

## EL/Civics Lesson Plan

Program Name \_\_\_\_\_ Delaware Area Career Center

Staff Responsible for Lesson \_\_\_\_\_ Ann Shaw

Date(s) Used	March 23,2011
Civics Category	II. Civic Participation
Civics Objective	15. Community Resources - Recreation: Access Leisure Time, Cultural, and/or Recreational Resources.
Time Frame to Complete Lesson	2 hours
EFL(s)	Levels 4 - 6
Standard(s)	<p>Reading: Determine the reading purpose. Select reading strategies appropriate to the purpose. Monitor comprehension and adjust reading strategies.</p> <p>Listening: Attend to oral information. Clarify purpose for listening and use listening strategies appropriate to that purpose.</p> <p>Speaking: Determine the purpose for communicating. Organize and present information to serve the purpose, context and audience. Seek feedback and revise to enhance the effectiveness of communication.</p>
Benchmark(s)	R 4;4; R 5.1; R 5.2; R 5.3; R 6.1; R 6.3; W 4.1; W 6.1; L 4.4; L 5.1; L 5.3; S 5.4; S 5.5; S 6.3; S 6.4; S 6.5
Materials	Metro Parks Vocabulary Worksheet; Columbus Metro Parks Seasonal (Spring 2011) 31-page book describing parks system and listing spring programs; Metro Parks fold-out map listing all 15 Metro Parks. <a href="http://www.metroparks.net">www.metroparks.net</a>

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Activities	<ol style="list-style-type: none"><li>1. Warm-up: Ask if Ss have visited any parks in Columbus area. Elicit responses—yes/no; which parks, etc. Brief conversation.</li><li>2. Define "metropolitan" per Longman's Dictionary as "belonging to a large city area"; discuss abbreviation = "metro."</li><li>3. Discuss concept of these parks as "inside" the larger metro area, hence the title of the parks system: "Metro Parks."</li><li>4. Distribute fold-out map of metro area and parks. Discuss in general terms.</li><li>5. Orient to map by identifying ESOL class site then ask, "Which park/s is/are closest to your home?" All Ss contribute.</li><li>6. Point out color-coding of various parks and their descriptors on the map; point out/ elicit explanations of other map legends as needed for comprehension.</li><li>7. Explain format of the "Facilities" section on the map (grid with park names on vertical axis and "facilities" on upper horizontal axis)</li><li>8. Discuss meaning of "facilities" and work through Metro Parks Vocabulary worksheet, using grid.</li><li>9. Check for comprehension by asking questions such as "At which parks could you ride a bike?", "What facilities are available at every park?", "To what park could L. take her children to play on swing?", "At which park could C. take her dog?", "At which park could J. reserve a shelter for a family picnic?", etc.</li><li>10. Distribute program booklet; allow Ss time to browse through it. Instruct Ss about how to "skim."</li><li>11. Elicit Ss observations on booklet.</li><li>12. Direct them to Programs section. Use one park's activity/classes/programs listing as example to teach format of a program catalog (date, class/program title; times; description).</li></ol>
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	<p>13. Ss then choose park nearest to them and peruse programs for current month; Ss highlight or circle three programs/classes of interest to them offered in one park nearest to them.</p> <p>14. Instruct students to select one program of interest to them, reread it carefully, and construct two paragraphs:</p> <ul style="list-style-type: none"><li>• Para. 1: identify the class or program, its location, and other details regarding it</li><li>• Para 2: explain why program is of particular interest; why would like to participate</li></ul> <p>15. Ss read paragraphs to partners.</p> <p>16. Ss then orally summarize for the class their partners' program/class choice and his/her rationale.</p>
Assessment/ Evidence	Conversation, written paragraphs, and oral summaries all give evidence of comprehension.
Reflection	<p>Students enjoyed learning about options for spring break and summer activities, especially for their children.</p> <p>Students were pleased that this informational material was available. They each left with a map and book in hand and several options highlighted.</p> <p>This activity could be customized to (metro)parks in other cities. Columbus is our hometown.</p>

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## METRO PARKS VOCABULARY

1. \_\_\_\_\_ a path in a park on which you could take your dog
2. \_\_\_\_\_ able to keep something so that it can be used by a certain person or for a special purpose
3. \_\_\_\_\_ not able to be kept for use by a certain person or for a special purpose
4. \_\_\_\_\_ paths on which you can ride horses
5. \_\_\_\_\_ golf played with frisbees, not with golf balls and clubs
6. \_\_\_\_\_ a plain or simple building in a park, forested area, or the country
7. \_\_\_\_\_ taking food and eating it outdoors
8. \_\_\_\_\_ skates that have wheels in a straight line; like ice skates but with wheels
9. \_\_\_\_\_ a building in a park where people can examine small animals, leaves, rocks, and other examples of nature
10. \_\_\_\_\_ places in a park where children can play in grass, climb trees, splash in the water, etc.
11. \_\_\_\_\_ a building or area with a roof but no walls that protects you from the weather or danger
12. \_\_\_\_\_ places for particular activities; special activities

facilities

bridle trails

lodges

disc golf

reservable

inline skating nature center

natural play areas

nonreservable

pet trails

picnicking

shelters