EL/Civics Lesson Plan

Program Name Lakewood ABLE/PLUS

Staff Responsible for Lesson Terry Hamovitch

Date(s) Used	Month of September/October
Civics Category	II. Civic Participation
Civics Objective	II. 10—Community Resources—Education
	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners
Time Frame to Complete Lesson	2 hours
EFL(s)	NRS levels 1,2,3, 4,5
Standard(s)/Components	To speak so others can understand
of Performance	Read With Understanding
Benchmarks	S 5.1 Communicate in a variety of contexts related to daily life and work.
	S 5.2 Begin to communicate meaning by using linking and intonation.
	S 5.3 Show some control over basic grammatical structures (e.g., modal verbs, present perfect tenses, and gerunds).
	S 5.4 Expand vocabulary appropriate for a variety of familiar contexts.
	S 5.5 Adapt word choice, word stress, and/or grammar to enhance communication.
	R 3.1 Comprehend basic information (e.g., signs, notes) and simple sentences.
	R 3.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).
	R 3.3 Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary (e.g., make word lists, look back or read on, identify word errors).
	R 3.4 Seek clarification by looking back to text or reading on.
	R 3.5 Draw conclusions (e.g., from phrases, from simple

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	contonacs)
	sentences). lete a task (e.g., follow longer directions such as "Call Maria
Materials	Two native speakers to role play a parent teacher /conference. A copy of a typical note that comes home with a child that tells about a scheduled conference/Paper to prepare conference questions/Partners to role play a conference Refer to http://www.nea.org/parents/ptconf.html Here are some questions from the website: The Conference
	 Is my child in different groups for different subjects? Why? How well does my child get along with others? What are my child's best and worst subjects? Is my child working up to his or her ability? Does my child participate in class discussions and activities? Has my child missed any classes other than ones I contacted the school about? Have you noticed any sudden changes in the way my child acts? For example, have you noticed any squinting, tiredness or moodiness that might be a sign of physical or other problems? What kinds of tests are being done? What do the tests tell about my child's progress? How does my child handle taking tests?
Activities	 Two native speakers present a typical parent-teacher conference Discuss appropriate questions to ask and model at the conference, and how to be prepared Discuss a note that may come home about the conference, including date and time Discuss the importance of greetings,

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	salutations, thank you, etc 5. Have students prepare 3 questions to ask at a conference, and have students role play and assess each others, performance.
Assessment/ Evidence	Student presentations of questions and role playing
Reflection	Did the students understand the vocabulary? Was this a meaningful lesson? Will students transfer knowledge to everyday life? Will students feel more comfortable in this situation?