



LEVEL 1 Daily Lesson Plans with Materials (mid-high beginner)

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- [housing](#)
- [Roslindale neighborhood](#)
- [Roslindale Neighborhood Part 2 - Asking For and Giving Directions](#)
- [Public Transportation in Roslindale](#)

Housing - Where do you live?

Student Objectives:

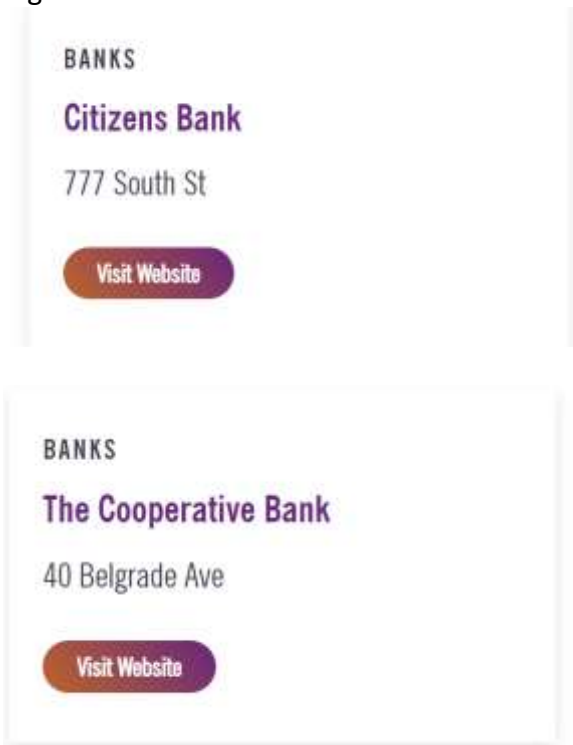
By the end of the lesson (aprox 2 hours), students will be able to demonstrate their learning by:

- answering questions about where they live (city/town/neighborhood).
- giving their address and ask for an address.

This lesson introduces a few basic prepositions of place (*in, on, at*).

Housing - Where do you live?

Time	Part of the Lesson	Procedure
~ 20 min.	Introduction - Regions and Addresses	I DO - Write on the board the three columns before class starts. Students repeat these sentences about cities neighborhoods, streets, and addresses. Cities and Neighborhoods (in) • I live in Boston. • He lives in Roslindale. • She lives in Dorchester. • We live in Hyde Park. Streets (on) • I live on Washington Street. • He lives on Corinth Street. • She lives on Cummins Highway. • They live on Belgrade Ave. Addresses (at) • I live at 12 Washington Street. • He lives at 21 Corinth Street.

		• She lives on 30 Cummins Highway, Apartment 9. • They live on 22 Belgrade Ave. WE DO - Ask students to tell you what prepositions go with cities/towns/streets and addresses near your community. Say the word or phrase and have students shout the preposition. (E.g., Jamaica Plain (In!), Poplar Street (On!), 55 Birch Street (At!). YOU ALL DO - Ask students to repeat the sentences you point to at random. Make sure all students are participating and check that they all remember the correct preposition for each case.
~ 15 min.	Writing practice	YOU ALL DO - Read out real-life addresses from flyers, business cards, or websites and have students reproduce the information on a piece of paper. This website is a great place to start: https://www.roslindale.net/business-directory E.g. Banks 

		 Ask them to confirm the spelling if they don't hear you properly. Place these useful questions on the board if necessary: • Did you say road or place? • How do you spell that? • Which city did you say? • Can you repeat the house number? Check the answers with the whole class.
~15 min.	Speaking / Writing Practice	YOU DO TOGETHER - Students write down their information on a piece of paper: My Address House / Building Number Street Name Apartment / Unit Number City / Town Then students ask the following questions to a partner: • What city/town do you live in? • What street do you live on? • What's your address?
10 min	Break	

~ 10 min	Reading - Pre reading	Ask students to look at the picture. How many things can they name? (Picture to print below) 
~ 25 min	Reading	Give students the handout Ali's House. - Read the text with the whole class once. Then, students practice pronunciation and intonation by taking turns reading in pairs. - Vocabulary - Students find the words in the text and label the pictures in the handout. Students check their answers with a partner. Check students' answers with the whole class.
~ 15 min	Assessment	- Comprehension - Students answer the comprehension questions individually. Then students check their answers in pairs. Check students' answers with the whole class.



Ali 's House

Reading

This is Ali's house. It is gray.

The front door is black. The roof is black too.

Ali's house has a garage.

It also has a lot of windows.

Ali has a flower box in the front window. There are red flowers in the flower box.



Ali's front yard has a deck.

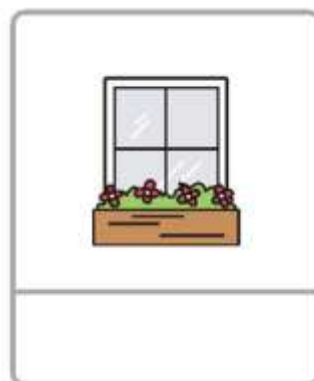
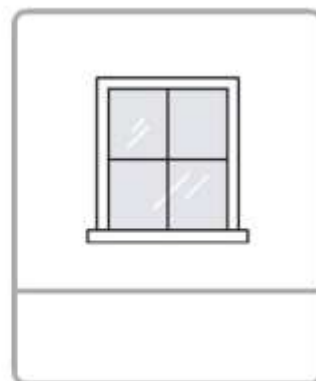
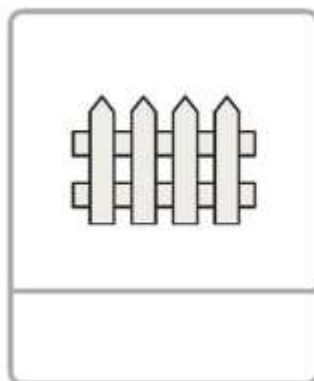
There are two chairs and a table on the deck. There is also a white fence around the front yard.

In Ali's backyard, there is a swing set and a garden.

There is a white fence around the backyard too.

Vocabulary - Ali's House

Write the words under the pictures.



Comprehension - Ali's House

- 1** What color is Ali's house?
 - a) gray
 - b) black
 - c) red
- 2** What color is Ali's door?
 - a) brown
 - b) black
 - c) gray
- 3** Does Ali's house have a garage?
 - a) yes
 - b) no
- 4** What color are the flowers in the flower box?
 - a) pink
 - b) yellow
 - c) red
- 5** What is on the deck?
 - a) red flowers
 - b) two chairs and a table
 - c) a garden
- 6** Where is Ali's garden?
 - a) in the front yard
 - b) in the backyard
 - c) in the house



Roslindale Neighborhood

Student Objectives:

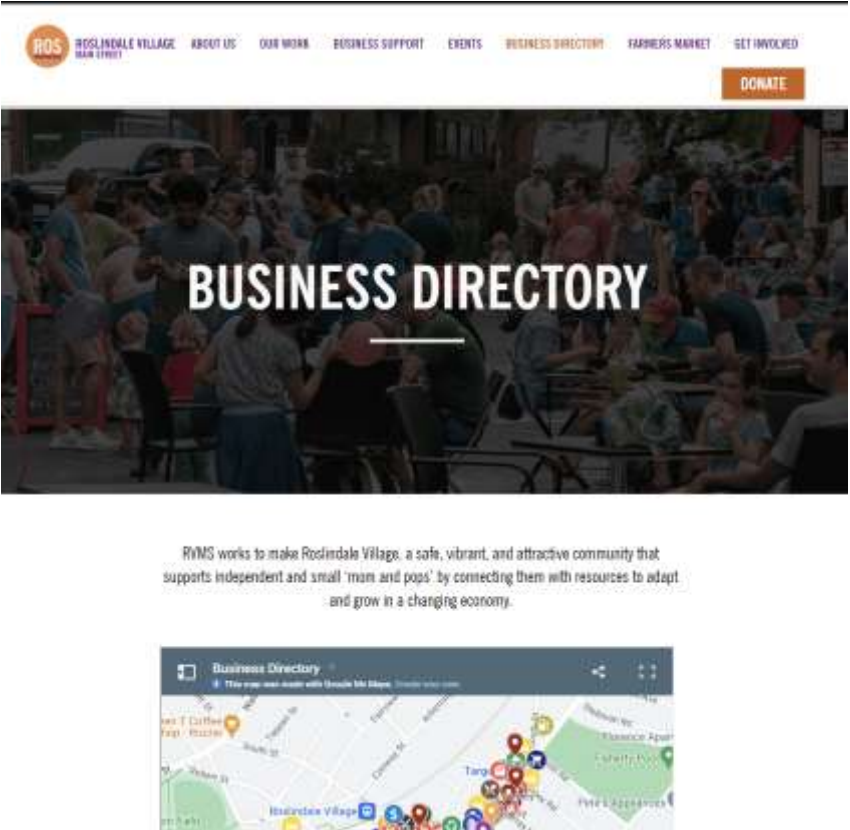
By the end of the lesson (approx 2 hours), students will be able to demonstrate their learning by:

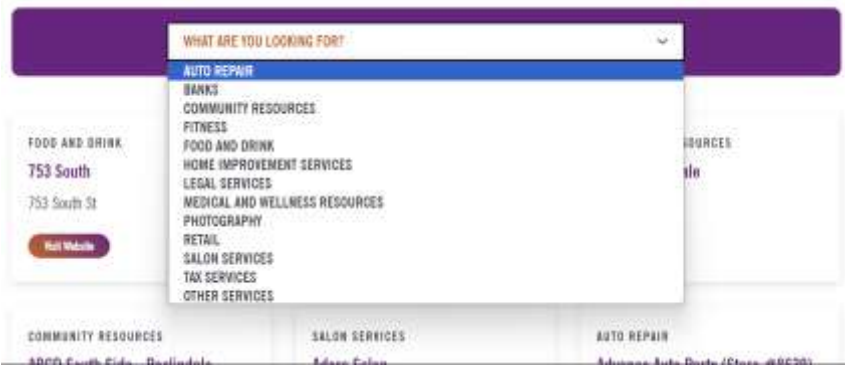
- saying / writing the names of various buildings, landmarks, and types of places in the Roslindale area.
- finding buildings and locations on a Roslindale map (online) based on services needed.

This lesson recycles the use of few basic prepositions (on)

Roslindale Neighborhood - Places in Roslindale

Time	Part of the Lesson	Procedure
~ 15 min.	Warm-up Activity: Buildings and landmarks in Roslindale	Show pictures or flashcards of common places (e.g., library, park, school, post office) and ask students to name them in English.
~ 45 min.	Introduce buildings and landmarks in Roslindale Writing Addresses Locating buildings and landmarks using Google Maps Speaking practice	I DO - WE DO- Introduce key vocabulary related to landmarks and buildings in Roslindale. Use visuals and repeat the names with the students. Ask students to match the flashcards with the real places. YOU DO TOGETHER - This step requires the use of cell phones and Google Maps - Students can work in pairs or groups with one device. Give out copies of the handout Roslindale, MA - Buildings and Landmarks (Photos: Google Maps) Students use the Google Maps app or website to find the address of each building / landmark. Students write down the addresses on their handouts individually Recycling target language - prepositions 'on' Students take turns asking:

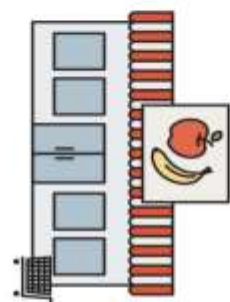
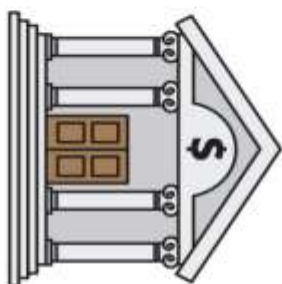
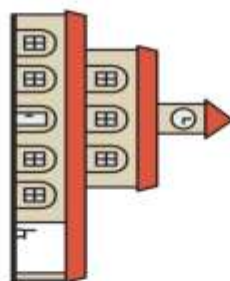
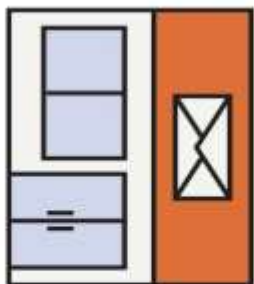
		Where is ____? (Adams Park) It's on Washington Street. (Feel free to expand with other buildings / locations students know
10 min	Break	
~ 35min	Reading Practice - Finding information on a map	This section of the lesson requires mobile devices and Google Maps - Students can work in pairs or groups with one device. I DO / WE DO- Introduce the following website https://www.rosindale.net/business-directory Write the URL on the board and provide students help with spelling if necessary.  Show students how they can find services using this website:

		 Model the activity: Tell students you want to find restaurants in the Roslindale Area. Elicit “Where can I find restaurants?” Expected answer: “Under (the) Food and Drink (category)” Find two or three options and write them down on the board. YOU DO TOGETHER - Tell students you need help finding more services. Provide three prompts so they can work together and report back to you. “I need to exercise.” (Fitness) “I need to fix my house.” (Home Improvement Services) “I need to see a doctor / dentist.” (Medical and Wellness Resources)
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~ 15 min	Assessment	Say “I need to exercise.” Let each group / pair report back to you and say which business they chose for you. They can elaborate on their choice if possible. Continue like that until they all have had the chance to share their choices.
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ADD ANOTHER ACTIVITY LINDSAY

Flashcards Common Places around town



school

**supermarket /
grocery store**

train station

library

bank

park

post office

Roslindale, MA - Buildings and Landmarks (Photos: Google Maps)

Adams Park



Phineas Bates
Elementary School



The Village Market



Roslindale Branch of
the Boston Public
Library



The Cooperative Bank



Roslindale Village -
MBTA Commuter Rail
Train Station



United States Postal
Service



Roslindale Neighborhood Part 2 - Asking for and Giving Directions

Student Objectives:

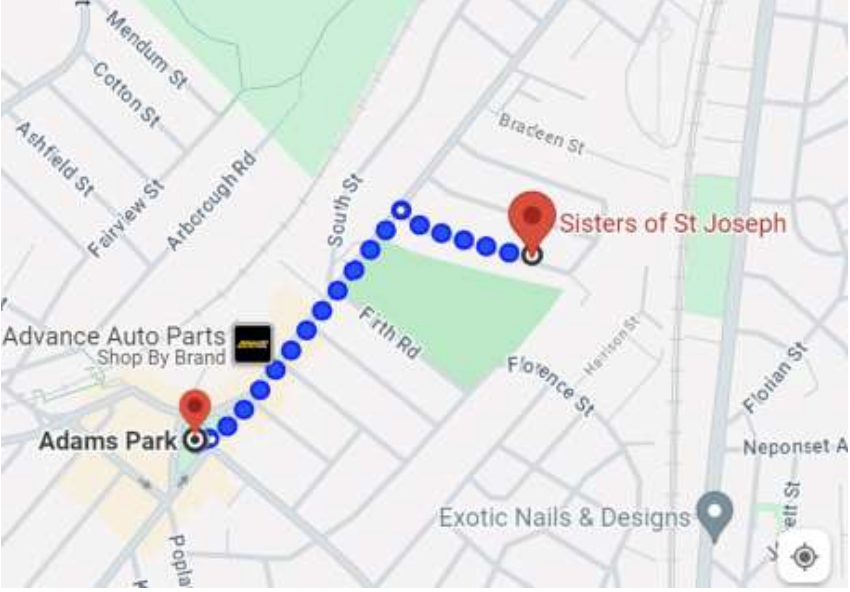
By the end of the lesson (aprox 2 hours), students will be able to demonstrate their learning by:

- In this lesson, students learn how to ask for and give directions on foot.

They also review common landmarks in Roslindale used when asking for nearby directions in a community.

Roslindale Neighborhood Part 2 - Asking for and giving directions

Time	Part of the Lesson	Procedure
~ 15 min.	Warm-up Activity: Matching - Buildings and landmarks in Roslindale	Show pictures or flashcards of common places (e.g., library, park, school, post office) and ask students to name them in English. Ask students to label the pictures (individual work). Students work in pairs to check their answers. Then, check answers with the whole class. Give feedback on spelling. A) (Adams) Park B) (Phineas Bates Elementary) School C) (The Village) Market D) (Roslindale Branch of the Boston Public) Library E) (Roslindale Village MBTA Commuter Rail) Train Station F) (USPS) Post Office
~ 15 min.	Introduce vocabulary to ask for/give directions	I DO - Use Directions Flashcards (see below) to introduce vocabulary and phrases related to giving directions. WE DO - Show students the flashcards. Students say the phrase it represents chorally (with help of the teacher if needed). YOU ALL DO - Cover the words on the picture. Show the pictures one more time and elicit what the picture represents (without help from the teacher).

~ 20 min	Introduce the dialogue between two people walking down the street	I DO - Setting the context: Tell students you need to get to Adams Park from Casserly house. You ask for help on the street. The person offering directions is using Google Maps to help.  A: Excuse me. How do I get to Adams Park? B: Sure. Go straight until you get to Washington Street. Then, turn left and walk five blocks. Adams Park is on the right. A: Let's see... Go straight and get to Washington Street. Then, turn left and walk five blocks. Is that right? B: That's right! (while nodding or giving a thumbs-up) B: I've got it. Thanks a lot! A: You're welcome. WE DO - Repeat the conversation while role-playing both sides of the dialogue while students look at the picture. Encourage students to use appropriate body language during the role play. Digital Literacy: Encourage students use their phones with Google Maps (app or website). It may be a good opportunity to show students how to use the app and find local places to / from Casserly House. It's very likely this skill will be used outside of the classroom with frequency.
10 min	Break	

~ 35min	Speaking Practice	YOU DO TOGETHER - Students practice dialogues B to F while using their phones and / or the maps below. Encourage them to take turns asking for / giving directions. Remind them to use appropriate body language.
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~ 15 min	Assessment	During the Speaking Practice stage of the lesson, check that students are giving directions correctly and use appropriate body language. Take note of mistakes and provide collective feedback after the role plays. Encourage students to write down the correct form of the target language (giving directions) on their notebooks for future reference.
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Roslindale, MA - Buildings and Landmarks - Label the Pictures (Photos: Google Maps)

A) _____



B) _____



C) _____



D) _____



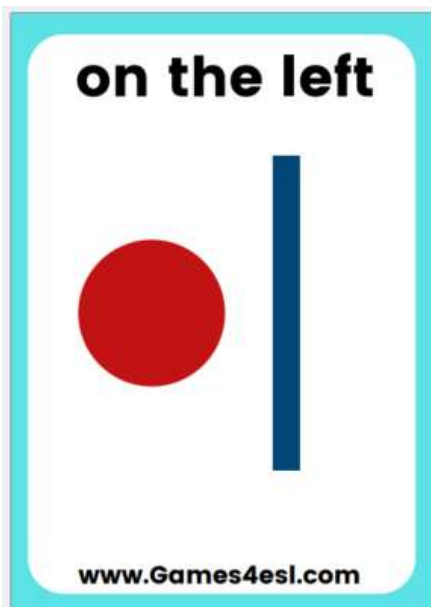
E) _____



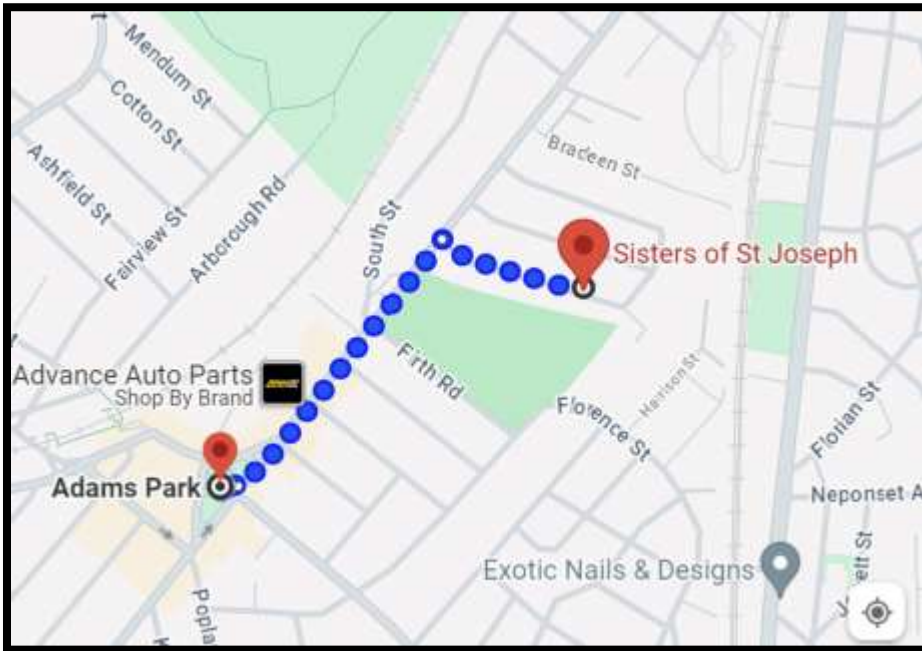
F) _____



Directions Flashcards

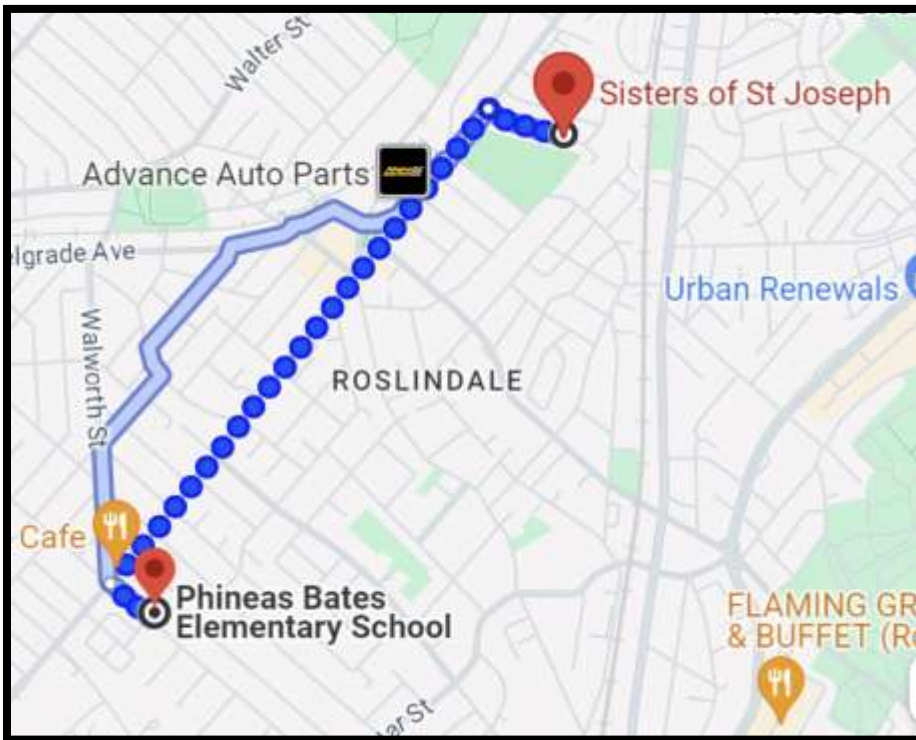


Speaking Practice - Asking for and Giving Directions



Dialogue A - Adams Park

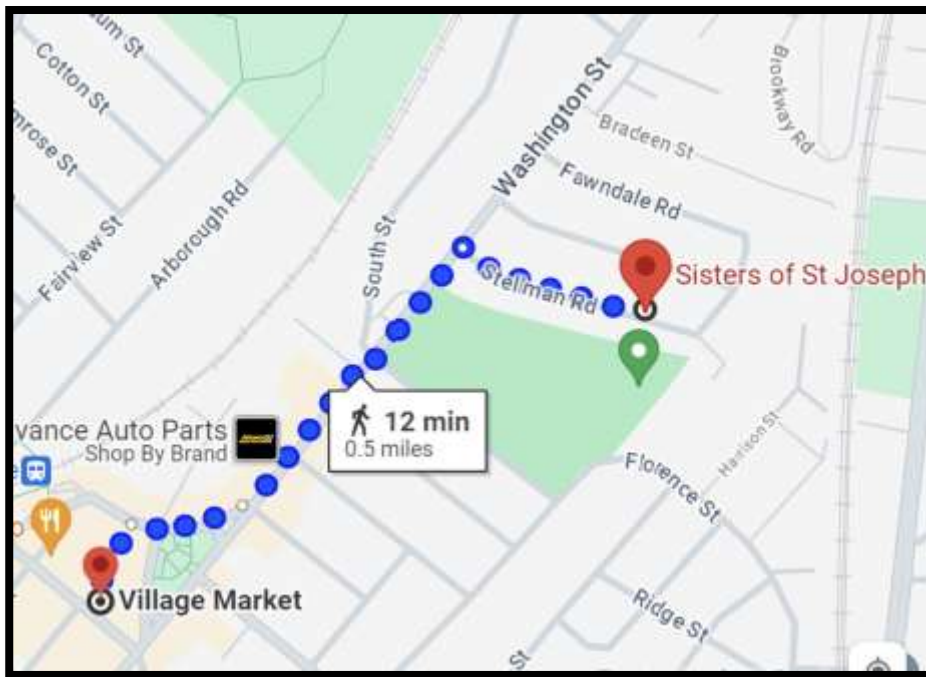
- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for five blocks.
- Adams Park is on the right.



Dialogue B - Phineas Bates School

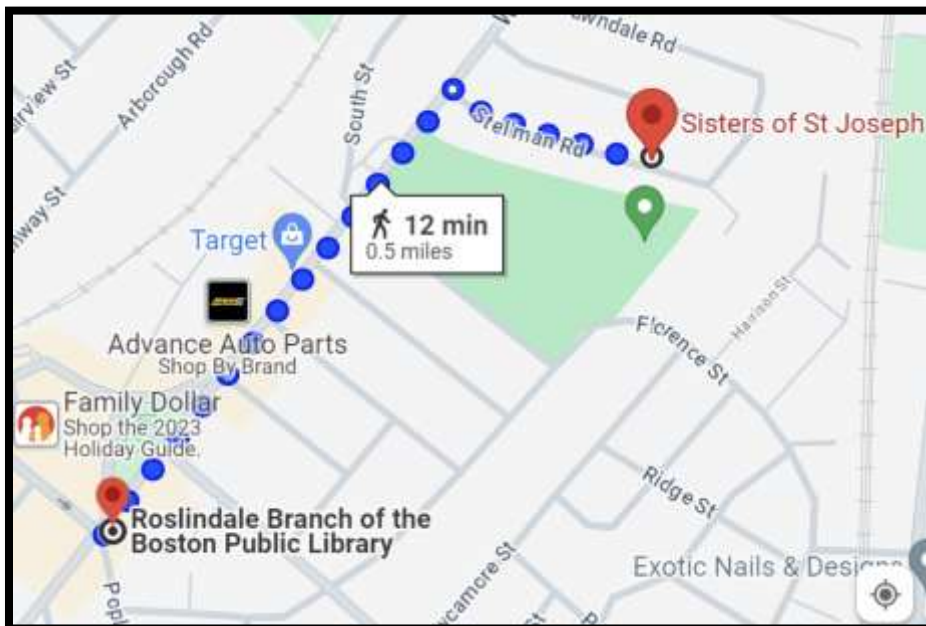
- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for fifteen blocks.
- Turn left on Beech Street.
- Phineas Bates School is on the left.

Dialogue C - The Village Market



- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for five blocks.
- Turn right on South Street. Go straight one block.
- Turn left on List Place. Go straight one block.
- The Village Market is on the left.

Dialogue D - Public Library



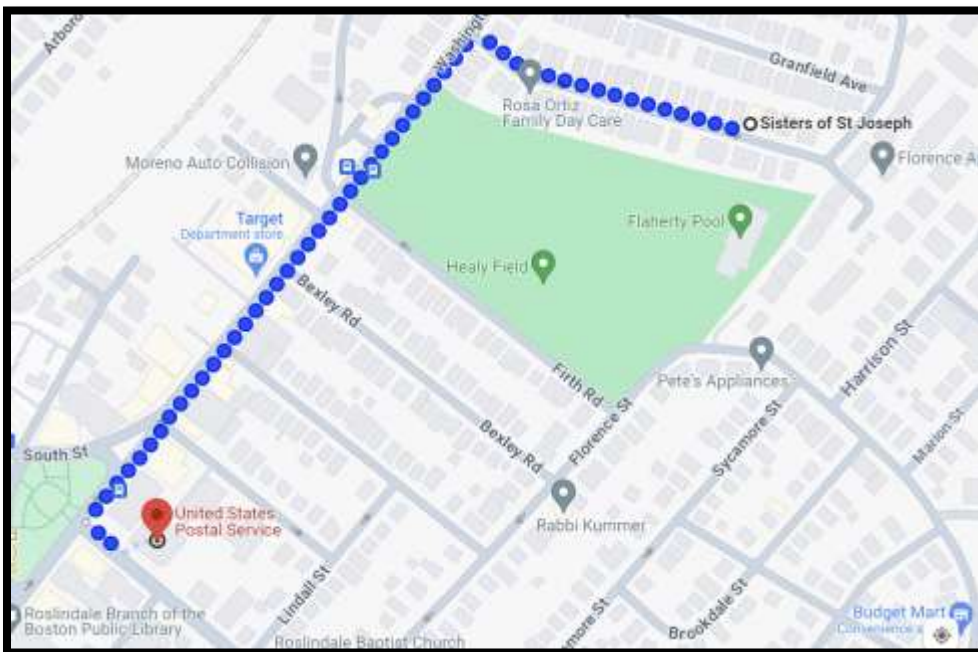
- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for six blocks.
- The Roslindale Public Library is on the left.

Dialogue E - Roslindale Village Train Station (MBTA Commuter Rail)



- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for five blocks.
- Turn right on South Street. Continue straight for two blocks.
- Turn right. Then, turn left and take the stairs.

Dialogue F - Post Office



- Go straight until you get to Washington Street.
- Turn left on Washington Street.
- Go straight for five blocks.
- Turn left on Cummins Highway.
- Continue straight. The Post Office is on the left.

Public Transportation in Roslindale

Student Objectives:

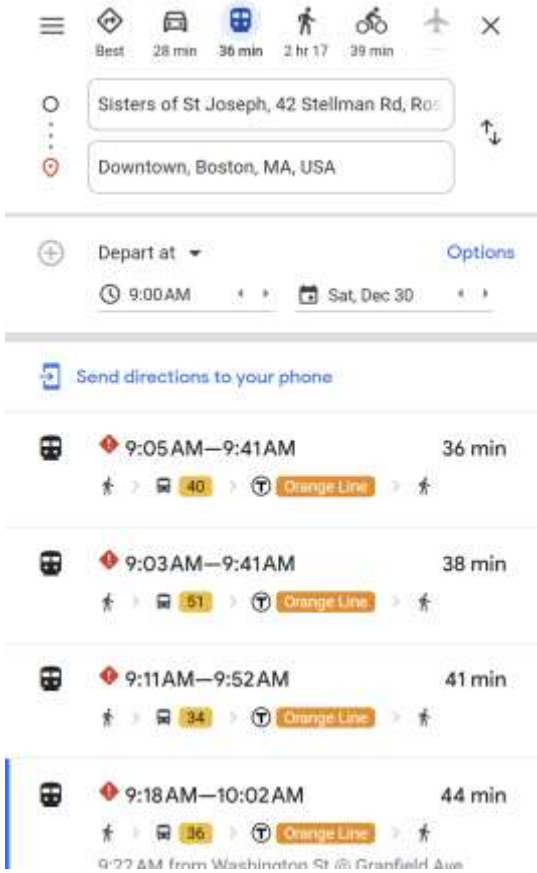
By the end of the lesson (approx. 2 hours), students will be able to demonstrate their learning by:

- Identifying the 2 main means of public transportation (bus/subway) featured in a dialogue between a local and a visitor in the Roslindale area
- Reading and understanding bus and subway schedules on Google Maps to plan a trip from Roslindale to Downtown Boston and other Boston neighborhoods

Public Transportation in Roslindale

Time	Part of the Lesson	Procedure
~ 15 min.	Warm-up Activity - Pre-reading:	What types of public transportation do you know? Which ones do you see in the US (Boston / Roslindale)? (Public Transportation Picture Cards) Who is a 'tourist'? Who is a 'local'? Write the two words on the board and elicit ideas. Additionally, you can write the definitions and let students decide which one corresponds to each word. (A person who visits a city or country for a short time. / A person who lives in a city or country permanently / for a long time.)
~ 20 min.	Reading practice: A conversation between a tourist and a local	Before students read the dialogue aloud ask: "What types of public transportation are there in Boston and Roslindale? (Elicit answers so students can check their guesses after they read.) Give out the handout with the dialogue. Ask students "What names of places do you see?" (Remind students to look for CAPITAL LETTERS. Names of places are <u>C</u>apitalized.) Planning a trip from Roslindale to Downtown Boston.

		Students read the dialogue individually and look for the answers to the questions. Students then work in pairs to check the answers. Check answers with the whole class.
~ 10 min	Reading practice inferring information from details	Students read the dialogue again. “How long does it take to get from Roslindale to Downtown Boston?” Students work individually for a few minutes and then share their answers with a partner. Approximate time: 21 min (no delays) from the bus stop.
~ 10 min	Post Reading	Do you use public transportation in the US? Is it easy? challenging? Do you like to use public transportation? Students can take turns sharing their experiences.
10 min	Break	
~ 10 min	Bus and Subway schedules	I DO - Students need to use a cell phone for this activity. Ask students to get in pairs (one cell phone per pair is enough). Take a moment to explain how to use the Directions feature (public transportation) in Google Maps including schedules, numbers, departure times, and destination names.

		
~ 30 min	Trip Planning Activity	WE DO - Tell students you want to plan a trip from Roslindale to other Boston neighborhoods using the bus and subway schedules on Google Maps. You should identify the bus stop, transfer point (if needed), and subway station and how much will it cost (all the information is provided in the Google Maps app). https://www.boston.gov/neighborhoods Model the activity once with the whole class (e.g. a trip to Dorchester) Ask students to follow along and provide information when needed. YOU DO TOGETHER - Now, tell students they are going to plan a trip from Roslindale to other Boston neighborhoods using the bus and subway schedules. They should identify the bus stop, transfer point (if needed), and subway station.
~ 10 min	Assessment	Tell students to share their trips with you in writing. Check for accuracy. You may provide feedback later.

Public Transportation Picture Cards



Reading: Planning a Trip from Roslindale to Downtown Boston

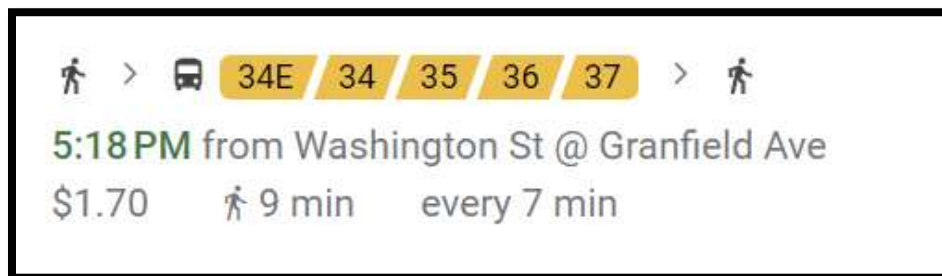
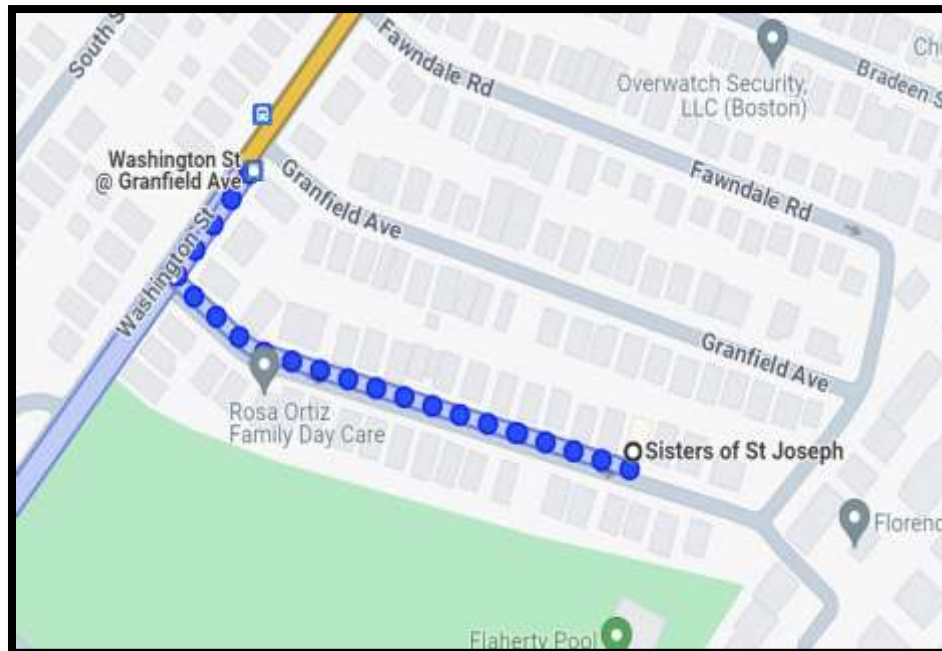
Characters:

Tourist (T): A newcomer to Roslindale

Local (L): A resident familiar with the public transportation system

T: Excuse me, can you help me? I want to go to Downtown Boston, but I'm a bit confused about the bus and subway routes.

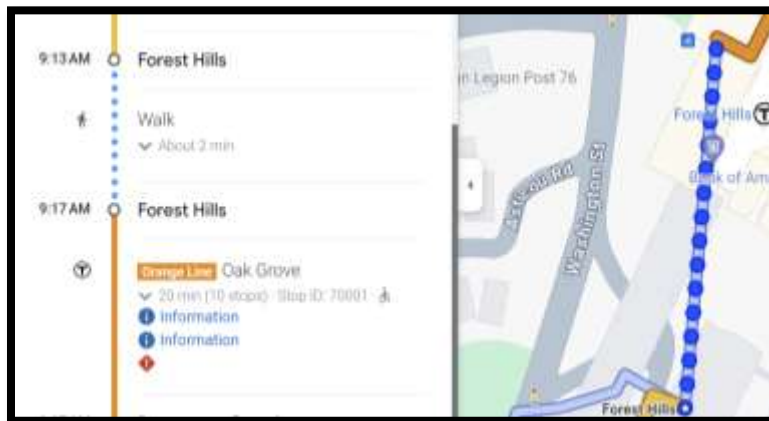
L: Sure, I can help you with that. First, you'll want to catch the number ____ (options available) bus from the Washington Street stop at Granfield Avenue. It goes straight to Forest Hills Station and it takes about 4 minutes. The fare is \$ 1.70 and you can pay with cash.





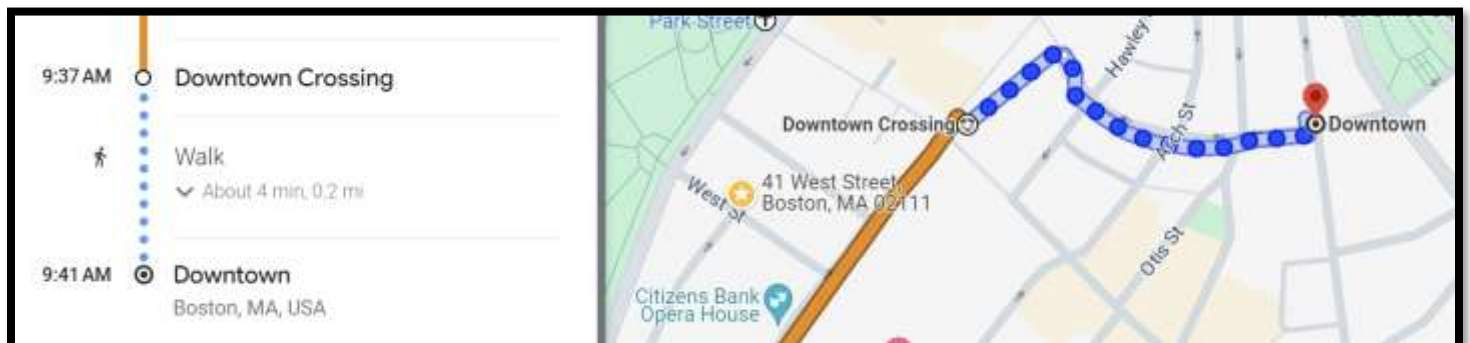
T: Forest Hills Station, got it. What do I do after that?

L: At Forest Hills, walk about 2 minutes into the Forest Hills subway station. You'll transfer to the Orange Line subway. Look for the signs to "Oak Grove" and take the train in that direction.



T: Okay, so I take the Orange Line. How long does it take to get to Downtown?

L: It's about a 15-minute ride on the Orange Line to Downtown Crossing. That's where you'll find lots of shops, theaters, and places to explore.





T: Perfect! And how much is the subway?

L: To ride the subway, you'll need a Charlie card. You can get one at the fare vending machines at Forest Hills Station. It costs \$2.40 for a one-way trip. Don't forget to add some money to your card for the return journey. You can use it to ride the bus, too!



T: That's good to know! And how often do the buses and trains run?

L: Buses usually come every 15-20 minutes, and the Orange Line trains run every 5-12 minutes. Just check the schedule on your cell phone for more details.

T: Thank you so much for your help! I feel more confident now.

L: No problem at all. Enjoy your trip to Downtown Boston!

Reading: Planning a Trip from Roslindale to Downtown Boston [Text Only]

Characters:

Tourist (T): A newcomer to Roslindale

Local (L): A resident familiar with the public transportation system

T: Excuse me, can you help me? I want to go to Downtown Boston, but I'm a bit confused about the bus and subway routes.

L: Sure, I can help you with that. First, you'll want to catch the number ____ (options available) bus from the Washington Street stop at Granfield Avenue. It goes straight to Forest Hills Station and it takes about 4 minutes. The fare is \$ 1.70 and you can pay with cash.

T: Forest Hills Station, got it. What do I do after that?

L: At Forest Hills, walk about 2 minutes into the Forest Hills subway station. You'll transfer to the Orange Line subway. Look for the signs to "Oak Grove" and take the train in that direction.

T: Okay, so I take the Orange Line. How long does it take to get to Downtown?

L: It's about a 15-minute ride on the Orange Line to Downtown Crossing. That's where you'll find lots of shops, theaters, and places to explore.

T: Perfect! And how much is the subway?

L: To ride the subway, you'll need a Charlie card. You can get one at the fare vending machines at Forest Hills Station. It costs \$2.40 for a one-way trip. Don't forget to add some money to your card for the return journey. You can use it to ride the bus, too!

T: That's good to know! And how often do the buses and trains run?

L: Buses usually come every 15-20 minutes, and the Orange Line trains run every 5-12 minutes. Just check the schedule on your cell phone for more details.

T: Thank you so much for your help! I feel more confident now.

L: No problem at all. Enjoy your trip to Downtown Boston!