

LESSON TITLE: Places on a School Campus

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will be able to state numbers, letters, and places on a map.
- Students will be able to recognize common school places and label them on a simple school map.
- Students will be able to apply critical thinking skills when scanning an authentic school map.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• classroom• parking lot• elevator• stairs• restroom• office• first floor• second floor• entrance• exit• room numbers 202-210• map	<ul style="list-style-type: none">• Handout #1 of an OEC Map• Handouts #2-4• Red pen• Video to review alphabet https://youtu.be/75p-N9YKqNo (01:41)• PowerPoint Slides #2-16



WARM UP (15 minutes):

- Welcome the students to the class.
- Open the PowerPoint to Slide #2 with the alphabet and the video of the ABC song. Have students review the alphabet. Point at each of the letters and have the students repeat after you. After the students pronounce the letters, tell them that it is time to sing the ABC song.
- Next, for writing practice, say a letter and have students write it down in their notebook. Call on a few volunteers to write the letters on the board.
- Encourage your students by saying “Good job!” if they write the letters correctly on the board.



INTRODUCTION (15 minutes):

- In order to connect the students to the topic, go to Slide #3 of the PowerPoint and show the picture of Centennial Education Center. Point out the word “school” and pronounce it. Say, “This is a school.” Have students repeat it after you. Point at each individual letter in the word and ask students to say it. You can also ask the students to spell it. Say, “Please spell *school*. Students should then say, “s-c-h-o-o-l.”
- Then, go to Slide #4 of the PowerPoint and show the pictures of Santa Ana College and Santiago Canyon College. Point at the word “college” on the slide and have students repeat it after you. Point at each individual letter in each of the words and ask students to say it. You can also ask the students to spell it, “Please spell *college*.” Students say, “c-o-l-l-e-g-e.”
- Next go to Slide #5 and show a picture of students and ask two or three students the same question: Are you a student? (Yes, I am.) Then point at the picture and ask the following question:
- Are they students? (Yes, they are.)



INTRODUCTION (15 minutes):

- Go to Slide #6 and point at the picture of a classroom. Ask your students the following question: Is it a classroom? (Yes, it is.)
- You can also say the following sentences:
 - The students are in the classroom.
 - The students are at school.
- Then, ask them the following question: Are you at school? (Yes, I am./Yes, we are.)



PRESENTATION (25 minutes):

- Now that the students are connected to the topic of their school community, tell your students that you will teach them how to read a map of the school so they can get around the school.
- Go to Slide #7 and tell your students that it is a map. Ask them to repeat, “map.” Explain that this is a map of Orange Education Center.
- Provide the students with Handout #1, a map of Orange Education Center, which is the same as on the Slide #7.
- Invite the students to look at the map projected on the board on Slide #7. Use a pointer or laser pointer as you point at different facilities on the map.
- First, point at “parking lot.” Tell the students if they drive a car to school, they need to leave it in the parking lot. Use gestures to demonstrate driving for students’ better understanding.
- Go to Slide #8 of the PowerPoint and show the picture of the parking lot. Say, “This is a parking lot.” Have students repeat it after you. Write “parking lot” on the board. Next, go back to the map on Slide #7 and point at the word “stairs.” Pronounce the word and ask the students to repeat it after you. Write it on the board.
- Go to Slide #9 and show the picture of the stairs and say, “These are stairs.” Return to Slide #7 and point at the word “Entrance” on the map. Go to Slide #9 and display the second picture on the slide. Say, “This is an entrance” and also point to “enter and exit.” Ask the students to repeat the words and then write them on the board. Tell your class that students use the entrance to come into the college.
- Next, go back to the map on Slide #7 and point at the box on the map where it says “office.” Say, “This is an office.” Ask the students to repeat the word “office” after you and write it on the board.
- Go to Slide #10 and show the students a picture of an office. Tell the students that an office is a place where students register for their classes.
- Go back to Slide #7 with the map and point at the boxes with numbers. (Students can use their Handout #1 for their convenience). Tell your students that the numbers are the numbers of the classrooms. Go back to Slide #6. Say, “This is a classroom. This classroom is number 206.” Write the number 206 on the board. Tell the students to pronounce it “two-oh-six.”
- Go to Slide #11 and go over all the classroom numbers from 202-210 and teach the students how to pronounce them (For example, two-oh-two, two-oh-three, two-oh-four, two-oh-five, two-oh-six, two-oh-seven, two-oh-eight, two-oh-nine, and two-ten). Have the students repeat them after you.
- Next, go back to Slide #7 and point at “restrooms” and “elevator” ask the students to pronounce them and then write them down on the board.
- Go to Slide #12 and show a picture of the restrooms and the restroom sign. Have the students repeat the word ‘restrooms’. Next, go to Slide #13 and show a picture of an elevator. Say, “This is an elevator” and have the students repeat it after you, “E-l-e-v-a-t-o-r.”

- Next, say that the map on Slide #7 shows that the school has a first and second floor. Tell them that classrooms on this map are on the second floor. Have your students look at the map on the Slide #7 again and point at “second floor.” Ask the students to repeat it after you.
- Go to Slide #14 and tell them that the classrooms at the school are on the second floor. Write first and second floor on the board. Point at the picture of Orange Education Center on Slide #14 and say, “The school is on the second floor.” Tell the students that the map on Slide #7 is a map of this school. You may also go over all the vocabulary words you wrote on the board.



GUIDED PRACTICE (20 minutes):

- Now that you taught your students the essential vocabulary, it is time to practice it. Give the students Handout #2 with a blank map of the same school as on Slide #7.
- Project Slide #7 on the board and have the students look at the board or Handout #2. Have them copy the missing parts of the map.
- Tell the students you will do it together. Tell them to find “restroom” on the map and write “restroom” on it.
- Then, have them find “elevator” on the map and write it on Handout #2. Keep on saying all the words that are missing. Say, “Find stairs” and have some student volunteers come up and point to “stairs” on the map. Have the rest of the class copy it on their maps.
- Every time the students find key vocabulary on the map, have them pronounce it.
- After they finish, provide the students with Handout #3 that has pictures of the vocabulary you discussed. Ask the students to label the pictures with the essential vocabulary words.
- Give your students around seven minutes to complete it.
- After the seven minutes are up, have student volunteers write the vocabulary on the board and pronounce it for the class. Go over the answers with the students to make sure they completed their handout correctly. Praise the students for volunteering and identifying the new vocabulary.



COMMUNICATIVE PRACTICE (15 minutes):

- Now, have students practice their new vocabulary in pairs.
- Have one student point at the map on Handout #2 and the other name the facilities. Have students take turns practicing.
- Walk around and facilitate the conversation. If possible, correct their pronunciation and answer any questions that may come up.
- They can also use Handout #3 to practice the vocabulary. One of the students should cover the answers with the piece of paper and points at the pictures, the other student identifies the pictures and vice versa.



APPLICATION (20 minutes):

- Next, it is time for the class to apply their new knowledge. Tell the students that they will now play a game called “Scavenger Hunt.” Explain how the game works by modeling and miming it to the class. Ask for one student volunteer to practice. Choose an item in your classroom, preferably something colorful. Show the item to your student volunteer and ask him/her to step outside for a minute or two. Have the class hide the item you showed your student somewhere not too hard to locate. Then, call your student

back to the classroom. Speak and mime the directions to your student to “look for the item.” Allow the student to look for the item. When the item is located, joyfully clap and congratulate your student!

- Now, it is time for the entire class. Provide the students with Handout #4.
- Ask the students to look at the map of Centennial Education Center. You can project the picture of Centennial Education Center on the Slide #3.
- Tell the class that they will now find as many of the locations written on the board from your presentation. For example:
 1. classroom
 2. parking lot
 3. elevator
 4. stairs
 5. restroom
 6. office
 7. first floor
 8. second floor
 9. entrance
 10. exit
 11. room numbers 202-210
 12. map
- Since the words on your board are most likely not numbered, review cardinal numbers and have the students write a number in front of the vocabulary word on the board.
- Allow students to work independently or with a partner to locate the vocabulary on the map. When they find their word on the map, have the students write the number that corresponds to the word on their map with a different colored pen, perhaps a red pen. (Doing this will allow you a quick way to assess their newly acquired map reading skills.)
- Give your students around 15-20 minutes to “play this game.” Walk around and listen to the students’ answers and provide pronunciation help or answer any questions when needed. Try not to give the answers to the students. If they need help, suggest asking their classmates for help.



EVALUATION:

- Students should be able to identify at least five vocabulary words on the map and be able to point them out on the map and pronounce them correctly.
- Project the CEC map on the board.
- Have the students take turns going to the projected map and number each item they have found. Working as a class will allow them the opportunity to identify all of the items and not only the words they found on their own.
- Go to Slide #16 to use for this whole class evaluation.



EXTENSION (20 minutes):

Suggestion #1: Ask the students to write sentences using CEC map :

- This is
- That is

Suggestion #2: Students can get a map of another school like their child's school and write sentences identifying facilities on the map. For example: This is a classroom. That is an office.

Suggestion #3: Possible mini-lesson:

Explain to the students that 'one' and 'first' are both numbers. However, 'first' is an ordinal number used for dates and to number floors and other places. Present 'two' and 'second'. For example, the dates April 1st or June 2nd (second).

Go to Slide #15 and have students look at some examples of ordinal numbers. Tell your students that ordinal numbers tell position in a list or are used for dates.

- First, Second, Third, Fourth and Fifth and Sixth.
 - The parking lot is on the first floor.
 - A classroom is on the second floor.
 - An elevator is on the third floor.
 - A restroom is on the fourth floor.
 - An office is on the fifth floor.
- Dates: April 1st, May 2nd, June 2nd, July 4th, August 5th

Introduce this concept briefly only if you feel your students are ready to learn this material. Read the examples on the slide and have the students repeat them after you.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Pronounce numbers and letters.
- Answer simple questions with nonverbal, yes/no, or one word response.

COLLEGE/WORKFORCE PREP:

- Students will copy a list of words previously produced orally.
- Students will recognize common school signs.
- Students will apply critical thinking to read a map.

DIGITAL PREP:

- Students will be able to demonstrate understanding of basic terminology.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Image of the English alphabet https://cdn.pixabay.com/photo/2014/10/16/20/28/abc-491644_960_720.png
- Image of Centennial Education <>

CORE LESSON COMPONENTS:

- Image of Santa Ana college
<https://www.sac.edu/ContinuingEducation/PublishingImages/Location%20Images/SAC%20Entrance.jpg>
- Image of a parking lot <https://thumbs.dreamstime.com/b/full-parking-lot-6316473.jpg>
- Image of the stairs
<https://upload.wikimedia.org/wikipedia/commons/thumb/8/84/BeeghlyCenter1.jpg/300px-BeeghlyCenter1.jpg>
- Image of the entrance data: [image/jpeg;base64,/9j/4AAQSkZJRgABAQAAAQABAAD//+]()
- Image of the restroom signs https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQQAEI6k0xr0phlaaDGoo2h2Ld5Doej-9nMUluOf9twDUvibkCz_Q
- Image of the elevator <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTwTmLCzygeVFu6qVBaxcGJ-AmzTmN2btOyNgc2pQz1-zDwNvcLAW>
- Image of Orange Education Center on Chapman
https://www.sccollege.edu/Departments/oec/AboutOEC/PublishingImages/CHAP_Center.png
- Kahoot.it
- Kahoot.com
- <>

ADAPTATIONS:

- Multi-level: In the multi-level classroom, lower-level students label parts of the map using just one word. Higher-level students will be able to make simple sentences to identify items on the map. For example: This is a parking lot. They are students.
- High Tech: You can create a very simple Kahoot game with the key vocabulary and pictures to check students' understanding of the words.
- Low Tech: Duplicate the slides and print them out before the lesson.