

EL/Civics Lesson Plan

Program Name

Columbus City Schools

Staff Responsible for Lesson

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Date(s) Used	July 2012
Civics Category	II. Civic Participation
Civics Objective	12. Community Resources -Emergency
Time Frame to Complete Lesson	1 – 1.5 hrs. (depending on the size of your class)
EFL(s)	Level 3
Standard(s)/Components of Performance	Reading with Understanding Convey Ideas in Writing Listening Actively Speaking So Others Can Understand
Benchmark(s)	R 3.3, R 3,5, W 3.4, W 3,6 L 3.4, L 3,5 S 3.1, S 3,3, S 3,4
Materials	Battery operated props (flashlight, radio, fan, etc) Many different batteries/candles Handout with scrambled conversation to report an outage.
Activities	<p>Students will learn how to report a power outage and what to do during a power outage</p> <p><u>Engagement</u> – Turn the light off for a few seconds to demonstrate a power outage. – Students will discuss if they every experienced a power outage in the U.S. or their home country and what it was like.</p> <p><u>Presentation</u> -Show props that you need during an outage. -Introduce new vocabulary (power outage, battery, downed power lines, unplug appliances, power surge.</p>

	<p>-Pass out handout with scrambled conversation to report a power outage.</p> <p><u>Practice</u></p> <p>-In groups, students will discuss what to do during a power outage. (i.e., call the power company, unplug all appliances, get flashlight/candles, etc.) and write down their ideas. One person from each group will share the information with the class. The teacher will write the ideas on the board and all students will copy them down on paper.</p> <p>- Scrambled sentences (reporting a power outage) Students will number the scrambled sentences so they are in logical order. The class will review the correct order and students will rewrite the conversation in correct sequential order.</p> <p><u>Application</u></p> <p>- The class will practice the conversation as the teacher corrects any pronunciation errors.</p> <p>- Students will practice the role play with a partner, substituting personal information. Volunteers will perform it in front of the class.</p>
Assessment/ Evidence	Students will let the teacher know which of the ideas discussed in class they implemented at home.
Reflection	Since we are experiencing severe power outages in our area, this activity was very timely and necessary.

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Handout Reporting a power outage

This is a conversation between AEP and you.

After you read the conversation, put the sentences in order so they make sense by writing numbers 1-7 next to each sentence.

#__ My address is (*311 High Street*).

#__ Is the situation dangerous? Is there a downed power line? Is there a medical problem?

#__ AEP, how may I help you.

#__ Thank you. I have noted your call and someone will be out to fix the problem.

#__ No.

#__ My power is out at home.

#__ What is your address?

Correct conversation

AEP - AEP, how may I help you? (1)

You - My power is out at home. (2)

AEP - Is the situation dangerous? Is there a downed power line? Is there a medical problem? (3)

You - No. (4)

AEP - What is your address? (5)

You - My address is (*311 High Street*). (6)

AEP - Thank you. I have noted your call and someone will be out to fix the

problem. (7)