



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Giving Directions: Week 1 of 1

Unit Overview:

This is a 1 week unit during which students will practice giving and receiving directions for walking and driving. Students will learn left, right, turn around and perform and create dialogues involving directions and write up directions based on maps. Teachers should incorporate reading, listening, speaking and writing throughout the week.

Unit Objectives:

After this unit students will be able to...

- Give and comprehend directions for turn left, turn right, turn around, go/walk straight and stop.
- Give commands using the imperative. (sit, stand)
- Read, comprehend and create dialogues about giving simple directions based on simple maps
- Give directions around neighborhood /building. Give and follow simple spoken and written directions on map.

Unit Outline:

Week 1 - (## - ##) - Give Simple Directions

Monday: turn left & right, turn around, walk/go straight ahead stop

Tuesday: Giving Commands (the imperative) [Sit, stand, walk, run, go]

Wednesday: Read and comprehend dialogues with simple directions from simple maps.

Thursday: Giving simple walking directions, orally and in writing. Follow simple directions on a map.

MATERIALS

LP1 - Lifeprints 1

SE1 - Survival English 1

SO1 - Stand Out Level 1

SOB - Stand Out Basic

SOB GC - Stand Out Basic Grammar Challenge

Giving Directions: Monday, Week 1 of 1

Simple directional vocabulary / *Turn left, turn right, go straight, and stop.*

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Student will demonstrate comprehension of - turn left, turn right, turn around, go/walk straight and stop- by responding with appropriate actions.• Students will orally give and comprehend simple walking directions by using turn left, turn right, turn around, go/walk straight and stop.	<p><u>Objective 1:</u></p> <ul style="list-style-type: none">• SO1: 85 (A and B only): Includes a listening activity. Use CD 1, track 30• SOB: 94
Activity Ideas:	
<ul style="list-style-type: none">• Total Physical Response - Introduce each vocabulary word by having the students repeat the word and physically respond. Start by having them copy you. For example: Say "left" and point left. Have the students say "left" and point left. Repeat. Say "right" and point right. Have the students say "right" and point right. Repeat. Say "turn around" and turn around. Have the students repeat after you and turn around. Go over each of the words a few times. Now say the words and have the students repeat after you and do the gesture (don't do the gesture yourself.) Now introduce turn left, turn right, go straight and stop in the same way. When the students seem to be comprehending the vocabulary, write the vocabulary on the board (or invite students to do so). It may be useful to draw an arrow or small picture next to each word. Now invite a student or a few students up to command the class and review the vocabulary. <p>[Students might also show the class the phrases on cards or write the phrase on the board. This would allow the class to practice reading the words. Students would still respond with the appropriate action.]</p> <ul style="list-style-type: none">• Giving directions-<ul style="list-style-type: none">○ I do it: Place a small object somewhere in the classroom. Have your co-teacher or a student volunteer stand in a different area of the classroom. Using the vocabulary for today, give the person simple oral directions to get to the object.○ We do it: Move the object to a different location (or start the person in a different location.) Solicit directions from various students and have the person follow the instructions. Support the students as necessary (encourage them to ask each other for help, point out words on board etc). Repeat.○ They do it: Send a student out of the room. Have a student put the object in a somewhat hidden place (Make sure the whole class knows where it is.) Have the student come in. Call on students to give the person one directions each until the person arrives at the object.○	

You may want to have the person who is receiving directions blindfolded or hid a bingo prize (ask your coordinator if there are any at the center) as the object they find at the end. This can add an element of fun and interest for some learners. Note that some learners may not be comfortable wearing a blindfold - be sure to make it optional.

Giving Directions: Tuesday, Week 1 of 1

The imperative / *Commands to sit, stand, turn left, turn right, go straight, turn around and stop.*

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review yesterday's objective• Students will give and receive commands using the imperative. (sit, stand and vocabulary from yesterday)• Students will give and receive walking directions around neighborhood /building	<p><u>Objective 1:</u> Prepare sentence strips or index cards with sit, stand, turn left, turn right, go straight, turn around, and stop on them.</p>
Activity Ideas:	
<p><u>Objective 1:</u></p> <ul style="list-style-type: none">• Write sit, stand and yesterday's vocabulary on cards. Show each card and have a student read the word. Have the student model the action and have the class repeat the word and action. [Note: sit and stand are new today.] You may want to have students trade cards and go over the vocabulary again.• Charades: Have a student come to the front of the room and pick a card. Have them act out the word on the card. Call on students to guess what the card said. <p><u>Objective 2 and 3:</u></p> <ul style="list-style-type: none">• I do: Write "He turns left." and "Turn left." on the board. Have a student or co-teacher turn left. Tell the class "He turns left". Use gesture and facial expression to show that you are giving a command. Order the student or co-teacher, "Turn left." [Speak directly to the person you are commanding.] You may want to write "You turn left." under "turn left" and show they are the same.• We do: Pick a place in the school (for example the bathroom, the office or the front door). Have students tell you the directions to get there from the classroom. [Stand up, go straight, turn left etc.] If necessary repeat back the commands using the imperative. (See SOB GC p65) Have everyone follow the directions.• They do: Have students give commands from that place back to the classroom or from the classroom to a new location. Call on various students to give the directions. <p>The teacher may want to ask students to write their directions on chart paper or in their notebooks. (If feasible given weather, time, location, this activity can also be done using locations on block outside of school)</p>	

Giving Directions: Wednesday, Week 1 of 1

Simple Maps / *Students will perform and comprehend simple dialogues based on giving directions from simple maps.*

Lesson Objectives:	Materials
<ul style="list-style-type: none"> • Review vocabulary from Monday (Briefly) • Students will read and comprehend dialogues about giving simple directions based on simple maps 	<p>Objective 1;SE1 p129, p130 ; SE2: 164, SOB p95;</p>
Activity Ideas:	
<p>Objective 1: See first activities from Monday or Tuesday [Total Physical Response, Charades, Simon Sez]</p> <p>Objective 2:</p> <ul style="list-style-type: none"> • For each dialogue - Act out the dialogues as much as possible. Pretend to walk the route described or follow it on the accompanying map. Have students do this as they practice the dialogue. • Choose one or two of the dialogues above (Go through one dialogue thoroughly, letting students use the language, rather than lots of dialogues briefly) <ul style="list-style-type: none"> ○ Model reading the dialogue with a co-teacher or student if possible. ○ Have students chorally read the dialogue, then practice reading it in partners. (multiple times) Encourage students to use gesture when giving directions. ○ By writing up the dialogues with blanks in it, and by adding locations on the map encourage students to create a new dialogue based on the old one. Have students perform their dialogues for the class. • If time, repeat with a second dialogue or share a simple map and have roleplay asking/giving for directions to various locations on the map. 	

Giving Directions: Thursday, Week 1 of 1
Walking Directions / Listen, Say, and Write Directions Based on Simple Maps.

Lesson Objectives:	Materials
<ul style="list-style-type: none"> • Review: Students will create commands using the imperative • Students will say, write and follow simple directions based on a simple community map. 	<p>Objective 1: Mazes: http://tinyurl.com/firstmaze http://tinyurl.com/secondmaze http://tinyurl.com/thirdmaze http://tinyurl.com/fourthmaze (fourth maze is most useful if setting up a computer/projector is possible - this is a harder maze, Have class work on one of the others first.)</p> <p>Objective 2: SOB GC 65 (part c), 66 LP1 p 46</p>
Activity Ideas:	
<p><u>Objective 1:</u></p> <ul style="list-style-type: none"> • Share a maze with the class (on the overhead projector if possible) ask partners to write directions (using the imperative) for how to navigate the maze. (Student may need a paper copy of the maze to use in preparing their directions.) Have students take turns reading their directions while the other students follow the directions on the maze. <p><u>Objective 2:</u></p> <ul style="list-style-type: none"> ○ I do: Use a simple map on SOB GC p65, LP1 p 46 (or another simple community map). Share it with the class on an overhead projector if possible. Model how to give directions from one store to another. ○ We do: Show the students a location where you will start and a location where you want to go. Have the class collaborate on creating directions to the location. Facilliate different students coming to the board to write each sentence as a command (without a pronoun) . After all the sentences are written review the directions but having a student read them aloud as another student follows on the map. ○ They do: Give pairs of students each a starting point and a goal destination from the map. Have them work together to write directions. Have students take turns following on the map as the pairs read the directions they created. 	

