lesson E: L1.A.e; L2.A.b,c,d,h; W5.A
CASAS	0.1.2-6; 0.2.1-2; 2.1.1; 2.1.8; 2.4.1; 2.5.5; 2.7.2; 4.8.1; 6.0.1; 7.2.4; 7.4.3; 7.5.6
WEEKLY QUOTE	<p><i>“Education is the most powerful weapon which you can use to change the world.”</i></p> <p>-Nelson Mandela</p>

Materials/Time	Lesson Plan
Before Class Begins...	<ol style="list-style-type: none"> 1. Arrive at Vita at least 15 minutes <u>before</u> class is scheduled to begin. 2. Retrieve your folder in the hall alcove and make sure all the necessary material is provided. 3. Go to the lunchroom and fill a pitcher of water for your students. Extra cups are located in the cabinet beneath the microwave. 4. Check your dry-erase markers to make sure that work New markers are available in the metal mesh box in the hallway alcove. 5. Make sure you are familiar with how to operate the CD player. 6. Start class on time.
Attendance	<p>Students who arrive <u>before</u> the start time should enter the time class begins. Students who leave at the time you dismiss the class should enter the dismissal time. Students who <u>arrive late or leave early</u> need to write the actual time they arrive and/or leave</p> <p>Make sure students <u>SIGN THEIR NAME EACH TIME!</u></p>
Warm Up! (15 minutes)	<p>Choose a warm up activity which is suitable to the level and size of your class.</p> <p>Note: <i>Warm-ups activities should follow two criteria: they need to relate to the lesson theme and not exceed 15 minutes in length</i></p>
English in Real Life (5 minutes)	<p>Ask students to think about a time since the last class when they used English outside the classroom. Ask a few students to share about this experience</p>
<p>Review (45 minutes)</p> <p>Materials <i>Add Ventures 3D</i> <i>Workbook</i> <i>Workbook CD</i> <i>Oxford Picture Dictionary</i> <i>OPD Workbook</i></p>	<p><u>Homework Review</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Review the Add Ventures 3D handout homework assignment. 2. Check to see if there are any students who had trouble and assist them. <p><u>Workbook Practice</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Ask the students to open their Workbooks to pp.36-37 2. Work together to complete exercises 1-3. <p>Note: <i>The answer key to the workbook begins on p.132</i></p> <p><u>OPD Workbook</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Have the students turn to p.36 in the OPD Workbook. 2. Review the vocabulary in the wordlist. 3. Complete exercises 2-3 together as a class.
(10 minutes)	Break
<p>Collaborative Activity (15 minutes)</p> <p>Materials <i>My Family Tree</i></p>	<p>Family Tree</p> <p>Give each student a copy of the My Family Tree handout.</p> <ol style="list-style-type: none"> 1. Instruct the students to write the names of their family members in the space provided in the handout. 2. When the students complete their tree, ask students to share their tree with the class.

<p>Section 1 (35 minutes)</p> <p>Materials <i>Student Book</i></p>	<p>Before you write</p> <p>Instruct the students to turn to pp.40-41 in the <i>Student Book</i>.</p> <p><u>Exercise A (Talk)</u></p> <ol style="list-style-type: none"> 1. Divide the class into pairs. 2. Instruct the students to ask their partner the questions about themselves in the chart. 3. The interviewer should write down the answers of the interviewee in the chart provided in the exercise. 4. Reconvene the class and talk about the results. <p><u>Exercises B (Read)</u></p> <ol style="list-style-type: none"> 1. Read the excerpt in the exercise to the class. 2. When you come to an underlined word, ask the students which person the verb describes. 3. Students should write the verb in the space provided in the picture.
<p>Section 2 (5 minutes)</p> <p>Materials <i>Student Book</i></p>	<p>Write</p> <p><u>Exercise B (Write):</u> Instruct the students to write down their answers to the questions 1-4 in the exercise.</p> <p>Note: <i>Skip Exercise A</i></p>
<p>Section 3 (10 minutes)</p>	<p>After you write</p> <p>Facilitate a discussion about the students' families. Talk about how big the families, where they live, and how close they are with each other.</p>
<p>Recap</p>	<p>Ask the students what did in class today.</p>
<p>Homework</p>	<p>Give each student a copy of the <i>Add Ventures 3E</i> handout. Instruct the students to complete the handout for homework</p>
<p>Dismiss the class</p>	<p>Instruct the students to sign out on the attendance sheet before they leave.</p>
<p>Before You Leave...</p>	<ol style="list-style-type: none"> 1. Materials: <ul style="list-style-type: none"> • Place unused material in your plastic folder and return it to the alcove. • Put the attendance list in your partner's folder. • Return the <i>Class Audio CD</i> to the rack in the hall alcove. 2. Classroom: <ul style="list-style-type: none"> • Erase the whiteboard. • Pick up any trash and throw away used cups. • Push in the chairs. • Empty the water pitcher and return it to the lunchroom.

Lesson D Reading



A Read.

The Birthday Party

My name is Pablo. This is a picture of my father's birthday party. He is 70 years old. He's drinking coffee. He's so happy! My daughter is eating cake. My son is eating cake, too. I'm playing the guitar. My wife isn't eating cake. She's taking the picture!



B Match the questions with the answers. Use the information from Exercise A.

- | | |
|-----------------------------------|---|
| 1. Is Pablo taking a picture? | a. No, he isn't. He's eating cake. |
| 2. Is his daughter eating cake? | b. No, she isn't. She's taking the picture. |
| 3. Is his son playing the guitar? | c. No, he isn't. He's drinking coffee. |
| 4. Is his father drinking soda? | d. Yes, she is. |
| 5. Is his wife eating cake? | e. No, he isn't. He's playing the guitar. |

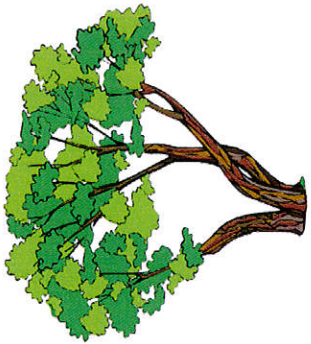
C Answer the questions. Use the information from Exercise A.

- | | |
|-------------------------------|---------------------------------|
| 1. What's Pablo doing? | <u>He's playing the guitar.</u> |
| 2. What's his father doing? | _____ |
| 3. What's his daughter doing? | _____ |
| 4. What's his son doing? | _____ |
| 5. What's his wife doing? | _____ |

D Complete the charts.

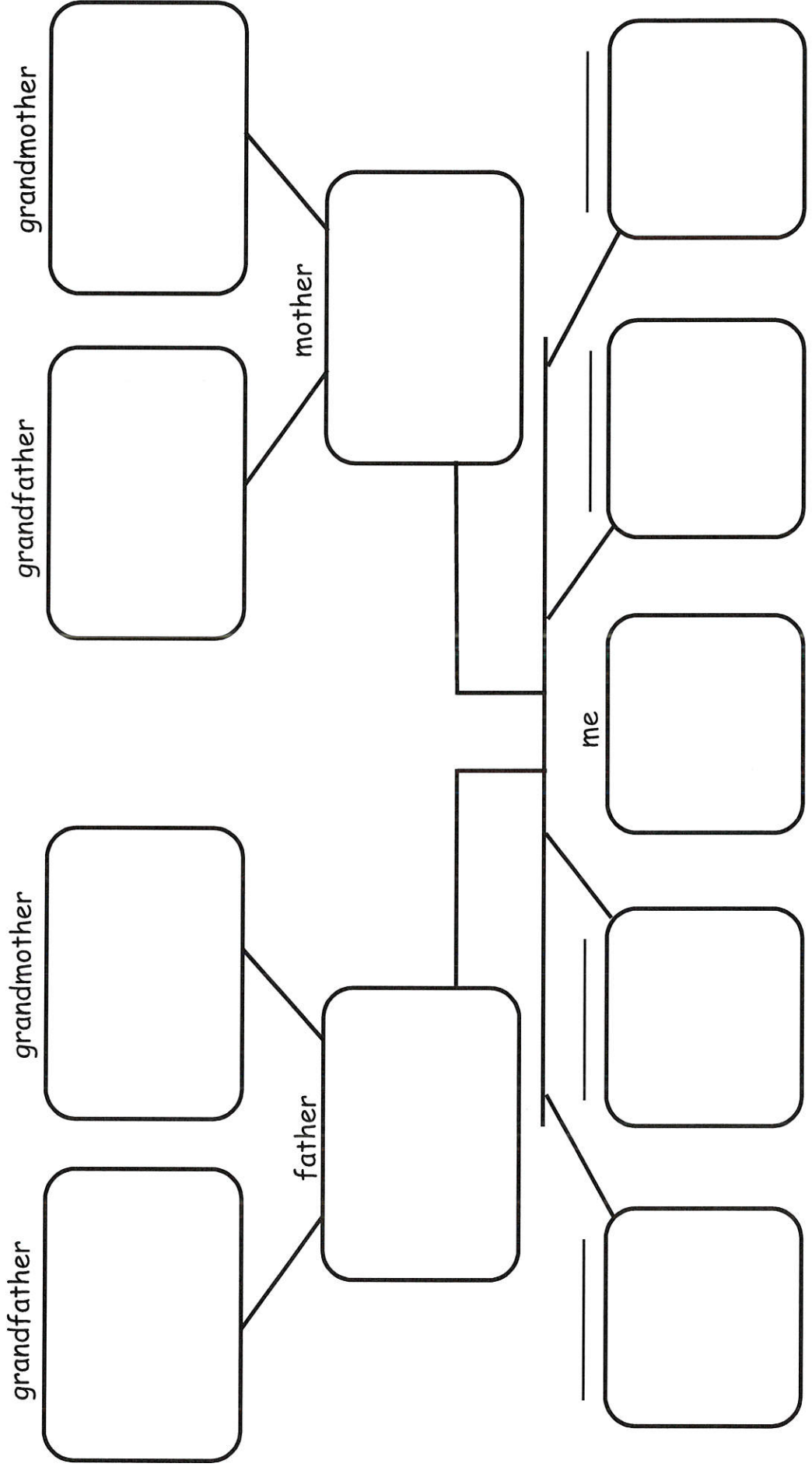
Your name	Your birthday
_____	_____ (month) _____ (day)

Your friend's name	Your friend's birthday
_____	_____ (month) _____ (day)



Name: _____

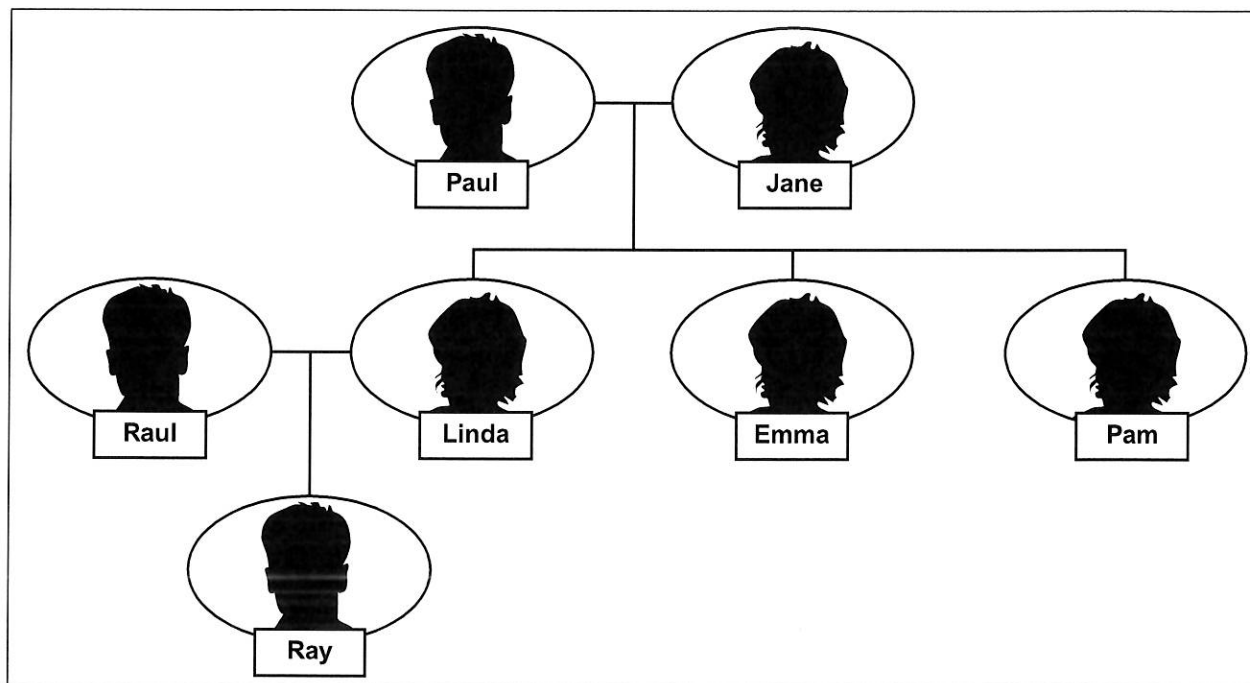
My Family Tree



Lesson E Writing



A Look at Linda's family tree. Answer the questions.



1. Is Linda married or single? She's married.
2. Does she have children? _____
3. How many daughters? _____
4. How many sons? _____
5. How many sisters? _____
6. How many brothers? _____

B How many do you have? Write the numbers.

- | | | |
|--------------------|-------------------|------------------|
| 1. ___ son(s) | 3. ___ sister(s) | 5. ___ friend(s) |
| 2. ___ daughter(s) | 4. ___ brother(s) | 6. ___ niece(s) |

C Write about a friend.

1. What's your friend's name? _____
2. Is your friend married? _____
3. Does your friend have children? _____ How many? _____
4. Does your friend have sisters? _____ How many? _____
5. Does your friend have brothers? _____ How many? _____