













**Grade 6**  
*Traveling and Shopping Around*  
**English Language Arts Lesson Day 3**  
*“Travel Bingo”*

**Rationale**

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by practicing strategies for reading and writing informational text.

**Goals**

- ✚ To communicate thoughts and ideas to a specific audience and for a specific purpose

**Standards**

- ✚ **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Objectives**

- ✚ Students will be able to develop a purpose for reading.
- ✚ Students will be able to provide a summary about collected information.
- ✚ Students will be able to compare and contrast different African countries based on the information they collected.

**Materials**

- ✚ “Bingo” handout
- ✚ “Bingo Template” handout
- ✚ Bag of un-popped popcorn - to use as “markers”
- ✚ Computer for Internet use  
<http://kids.nationalgeographic.com/kids/places/find/kenya/> (Facts and Photos)  
<http://kids.nationalgeographic.com/kids/places/find/nigeria/> (Facts and Photos)

**Procedure**

- ✚ **Anticipatory set:** Show students a world map and ask them to find Africa. Ask students to share what they know about Africa and write information on the board or chart paper.
- ✚ **Explain:** Africa is unique because most people think it is a country but it is not. It is a continent made up of many countries. Explain to students that today they are going shopping in Africa. The two countries they will explore are Nigeria and Kenya. The countries in Africa have a few things in common but are also very different. Have students read about each country on the Internet websites provided, extracting key words about each country to use for their Bingo game. The information they collect should include products from each country. After students have their list of words for each

country, they are to write a paragraph comparing and contrasting the two countries using only the words they took from the websites.

- ✚ **Activity:** Hand out the blank BINGO template. Students write “Africa” on the middle free spot, and then fill in the other squares with the key words they listed from their readings.

### **Teacher & Teachers’ Aide Observations During the Group Activity**

- ✚ Teacher will assist students with the website to make sure they are reading the paragraphs and pictures for each page under “Facts and Photos.”
- ✚ Monitor students to make sure they are using their list of keywords to synthesize a paragraph that includes comparisons and contrasts.

### **Assessment**

- ✚ Students are able to write a paragraph that is indented, uses complete sentences and provides at least two comparisons and three contrasts.

### **Follow Up**

- ✚ Students can create a script for a commercial to entice people to visit one or both of the countries. In this commercial, they could incorporate figurative language, higher-level vocabulary, and information collected from informational articles.



# BINGO

Students should write BINGO letters on the top and left side of the grid. Students choose words from their readings and fill in the other squares with a word in each square. The teacher will call out Bingo words and student places a marker on the word.

1<sup>st</sup> Game: Four corners

2<sup>nd</sup> Game: Five in a row- any direction.

3<sup>rd</sup> Game: Diagonal only

4<sup>th</sup> Game: Letter “H”

## Bingo Words

Savannah	Nairobi	Britain	Yoruba	Jungle
Swamp	Elephants	Chocolate	Gorillas	Rubber
Niger Delta	Cheetah	Textiles	Sheep	Rice
Swahili	Goats	Desert	Lake Victoria	Indian Ocean
Story telling	Bunge	Republic	West Africa	Abuja
Rice	English	Oil	Lake Turkana	Songs
Zebras	Lions	Mountain	Archaeologists	Colony
Shilling	Aberdare Range	Galana River	Nok	Antelope

## BINGO BOARD

		<b>Africa</b>		



**Grade 6**  
*Traveling and Shopping Around*  
**English Language Arts Lesson Day 4**  
*“My Itinerary”*

### **Rationale**

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by practicing strategies for reading and writing narrative and informational text.

### **Goals**

- ✚ To communicate thoughts and ideas to a specific audience and for a specific purpose

### **Standards**

- ✚ **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### **Objectives**

- ✚ Students will be able to create an itinerary for a three-day trip to Hawaii.
- ✚ Students will be able to find and agree upon at least five places to visit and/or sights to see during the trip.
- ✚ Students will be able to choose their best travel plan by studying maps, considering different routes, and visiting Web sites to get airline and travel schedules.
- ✚ Students will be able to find the weather forecast at the destination during the coming week.
- ✚ Students will be able to choose a moderately priced hotel, and select restaurants in or near the hotel area based on their descriptions.

### **Materials**

- ✚ “Sample Itinerary” handout
- ✚ Computer for Internet: <http://kids.nationalgeographic.com/kids/>
- ✚ Paper

### **Procedure**

- ✚ **Anticipatory set:** Ask how many students would like to go to Hawaii?  
**Activity:** Students will write an itinerary for a three-day trip. The itinerary will include time schedules and descriptions of hotels and restaurants. Students have four days to take a vacation to Hawaii. They must either take a train or fly. They are to plan their best means of travel by studying the schedules of airline and train websites. They must select a moderately priced hotel and restaurants from the descriptions they read. The itinerary must include breakfast and dinner at a restaurant near the hotel. Each day must include time for shopping. Partners must agree on the hotel, restaurants, and places to visit during the trip.

## **Teacher & Teachers' Aide Observations During the Group Activity**

- ✚ Teacher will assist students as they search the websites for information.
- ✚ Monitor students to make sure they reference time on their itinerary.

## **Assessment**

- ✚ Students are able to write a three-day itinerary that includes method of travel, a moderately priced hotel, restaurants and at least 5 sites or events during their stay. Each day must include one shopping event.

## **Follow Up**

- ✚ Students can create a billboard design that will encourage people to travel to Hawaii.

## Sample Itinerary

### Sample of Day 1

Departure Time:

9:55 a.m.

Method of Travel:

US Airways Flight 1151 Philadelphia International Airport

Arrival Time:

12:52 p. m

Destination:

Miami at Miami International Airport

Arrival Time

1:30 - Carlton Hotel, South Beach. This is a newly renovated hotel right in the heart of South Beach only one block from the ocean. Breakfast of cereal, muffins, juices, and coffee included in the price. Hotel has an indoor and outdoor pool and green areas that include gorgeous palm trees and benches. Rooms have Hi Definition TV's.

2:30 – 4:30

Lincoln Road Shopping –This is a shopping mall that only has one-of-a-kind boutiques and restaurants. There are no chain stores in this mall! You can buy handmade jewelry, pottery and clothing to name a few items.

5:00-6:00

Dinner at “The Wave” Restaurant in Art Deco District of Miami Beach “The Wave” restaurant has been recently restored to its original 1930's décor. The architecture of this restaurant is considered one of the best of this time period.

7:00 -9:00 –

Cruise of Biscayne Bay with spectacular views of Cruise Ship row and the magnificent Miami skyline.

9:30

Arrive back at The Carlton Hotel.

# Itinerary

## Day 1

**Departure Time:**

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**Method of Travel:**

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**Arrival Time:**

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**Destination:**

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**Arrival Time and Hotel Description**

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**Time and Event Description**

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**Time and Event Description**

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**Time and Event Description**

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# Itinerary

## Day 2

**Departure Time:**

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**Method of Travel:**

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**Arrival Time:**

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**Destination:**

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**Arrival Time and Hotel Description**

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**Time and Event Description**

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**Time and Event Description**

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**Time and Event Description**

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# Itinerary

## Day 3

**Departure Time:**

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**Method of Travel:**

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**Arrival Time:**

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**Destination:**

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**Arrival Time and Hotel Description**

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**Time and Event Description**

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**Time and Event Description**

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**Time and Event Description**

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