

Program Name Lakewood ABLE _____

Staff Responsible for Lesson Dawne Olivo, Ann Bush

Date(s) Used	October, 2011
Civics Category	II. Civic Participation
Civics Objective	17. Community Resources, Volunteers
Time Frame to Complete Lesson	2-3 hours, 1 class session
EFL(s)	All levels
Standard(s)	Speak so others can understand Listen actively Read with understanding
Benchmark(s)	S 1.1, S 1.4, S 2.1, S 2.5, S 3.1, S 3.5, S 4.5, S 5.4, S 6.5, L 1.2, L 1.3, L 2.2, L 3.4, L 4.1, L 5.5, R 2.6,
Materials	1. Teacher and student generated vocabulary words that correlate appropriately with the volunteer site and service to be performed. (whiteboard, posterpaper, etc.) 2. Computer/internet access to create a customized vocabulary based crossword puzzle and wordsearch: www.discoveryeducation.com/puzzlemaker 3. camera
Activities	1. Identify a local volunteer experience at which students can participate during the regularly scheduled class time. (We contacted a local food bank and arranged for students to pack boxes of food.) 2. Prior to the visit, generate vocabulary words that students will hear and need to comprehend during the volunteer experience. For example: box, distribute, help, produce, canned goods, pack, etc. etc. 3. Simulate and practice the precise job that

	<p>students will be asked to perform at the volunteer site. Students can role play or teachers can model the tasks.</p> <ol style="list-style-type: none"> 4. Stress words and phrases that are significant by creating a vocabulary list. Have students repeat these several times in group response. 5. Create additional practice by using the website to generate customized word-searches and crossword puzzles using the words and phrases. 6. On the determined day and time, meet at the volunteer site. Monitor students informally so that each has an appropriate job for his/her level of spoken English. Pair students who need support with speaking and comprehension. 7. Take photos of students during the experience....display these in the classroom for follow-up discussion
Assessment/ Evidence	<p>At the next class session, display several photos of the students at the volunteer experience. Ask students to discuss what they did, how they helped others in the community and to explain their roles/actions in the photos. Refer to the class-generated vocabulary list to prompt student response and show comprehension of language.</p>
Reflection	<p>Our students enjoyed the volunteer experience so much, that we repeated this lesson a second time at the same site. Questions about language from the first experience drove our vocabulary list for the second. Students especially enjoyed seeing and talking about the photographs from the volunteer site. They were eager to verbally communicate about the experience. Several commented that they learned many new English words.</p>