

EL/Civics Lesson Plan

Program Name Canton City Schools ABLE /ESOL

Staff Responsible for Lesson Dodie Jerzyk

Date(s) Used	November, 2009
Civics Category	I. Rights and Responsibilities of Citizenship 3. Consumer Economics - Housing
Civics Objective	Identify basic housing issues, including home maintenance problems, and advocate for solutions.
Time Frame to Complete Lesson	2 classes @ 45 min.
EFL(s)	NRS Levels 3 & 4
Standard(s)/Components of Performance	Speak so others can understand C2 Organize and relay information to effectively serve the purpose, context and listener.
Benchmark(s)	S3.4, S3.5, S4.5 Use an increasing vocabulary for everyday situations S4.2 Communicate by using common contractions
Materials	Appliance store advertisements from newspaper Assortment of Magazines Clip art pictures of household items (www.thecoloringspot.com/images/furniture-appliances) Scissors, glue sticks, markers, index cards poster board (2-3 sheets), practice study sheet
Activities <ul style="list-style-type: none"> • Brainstorming • Making a poster • Matching • Creating sentences 	BRAINSTORMING: 1. Teacher first identifies level of vocabulary for household items by asking students to name appliances and electrical items found in an apartment or house. As students call out the items, teacher writes them on the whiteboard. Next, the teacher asks the students to help edit the list to items that the landlord is responsible for repairing/fixing if there is a problem. The goal is to limit the list to large appliances and items that are standard in an apartment. [Vocabulary List 1 - see attached].

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	<p>2. Teacher then adds any vocabulary words that the students have not identified but are needed for the lesson. i.e. pipe, drain, handle, burner, knob MAKE A POSTER. Next the students are put into groups of 3 or 4 and given a piece of poster board, scissors, glue sticks and newspapers, magazines and clip art pages. Each group is assigned a list of words from the list on the board to find, cut out and paste on the poster board. The items are labeled with markers so the class can see and read them. Posters are displayed in the classroom.</p> <p>DAY 2:</p> <p>1. REVIEW: Teacher reviews yesterday's vocabulary by asking the students questions about the posters. Ex: Which appliances are found in the kitchen? What are the parts of a stove? What items are found in the bathroom? Point to the faucet on the sink., etc</p> <p>The teacher then hands out index cards to the students that have words from Vocabulary List 1. The teacher has written vocabulary list #2 on the whiteboard. The teacher asks the student to imagine that they have to report a problem to the landlord. The first student reads his/her card. The student has the first opportunity to tell what is wrong with this item by choosing one of the words or phrases on the whiteboard [vocabulary list 2] If they can't match the word with a description of the problem, the other students are asked to help. Ex. Card: "sink" problem: the water goes down very slowly.</p> <p>Each student has the opportunity to respond with their cards until all the cards have been read and a maintenance problem matched to the item. Additional Practice: Matching exercise study sheet</p>
<p>Assessment/ Evidence</p>	<p>Students will be able to identify the appliance or standard apartment utility item and match it to a</p>

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	phrase describing a potential maintenance problem.
Reflection	This was a practical exercise giving the students the opportunity to learn vocabulary for life situations.

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VOCABULARY - LIST 1

1. stove
2. oven
3. burner
4. handle
5. knob
6. sink
7. drain
8. faucet
9. handle
10. toilet
11. bathtub
12. shower
13. dishwasher
14. garbage disposal
15. hot water tank
16. furnace
17. air conditioner
- 18 refrigerator
19. freezer
20. light switch
21. socket
22. plug

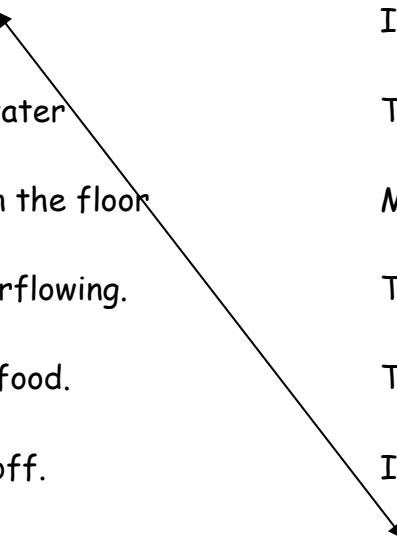
VOCABULARY LIST 2

1. dripping
2. leaking
3. clogged
4. stopped up
5. broken
6. overflowing
7. doesn't work
8. won't turn on
9. won't turn off
10. running all the time
11. making strange noise(s)
12. smells bad
13. is missing
14. no hot water
15. water goes down very slowly
16. water comes out slowly
17. the food is melting
18. fell off
19. burns the food
20. melting

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Practice: Matching

Draw lines to match the maintenance problem

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|-------------------------------|--|
| 1. It won't turn on! | I can't turn on the faucet. |
| 2. There's no hot water | The oven temperature is too hot. |
| 3. There's water on the floor | My freezer isn't working. |
| 4. The toilet is overflowing. | The drain is clogged. |
| 5. It burns all the food. | The pipe is leaking. |
| 6. The handle fell off. | It must be stopped up |
| 7. The food is melting. | The dishwasher is broken. |
| 8. The water won't go down. | I'll ask the landlord to check the hot water tank. |
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Match the repairperson to the items he/she fixes.

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|----------------------------|--|
| 1. electrician | a. My car needs new brakes. |
| 2. plumber | b. I left my keys in the house and locked the door |
| 3. appliance repair person | c. My toilet won't stop running |
| 4. mechanic | d. When I plug in my iron, sparks come out of the socket |
| 5. locksmith | e. My dryer is making a strange noises. |