

EL/Civics Lesson Plan FY2012

Program Name _____Canton City Schools ABLE_____

Staff Responsible for Lesson _____Patricia Dolezal_____

Date(s) Used	September 13, 2011													
Civics Category	II. Civic Participation													
Civics Objective	<p>11. Community Resources – Education</p> <p>Identify educational opportunities and research education/training required to achieve a personal goal.</p>													
Time Frame to Complete Lesson	One hour													
EFL(s)	Levels 5 & 6													
Standard(s)	<p>Listen Actively</p> <p>Speak so Others can Understand</p>													
Benchmark(s)	<p>S5.1 Communicate in a variety of contexts related to daily life and work.</p> <p>S5.5 Adapt word choice...to enhance communication.</p> <p>S6.5 Use a variety of strategies to clarify meaning.</p>													
Materials	<ul style="list-style-type: none"> • Pictures from magazines or other sources that show learning taking place either formally or informally • Learning style inventory (whatever your program uses or see sample inventory included with plan) 													
Activities	<p>1. Write the words Education on one side of the board and Learning on the other side. Have a class discussion and ask Ss, “Is there a difference between the words education and learning? If so, what is the difference between the two? Some ideas generated in my class are listed below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Education</th> <th style="text-align: left; padding: 5px;">Learning</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Formal</td> <td style="padding: 5px;">Informal</td> </tr> <tr> <td style="padding: 5px;">Degree</td> <td style="padding: 5px;">Ongoing</td> </tr> <tr> <td style="padding: 5px;">Includes learning</td> <td style="padding: 5px;">Can happen at any time</td> </tr> <tr> <td style="padding: 5px;">Culturally based</td> <td style="padding: 5px;">Life experience</td> </tr> <tr> <td></td> <td style="padding: 5px;">Involves people</td> </tr> </tbody> </table> <p>2. Next, tape up an assortment of pictures on the board. Have Ss decide which ones depict education vs. learning and have them explain why. If you choose to use the attached ones, they might comment on the graduation gown, the father-son relationship, or the various locations.</p>		Education	Learning	Formal	Informal	Degree	Ongoing	Includes learning	Can happen at any time	Culturally based	Life experience		Involves people
Education	Learning													
Formal	Informal													
Degree	Ongoing													
Includes learning	Can happen at any time													
Culturally based	Life experience													
	Involves people													

EL/Civics Lesson Plan FY2012

	<ol style="list-style-type: none"> 3. Segue into the concept of lifelong learning and how the limited number of hours in formal English classes is not enough time to learn a language. Ask them what they do to learn English (e.g. look up new words in a bi-lingual dictionary, talk to Americans and practice the new vocabulary). 4. Review the learning style inventory by demonstrating the different types of styles. Each inventory may use different words to describe the styles so focus on the words being used and possible synonym (reading, writing, listening, speaking, visualizing, manipulating). Model and have Ss guess which one you're doing (play a book on tape or CD (listening), cover your eyes with a bandana (visualizing), use puzzle pieces(manipulating), read a book (reading), write down notes in a notebook (writing) and talk out loud (speaking). 5. Have them review the individual learning inventory and reflect on what methods they use to learn English and have them share with the class.
Assessment/ Evidence	Ss became more conscious of the learning process and how to be an active participant.
Reflection	This introduction to our program's Education and Learning unit seemed to help the students recognize what they're already doing.

Preferred Learning Styles

“Learning styles” refers to the variety of ways people take in, store, and retrieve information. Your learning style can give you clues about the best way to approach a learning experience. The Learning Style Inventory on the next page will help you to figure out which learning style or styles you use most often.

Each group of five statements represents a different learning style. Read each statement. If you think the statement describes you, put a check in the box to the left of the statement. If you think the statement does not describe you, leave the box blank. Don't think about each statement too long; your first response is likely the most accurate.

After you have read all the statements and checked the ones that apply to you, count the number of checks in each group and write the number in the space provided. The groups with the most checks represent your preferred learning styles.

If you have 3 or more checks in any one area, this is your strongest learning style.

My strongest learning style is _____.

Additional areas with 3 or more checks: _____

Adapted from “Help Yourself” by Gail Murphy Sonbuchner, New Readers Press, 1991.

LEARNING STYLES INVENTORY

Group 1 Reading		Group 4 Speaking	
	1. I like to read when I have free time.		1. I remember things better when I say them out loud.
	2. I like to read a report rather than be told what's in it.		2. I talk to myself when I try to solve problems.
	3. I understand something best when I read it.		3. I communicate better on the phone than I do in writing.
	4. I remember what I read better than I remember what I hear.		4. I learn best when I study with other people.
	5. I would rather read a newspaper than watch the news on TV.		5. I understand material better when I read it out loud.
Group 2 Writing		Group 5 Visualizing	
	1. I take notes when I read to better understand the material.		1. I can "see" words in my mind's eye when I need to spell them.
	2. I take lecture notes to help me remember the material.		2. I picture what I read.
	3. I like to recopy my lecture notes as a way of better understanding the material.		3. I can remember something by "seeing" it in my mind.
	4. I make fewer mistakes when I write than when I speak.		4. I remember what the pages look like in books I've read.
	5. I find the best way to keep track of my schedule is to write it down.		5. I remember people's faces better than I remember their names.

EL/Civics Lesson Plan FY2012

Group 3 Listening		Group 6 Manipulating	
	1. I like to listen to people discuss things		1. I like to make models of things.
	2. I learn more when I watch the news than when I read about it.		2. I would rather do experiments than read about them.
	3. I usually remember what I hear.		3. I learn better by handling objects.
	4. I would rather watch a TV show or movie based on a book than read the book itself.		4. I find it hard to sit still when I study.
	5. I learn better by listening to a lecture than by taking notes from a textbook on the same subject.		5. I pace and move around a lot when I'm trying to think through a problem.

Total Number of Check Marks:

Group 1 Reading _____

Group 4 Speaking _____

Group 2 Writing _____

Group 5 Visualizing _____

Group 3 Listening _____

Group 6 Manipulating _____