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CLIP - EDESL 798.00
BMCC - Lesson Plan # 1
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"HONK HONK"

Projection on big screen of a collage of NYC traffic scenes. Additionally, an 11x17 color copy of <u>same</u> photo collage passed out to each group. (1 per group)

A. Questions to prompt Class Discussion:
  "Who lives in the Bronx, Brooklyn, Queens, Staten Island, Manhattan, Long Island? etc…"
  "When you walk out of your house/apartment, what kinds of noise to you hear in your neighborhood?"
  "Is is pleasant/unpleasant noise?" (Briefly list in 2 columns on board.)

B. *Let's talk about these pictures on the screen. What are we seeing? What are we "hearing" when we look at these picture. (in our imagination)?*

_____

You are reading book, The King of Mulberry Street. Has lots of information about a boy who lives in a particular neighborhood in Napoli and later, on Mulberry Street (just as you all live in different neighborhoods.) Can information come to us in other forms? Can you find good information in movies, in videos? We primarily use eyes for reading, but when we get information from a movie or a video (or TV) we're using our eyes, but we are ALSO using _____? …our ears for listening and of course our mouths for discussing, afterwards.

Today we have a short video… and be aware that the *people speaking in the video (interviews) are providing a great deal of information about how they feel.* Also, the video provides us with vocabulary words which could help us predict what video is about.

2. Vocabulary you need to pre-teach (list of words and expressions)

Constant	**Honk**
Declutter	**Notice**
Curbing	**Critic**
Excessive	**Enforced**
Noise Pollution	**A fact of life**
Exercise in Futility	

3. Activities you will use to pre-teach vocabulary. (You may want to explain the activity or actually design it)   **15 - 18 min**

"Our vocabulary words *may* help us predict what video is about."

Vocabulary & Phrases

I. In groups, match the vocabulary words (on left side) with their synonym or definition (on right side).
   <u>USE your dictionaries</u>. ☺ (Number 1 is done for you.)

<u>   b.   </u> 1. honk   a. to observe, become aware of, pay attention to

_____ 2. constant   b. to sound the horn, beep

_____3. declutter   c. too much, extreme, unnecessary

_____4. curb   d. endless, continuous, always present

_____5. excessive   e. to insist on obedience to a law, regulation or command

_____6. notice   f. to get rid of mess, litter or disorder

_____7. critic   g. someone who evaluates or passes judgment

_____8. enforce   h. to restrict, control or limit

_____

II. With your group, try to guess (brainstorm) the meaning of these 3 phrases. <u>Discuss</u> and write down your thoughts on the lines below.

1. a fact of life   _____

   _____

2. exercise in futility _____

   _____

3. noise pollution   _____

   _____

**Later on, your group will trade your *brainstormed* responses to phrases with <u>another</u> <u>group</u>. There will be discussion between groups to figure out who agrees/disagrees with your group's responses! ☺

MYSTERIOUS PAGE -- IGNORE!

While viewing

4. General listening comprehension question(s). (You may want to explain the activity or actually design it)   **5-8 min**

Just Prior:
"*Based on our opening discussion of the pictures, our discussion of neighborhood noise, and our list vocabulary words, can you make a prediction of what the video is about?"* (1 brief verbal answer per group)

Play video **1ˢᵗ time**
Short Q&A after:
"What excites or interests you about the video?"
"Is there anything that you don't understand (or that bothers you) about the video?"

Play video **2ⁿᵈ time**
Prior to 2ⁿᵈ viewing, T direct Ss to jot down unfamiliar words/phrases/things of interest <u>not</u> included in Vocab list.
Brief Q&Aafter:
"Did you find the video easier to understand/more interesting this time?"
"Did you hear some of our vocabulary words/phrases? Did you hear any NEW words that interest you?"
"Were your predictions correct about the video?"
"What do you think the main idea is about the film?"

New York Times:
http://www.nytimes.com/video/2013/01/29/nyregion/100000002029571/honk-honk.html

Post viewing

5. Detailed comprehension task(s). (You may want to explain the activity or actually design it)

A. True/False
<u>Circle</u> the word, **True** or **False** about the following statements:

1.) The "Don't ***Honk***" signs on NYC streets will never be taken down.   True or False

2.) The people in the video do not think the ***constant*** honking is a problem.   True or False

3.) NYC has a problem with too much street noise, especially honking.   True or False

6. Inference (You may want to explain the activity or actually design it)   **15-20 min**

B. Agree/Disagree

FIRST, <u>discuss</u> these statements with your group. NEXT, <u>circle</u> the word, **Agree or Disagree**.

1.) The NYC government is not trying to solve the problem of ***excessive***   Agree or Disagree
     street noise.

2.) Honking makes traffic move along better and more smoothly.   Agree or Disagree

3.) If the NYC government is able to ***enforce*** the 'Don't Honk' law so
     people must pay a fine, there will be less honking.   Agree or Disagree

4.) Did you ***notice*** the number 350? In your group, discuss what the number 350 means?

 Our group thinks it means _____

Post viewing

What can you do as a follow up for each of the skills?

Ideas for a possible *homework* **speaking** activity.

*Interview a neighbor or a member of your family and ask them what they think about the kinds of noise in your neighborhood. Then, tell them your opinion. Compare and contrast their answers with your own opinion.

Ideas for a possible *homework* **writing** activity

*What kind of street signs do you have in your own neighborhood? Find 4-5 signs and write 2 sentences about what you think each is used for. (Also, draw the shape of each sign.)

Ideas for a **reading** activity for possible *homework* or *class work*.

When it is appropriate and lawful to honk:

http://www.staradvertiser.com/columnists/City_law_outlines_appropriate_times_for_drivers_to_honk_horn.html?id=122855319

NYC noisiest neighborhoods:

http://www.brickunderground.com/blog/2011/10/secrets_of_a_nyc_window_soundproofer

*As you read the article(s), take notes. Next, use your notes to compare & contrast the article to the video, "*Honk Honk*" that we watched in class.