

EL/Civics Lesson Plan

Program Name

A.C.E.—Columbus City Schools ABLE (ESOL)

Staff Responsible for Lesson

Steven Wisnor

Date(s) Used	10/15/09
Civics Category	II. Civic Participation—Community Resources, Emergency
Civics Objective	12. Community Resources-Emergency -SWBA to convey an emergency situation (lost child) and provide useful information to resolve problem
Time Frame to Complete Lesson	One class period (2.5 hours)
EFL(s)	Low-High Intermediate ESOL (NRS Levels 3-4)
Standard(s)/Components of Performance	NRS Levels 3-4 Speaking, Listening, Reading, Writing
Benchmark(s)	(S. 3.3, 3.4, 4.1); (L. 3.1, 3.4, 4.1, 4.4); (R. 3.4, 3.6, 4.4, 4.6); (W. 3.1-3.4, 4.1-4.6)
Materials	Board, Question Worksheets, Prepared Script, Partial Dialogue Worksheets, Blank Worksheets
Activities	<p><u>Opening Activity:</u> As students filter in, they unscramble and answer questions using simple present tense. Class corrects together and turns in.</p> <p><u>Review and Controlled/Guided Practice:</u> Teacher reviews Y/N and Wh- question formation and answers in simple present; students provide examples for all Wh- questions—1st, 2nd, 3rd person. Next, students use "answer" cards in pairs to create as many appropriate questions as they can.</p> <p><u>Listening and Reading Practice:</u> Teacher reads store announcement script and asks students to identify situation and key information. Students then receive and read the script. Class reviews new vocabulary and reads together.</p>

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	<p><u>Discussion:</u> Brainstorm responses to, "Your child is lost in public." What should you do? What should you not do? What do you do first? Teacher writes ideas on board.</p> <p><u>Application:</u> Students pre-read the partially-completed dialogue worksheet and complete it in pairs. Volunteers can read theirs out-loud. When finished, students use blank worksheet to create a new dialogue about</p>
Assessment/ Evidence	Teacher observations, question handouts, student oral responses, completed dialogues
Reflection	The dialogue activity may run long or short and some pairs will be more comfortable writing than volunteering to read. An expander activity for higher-proficiency students could be for them to create the dialogue from scratch (it should be of equal or greater length compared to the partial dialogue).

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Directions: Write questions and answers in the simple present tense.

1. your name / What / is / ?
2. it / is / What / time / ?
3. look like / does / your teacher / What / ?
4. does / When / begin / lunch / ?
5. live / you / do / Where / ?
6. to play / Where / like / your children / do / ?
7. Why / students / do / need to / study / ?
8. does / cost / it / How / much / ?
9. tall / How / is / he / ?
10. How / long / we / do / wait / need to / ?

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Children.

The president.

A new apartment.

A TV.

At noon.

At 6:00.

Work.

Home.

Because I need to.

Because I don't like it.

A lot.

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A computer.

A sandwich.

A minute.

5 years.

At McDonalds.

At the supermarket.

Because it's cold outside.

Because I like it.

My boss.

My father.

In the morning.

In the summer.

Announcement

“We have an announcement. We have a lost child who was found in aisle 7 near the home furnishings. He was alone, and he was looking for his parents. He’s wearing a red Ohio State jacket, with blue jeans and a white t-shirt. He also has a red and black baseball cap. Please come to the customer service desk next to the main entrance to find him. Thank you.”



Help! My child is lost!

Mall Employee: “Hello. How can I help you?”

YOU: I need your help! My child is lost!

Mall Employee: “OK, stay calm. What’s your child’s name?”

YOU: _____

Mall Employee: “OK, tell me what your child looks like, what your child is wearing, and other important information about the child.”

YOU: _____

Mall Employee: “Great, that information is very helpful. We’re going to call the police now.”

YOU: _____