

Lesson Plan: ESOL 1 & 2 Teacher: Alice Nelson
Preparation for Museum of Fine Arts Trip

Objectives: Students will be able to . . .	<ul style="list-style-type: none"> • Describe to a partner the three aspects (color, shape, content) of a selected painting while the listening student writes down the description. • Discuss and evaluate their experience on the trip and how it relates to stress levels
Strands	Listening, Speaking and Writing Community Resources, Stress Reduction and Awareness
Standards	-L1.2b Listen and understand phrases and short sentences on familiar topics -S1.3a Students will produce simple statements, providing more detail w/o more complexity.
Activities	<ol style="list-style-type: none"> 1. Distribute the flyer announcing the trip to the Museum on Fine Arts. 2. Brainstorm what they will see at a museum. Record this on the board. 3. Distribute piles of postcards to each group. The groups look at and spread out the cards on their table. Groups take time to discuss what they see. Write color, shape, content on the board. Students record these works on a piece of paper folded into thirds. Each word will be the heading for the paper. Groups talk about what they see in the picture and list the words on their paper. Groups share their pictures and information with the class. 4. Distribute vocabulary papers. Ask groups to identify the words and where they see them in the postcard pictures. 5. Go to the Museum. Take pictures. 6. Follow up with journal writing about the trip. 7. Small group discussions about what they liked the best. 8. Write a caption to one of the pictures from the trip – put on bulletin board. 9. Discuss how they felt about the trip. Ask them about their stress level during the trip. Break the trip into parts: meeting at Forest Hills, riding the bus, going into the museum, looking at the exhibit, going home. Using the Grid for Stress Discussion, ask students to rate their level of stress for each section of the trip on the chart from L/M/H (low/medium/high stress). Discuss the results of this class survey. Ask students to explain why a field trip can reduced their stress. 10. Students complete the Post-Trip Questionnaire. 11. Reader-Drawer Activity using MFA vocabulary. 12. Question sheet based on the Reader-Drawer Activity.
Materials	Postcards Field Trip Flyers MFA Vocabulary List Post-Trip questionnaire Grid for Stress Discussion Reader-Drawer Activity Story Reader-Drawer Follow up Activity Questions
Assessment Activities	The conversation groups will provide an opportunity for assessment.

Wrap-up Activities Reflection	The bulletin board will be a culminating activity.
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