

EL/Civics Lesson Plan

Program Name Columbus City Schools

Staff Responsible for Lesson Michela DiTommaso

Date(s) Used	January 18, 2011
Civics Category	II. Civic Participation
Civics Objective	5. Community Resources – Directory 10. Community Resources - Education
Time Frame to Complete Lesson	1 – 1.5 hrs. (depending on the size of your class)
EFL(s)	Levels 3 & 4
Standard(s)	Reading with Understanding Convey Ideas in Writing Listening Actively Speaking So Others Can Understand
Benchmark(s)	R 3.3, R 3.4, R 4.3, R 4.5 W 3.4, W 3.6, W 4.4, W 4.6 L 3.3, L 3.4, L 4.3, L 4.4 S 3.3, S 3.5, S 4.2, S 4.3
Materials	Any ESOL book, audio book, DVD, and CD Rom to illustrate as examples, handout with scrambled conversation
Activities	<p><u>Engagement</u> Discuss what experience students have visiting a library in their home country and in the U.S. Discuss the services a library can provide.</p> <p><u>Presentation</u> Show any ESOL book, audio book, DVD, CD Rom and explain how each can help them learn English. Introduce new vocabulary (librarian, patron, audio book, CD Rom),</p> <p>Pass out handout with scrambled conversation asking for assistance in a library. Ask if the sentences are in English, are grammatically correct, and if they make sense.</p>

	<p><u>Practice</u></p> <ul style="list-style-type: none"> - Students will number the scrambled sentences so they are in logical order - they may work with a partner. The class will review the correct order and students will rewrite the conversation in correct sequential order. - The entire class will practice role playing the conversation, correcting any pronunciation errors. - With a partner, students will modify their conversation in writing, practice it with their partner and role play it in front of the class, using an ESOL item as realia. <p><u>Application</u></p> <p>Within 1-2 weeks, each student will go to a library, ask for assistance, and bring to class an item they have checked out (all my students already have library cards).</p>
Assessment/ Evidence	<p>Assessment will be if students are able to successfully role play their modified conversation in front of the class. Also, within 1-2 weeks, each student will visit a library, ask for assistance, and bring an ESOL item to class that they checked out.</p>
Reflection	<p>This activity was very helpful. It showed students the many ESOL services libraries offer, and the role play helped students feel more comfortable in approaching a librarian for assistance.</p>

EL/Civics Lesson Plan

Handout

This is a conversation between a librarian and a patron.

Read the conversation silently to yourself.

Put the sentences in order so they make sense by writing numbers 1-7 next to each sentence.

Librarian: You're welcome.

Patron: I'd like an audio book.

Librarian: Do you want a book, an audio book to listen to, a DVD to watch, or a CD Rom for your computer?

Patron: Thank you.

Librarian: May I help you?

Patron: I want to improve my English accent.

Librarian: I think this audio book will help you improve your accent.

Librarian: You're welcome. (7)

Patron: I'd like an audio book. (4)

Librarian: Do you want a book, an audio book to listen to, a DVD to watch, or a CD Rom for your computer? (3)

Patron: Thank you. (6)

Librarian: May I help you? (1)

Patron: I want to improve my English accent. (2)

Librarian: I think this audio book will help you improve your accent. (5)

Conversation correctly written.

Students may modify the underlined words when they rewrite/perform the role play.

Librarian: May I help you?

Patron: I want to improve my English accent.

Librarian: Do you want a book, an audio book to listen to, a DVD to watch, or a CD Rom for your computer?

Patron: I'd like an audio book.

Librarian: I think this audio book will help you improve your accent.

Patron: Thank you.

Librarian: You're welcome.