<center>**PLANNING A VACATION ONLINE**</center>	**Student/Class Goal** Students need to know how to read driving directions in order to be able to arrive at certain locations.
Outcome (*lesson objective*) Students will read and understand driving directions obtained from the Internet in order to better understand how to plan a trip.	**Time Frame** 2 hours
Standard *Read with Understanding*	**NRS EFL 3-4 (ESOL Focus)**

COPS	**Activity Addresses Components of Performance**
Determine the reading purpose.	Pairs use Johari Window template to discuss travel destinations.
Select reading strategies appropriate to the purpose.	Students reflect on and answer discussion questions to determine a destination to research, and share with the class.
Monitor comprehension and adjust reading strategies.	Teacher demonstrates how to use the website, and students write unfamiliar vocabulary on board and identify using a dictionary.
Analyze the information and reflect on its underlying meaning.	Student practice using the website and analyze website data.
Integrate it (i.e. new information) with prior knowledge to address the reading purpose.	Students use the website to find driving directions to their chosen destination, answer questions about it, and then present to class.

Materials
Map or globe
Computers with Internet access
Overhead screen
Handouts of U.S. map
Places to Go Johari Window handout
Planning a Vacation worksheet
Planning a Vacation Online Learning Objects

Learner Prior Knowledge
Some prior knowledge of the Internet, prior knowledge of U.S. state locations and regions and travel. The student's level of proficiency in their native language affects acquisition of a second language, remember to always build their new learning on their existing skill base.

Instructional Activities
Step 1 - In pairs, students use the *Places to Go* Johari Window handout to record places they have been on vacation or places they would like to go. Students who have never been on vacation can talk about where they would like to visit. Report back and teacher writes these on the board. Students identify each location on a map or globe.

Step 2 - Teacher distributes U.S. maps to students. Review briefly different regions of the U.S. Individually, students answer discussion questions to determine a destination to research and share answers with class.
1. If you could travel to any state in the United States for a vacation, where would it be and why?
2. What time of year would you go on the vacation? How long would you stay?
3. What would the weather be like?
4. What type of things would you need to pack?
5. Who would you go on the vacation with?

Teacher explains task to the class, that they will be using the Internet to find driving directions to their vacation location.

Step 3 - On the overhead screen, teacher demonstrates how to use the website www.mapquest.com, and where to find total travel time and total mileage. Students write any unfamiliar abbreviations or vocabulary on board and identify using a dictionary.

Step 4 - In pairs at computer stations, students practice using Mapquest. Teacher monitors students, asking them to locate total travel time, where to find a map of their trip, etc.

Step 5 - Teacher distributes the *Planning a Vacation* worksheet.   Students use Mapquest for driving directions to answer the questions.

Students present their destination to the class by sharing answers to the worksheet questions and identifying it on a map.

Assessment/Evidence (*based on outcome*)
Students will demonstrate understanding of the website "mapquest" and driving directions by finding DIRECTIONS ONLINE and answering questions related to the directions.

Teacher Reflection/Lesson Evaluation
Not yet completed.

Next Steps
Planning a Vacation Online Learning Objects will give students additional practice reading a map and writing directions.

Technology Integration
Mapquest www.mapquest.com

Purposeful/Transparent
The lesson has the purpose of helping students use the Internet to find directions. The directions provoke thought and are used to answer questions.

Contextual
Today's world requires a working knowledge of the Internet; in the lesson students practice using the Internet to complete the common, important task of finding directions.

Building Expertise
Students gain useful Internet skills by finding directions using Mapquest.

Places to Go

Johari Window

A has traveled to:

B has traveled to:

A and B have traveled to:

A nor B has traveled to:

Planning a Vacation

1. What is the total distance (in miles) to your location?

2. How long would it take to get there by car?

3. How many steps are there in your directions?

4. What is the longest portion of your trip (in miles)?

5. How many different states must you travel through before reaching your final destination, and what are the states?

Designing Directions
Author: Rosie Bunnow
School: Fox Valley Technical College
Description: Learners practice revising poorly written directions by applying criteria for giving directions.
http://www.wisc-online.com/objects/index_tj.asp?objID=CCS4207

Identifying Landmarks on a Street Map
Author: Barbara Laedtke
School: Fox Valley Technical College
Description: Students use a map of Chicago to find their way to the Museum of Science and Industry. The activity offers practice in identifying directions on a map. A quiz completes the activity.
http://www.wisc-online.com/objects/index_tj.asp?objID=SOC5202

Reading a Street Map
Author: Barbara Laedtke
School: Fox Valley Technical College
Description: Students identify directions on a street map. A short quiz completes the activity.
http://www.wisc-online.com/objects/index_tj.asp?objID=SOC5102

Writing Instructions/Directions
Author: David Wehmeyer
School: Northeast Wisconsin Technical College
Description: The student watches a car move through a city and writes directions based on the car's route.
http://www.wisc-online.com/objects/index_tj.asp?objID=TRG2301

Creating Directions: How to Anticipate and Adjust
Author: Rosie Bunnow
School: Fox Valley Technical College
Description: Learners write directions to gain experience asking questions from the point of view of the person who must follow the directions.
http://www.wisc-online.com/objects/index_tj.asp?objID=CCS4307

Delivery Dilemma
Author: Rosie Bunnow
School: Fox Valley Technical College
Description: Learners practice their communication skills in this scenario by reading a map, listening to traffic reports, and writing directions for a new delivery route. This activity has audio content.
http://www.wisc-online.com/objects/index_tj.asp?objID=CCS7909

Planning a Vacation Online Learning Objects