

EL/Civics Lesson Plan 2011-12

Program Name _____ Canton City Schools ABLE_____

Staff Responsible for Lesson _____ Heidi Daniels_____

Date(s) Used	Summer 2011 (this could be appropriate anytime you have an opportunity to involve students in a special volunteer activity or try it around the United Nations' International Volunteer Day which is December 5)
Civics Category	II. Civic Participation
Civics Objective	8. Community Resources - Directory
Time Frame to Complete Lesson	2 sessions; approximately 40 min each and optional community volunteer follow-up activity
EFL(s)	target audience here is NRS Levels 2-3 (could easily be adapted to include all levels)
Standard(s)	<u>Listen Actively</u> <u>Speak so Others Can Understand</u>
Benchmark(s)	L2.3 Use verbal strategies to demonstrate lack of comprehension (ask speaker for repetition, begin rephrasing). L3.3 Use verbal strategies to demonstrate comprehension or lack of comprehension (listener uses simple rephrasing to check understanding). S2.3 Use grammatical structures (verb "to be" and subject pronouns in present tense) to communicate meaning. S3.3 Use grammatical structures (e.g., present tense, progressive tense, simple regular past tense) to communicate meaning.
Materials	PowerPoint: What is a Volunteer? Word Document Table: Volunteering Survey Computer and projection system if available for PowerPoint and Q&A (or you can print the PowerPoint as a handout of 4 slides per page to make a 2-sided handout for students to use; print the Q&A separately) Whiteboard or easel paper and markers Picture dictionaries Information on local volunteer activity (as appropriate)
	Specific instructional goal (purpose of lesson) is that: Session 1: Each student will develop understanding of the word "volunteer" in order to answer questions about personal experience in the present and past with this kind of activity. Session 2: Students will consider examples and use brainstorming to develop possible ways to personally volunteer in the classroom

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	<p>and in the community.</p> <p><u>Session 1</u></p> <p>Explanation: Today we are going to talk about a new -ing word: volunteering. (Use the PowerPoint presentation to explain the meaning of this new vocabulary.)</p> <p>Modeling: The pictures from the PowerPoint provide just a few examples of different ways that people are volunteering in the United States. If you have tutors who volunteer in your class, you could use them as examples here. Talk about different ways that you personally have volunteered. Be clear and explicit in your examples because many students do not have much background with this concept. Try to show how what you do as a volunteer is similar or different from what you do for a paid job.</p> <p>Guided practice: Using the Q&A Survey included with this lesson, project the table or pass out handouts to students. Go over the example answers for Jane D. and Raul S. Then ask the following questions to each student. Or, if students are able, have them question each other. You could write the questions on the board as an assist.</p> <p><i>What's your name?</i> <i>What's your country of origin? (this may be a new term for some)</i> <i>How long have you lived in the United States?</i> <i>Any volunteering in your country of origin?</i> <i>Any volunteering in the United States?</i></p> <p>Review information for accuracy and completeness.</p> <p>Ask each student to answer the questions out loud to the class. Other students should listen carefully and be prepared to demonstrate comprehension of what was spoken at random. (For ex, Maria speaks her country of origin. Before you record it on the table, ask Ahmed to tell you what Maria just said.) When appropriate, ask students the "why?" behind their yes or no answers.</p> <p>Provide students with access to picture dictionaries. Have them look up the term "volunteer" and see what the picture shows. Have them tell you about the picture.</p> <p>Independent Application: As students leave class today, do a simple "exit check" of understanding. Ask each student to pronounce the word "volunteering" as they leave the class. See if they can verbally explain what volunteering is; listen for key terms (helping people, no money, good things for community).</p> <p><u>Session 2</u></p>
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	<p>Explanation: Today we want to talk more about volunteering. Have available the saved table from last session with students' responses.</p> <p>Modeling: There are many ways to volunteer. Give 1 or 2 examples of ways to volunteer in the classroom (pass out books or papers, clean the boards, wash the tables, etc.) Give 1 or 2 examples of ways to volunteer in the community (refer to the PowerPoint ideas or add new ones that are more appropriate to your student population).</p> <p>Guided practice: Draw two circles on the board. Label one "volunteer in classroom" and the other "volunteer in community". Guide students in speaking ideas that would fit into each circle. Talk about how volunteering can be something you do 1 time or many times. For example, classroom tutors may volunteer for once a week for many months or even years.</p> <p>Review the recorded survey answers from last session. Guide discussion about "yes" and "no" responses. Discuss results, focusing on the "why?" behind each answer. Are there patterns based on country of origin? Are there patterns based on how long people have lived in U.S.? Encourage students to verbally provide the reasons why they did or did not volunteer. Some students may choose to revise answers today based on greater understanding of the concept and that's okay. If they have volunteered, try to find out what kind of volunteering they did or currently do. Throughout the discussion, encourage correct grammatical speaking and monitor listening comprehension of students as they listen to each other.</p> <p>Independent application: Have each student consider how he/she could volunteer in the classroom. Then, consider how he/she could volunteer in the community. If appropriate, ask why they chose a particular task. (I have students who regularly volunteer to pass out books, clean the coffee pot, and wash the tables. Some of our students volunteer in church, community garden, neighborhood cleanup/neighborhood watch. These are great examples!)</p> <p>Extension: Offer opportunity for students to volunteer in community (for initial exposure, a one day commitment might be appropriate, or consider something your class might do in the community once a week or once a month over the course of the remaining school year)</p>
<p>Assessment/ Evidence</p>	<p>Students participate with appropriate listening and speaking skills in the class survey/discussion about volunteering.</p> <p>Students generate at least one classroom volunteer option and one</p>

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	community volunteer option that could be of personal interest.
Reflection	<p>Many students are not broadly familiar with the concept of volunteering. It's very important to give lots of practical examples that students might relate to or be interested in. We could have really extended this lesson with visits to various locations where volunteers are in action.</p> <p>Most students felt very timid about volunteering in the broader community because "no English", but the idea that they can volunteer on a regular basis by helping me in the classroom has proved to be a great starting point and confidence builder.</p>

Name	Country of Origin	How long living in U.S.	Volunteering in Country of Origin?		Volunteering in U.S.?	
			Yes	No	Yes	No
			Yes	No	Yes	No
Ana D.	Romania	8 months	X			X
Raul S.	Bolivia	7 years		X	X	

Project this page and/or pass out to students. You can expand rows in this sheet as needed by using the tab key.

Question students and record information on your projected screen. If no projection screen is available, you could record this information on large whiteboard or easel paper. Students can copy answers to their handouts or just watch and listen.

Discuss results, focusing on the "why?" behind each yes or no answer. Are there patterns based on country of origin? Are there patterns based on how long people have lived in U.S.?
Encourage students to verbally provide the reasons why they did or did not volunteer. If they volunteered, try to find out what kind of volunteering they did or currently do.