

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

TIES (Total Immersion of English Strategies) ADULT ESOL LESSON PLANS

<p>TOPIC:</p> <p>LEVEL:</p>	<p>Visit a Nail Salon and Inquire about their Services</p> <p>Low Intermediate / High Intermediate (Revised May 2006)</p>	<p>SKILL:</p>	<p>Speaking Reading Grammar Writing Keep a "Language Log" and add new words or expressions while practicing oral language in the community.</p>
<p>COMPETENCIES: (Please use ESOL Curriculum checklists to list these)</p>	<p>S A 51.03 Produce the sound of s endings: s, z, iz (voiced/voiceless) S A 51.04 Produce the sounds of past tense endings: t, d, id, (voiced/voiceless) S A 51.05 Use appropriate rhythm & stress in phrases and simple sentences. S B Demonstrate auditory discrimination of vowels and selected suffixes d, t, ed, s, z (voiced/voiceless) S A 39.03 Use and respond to polite expressions. S A 49.01 Recognize and state questions and statements S A 49.02 Listen to simple conversations and respond appropriately S B 66.01 Listen to conversations and respond appropriately R B 58.04 Recognize practices relating to personal hygiene/grooming. R A 49.10 Demonstrate ability to use a bilingual or basic English Dictionary R B 66.12 Obtain appropriate information using a bilingual or abridged English dictionary R B 54.03 Demonstrate ability to use test taking skills strategies (bubble in on answer sheet, true/false, cloze and skimming) and short answer. R A 49.09 Demonstrate ability to read and understand basic charts, graphs, maps, tables and diagrams R B 66.08 Read and interpret graphs, tables, maps and charts. G A 42.03 Complete a check or money order W A 49.03 Demonstrate ability to describe a person, place, thing or event W A 49.13 Write a short paragraph using correct spacing and legible cursive handwriting W B 66.19 Write a paragraph using correct format</p> <p>Keep a "Language Log" and add new words or expressions to it.</p>	<p>CULTURAL FOCUS:</p>	<p>Understand the choices in an American nail salon Request and obtain a price list for nail services Compare nail salon prices Determine the cost of nail services with gratuity included</p>

This unit consists of 4 fifty minute lessons.

Lesson 1

Part 1

Handout: Nail Salon Vocabulary Sheet 1

The teacher distributes **Nail Service Vocabulary Sheet 1** to each student. The teacher pronounces the vocabulary and reads the definitions for students. This is a whole class activity, and students repeat the words orally. Some words or phrases will require many repetitions. Before moving to the next step of the lesson, the teacher asks questions about the information on this vocabulary page, such as:

“What is a nail salon?”

“May a gentleman get a manicure at a nail salon?” (YES)

“What is a pedicure?”

“May a gentleman get a pedicure at a nail salon?” (YES)

“What do you call a person who is trained to give a pedicure?”

It is very important that students understand the difference between “natural nails” and “artificial nails”. Generally speaking, there are three different types of artificial nails: Acrylic, Gel, or Fiber-Glass. Wraps are artificial, too, but they are not sculpted; they are coverings.

Handout: Nail Salon Vocabulary Sheet 2

The teacher distributes **Nail Service Vocabulary Sheet 2** to each student. Again the teacher pronounces the vocabulary and reads the definitions for students. This is a whole class activity, and students should repeat the words orally. Some words or phrases will require many repetitions.

Before going to the next part of this lesson, the teacher will ask the students questions such as:

“What is another word for client?”

“If you are getting a manicure, what do you soak?”

“If you are getting a pedicure, what do you soak?”

“If decorations are painted on your nails, what is it called?”

“If your hand is dipped in paraffin, what is it dipped in? ”

“What is a gratuity?”

Part 2

Handout: Inquiring about Nail Salon Prices

The teacher distributes **Inquiring about Nail Salon Prices**, Practice Dialogue to every student. The teacher models reading the dialogue. Then as a whole class activity, the students practice reading the dialogue. Next the class is divided into two groups. Group 1 forms an

CLASSROOM PROCEDURE S:

GRAMMATICAL FOCUS:

Students will practice writing clear and grammatically correct sentences that form a complete paragraph.

outside circle of chairs and sits down. Group 2 forms an inside circle of chairs, and sits opposite the person in the outside circle. They are now speaking partners. The teacher assigns the speaking role for each circle: Client or Nail Technician. After one practice of the dialogue, the teacher asks students in the outside circle to stand up. These students move one chair in the direction the teacher indicates. After the outside circle moves and sits down, everyone has a new partner for the next dialogue practice. The teacher assigns new speaking roles for each circle. This procedure continues with students having many different partners until it is time to go to part 3 of the lesson.

Part 3

Materials Needed: Sample Flyer/Pamphlet

During the final ten minutes of this first class, the teacher explains an out of class assignment which each student is expected to complete. The teacher shares a sample of a beauty shop menu/service price list with the class. (A sample is included.)

The teacher explains that each student must visit a local beauty shop and request a service/price menu which includes nail services.

Students are required to obtain and bring their service/price menu to class for lesson 3. Students should add new words or phrases to their Language Logs which they hear while visiting the salon. The students should write notes pertaining to their visit in order to complete a writing assignment which takes place in lesson 4.

Lesson 2

In this lesson, students complete an activity called a Reading Jigsaw. The teacher explains the steps for this activity to the whole class. Begin only with Part 1. When the teacher sees that students are ready for the next step, he explains Part 2.

Part 1

Handout: Reading Jigsaw Vocabulary List

The teacher explains that for today's lesson, everyone needs a partner. (Partners may be chosen by the students or the teacher may assign partners.) The teacher distributes the **Reading Jigsaw Vocabulary List** to every student. With their partners, students study the definitions of each word on the list and use a classroom set of dictionaries, or their own dictionaries, as needed. Students discuss the word meanings with their reading partners. The teacher moves among the students and offers help when he sees that it is needed or when it is requested by the students.

Part 2

Handout: Reading Jigsaw Passage 1

Handout: Reading Jigsaw Passage 2

Handout: Reading Jigsaw Quiz

Two reading handouts are used in Part 2 of this lesson. They are:

Reading Jigsaw Passage 1: "Selecting a Safe Nail Salon"

Reading Jigsaw Passage 2: "Precautions for Artificial Nails"

The teacher explains that each person will read a selection about nail safety. There are two selections but each person reads only the selection he has been given and his partner reads the second selection. However, in order to answer the questions on the **Reading Jigsaw Quiz** handout, partners need to discuss and compare their information. Some of the questions/answers are based on one selection and some of the questions/answers are based on the other reading selection. The reading partners must decide the answer together. After agreeing on an answer, students write their responses. Responses include the passage number where information was found. After allowing the students time to complete the activity, the quiz questions are reviewed and discussed orally with the whole class.

Lesson 3

Part 1

Materials Needed: Computer and Projector Connection

Students bring their nail salon menu/price lists to class for this lesson. (This was assigned in lesson 1.) The instructor constructs a TABLE on the computer using Microsoft Word. Then, using a projector connected to the computer, the Table is projected from the computer onto the whiteboard. **(Note)** Project to the whiteboard and not to a screen for this lesson in order to write with markers on the whiteboard).

To complete the TABLE using the computer do the following:

- (1.) Open Microsoft Word
- (2.) On the main menu bar go to TABLE and highlight it
- (3.) Select INSERT from the drop-down menu
- (4.) Choose TABLE. Then you will see TABLE SIZE
- (5.) # of columns, select 5
- (6.) # of rows, select 7 - 10 in order to allow for many responses.
- (7.) Close the drop down menu window
- (8.) The TABLE appears on the computer screen.
- (9.) Across the top row, type in the following titles in each column:

Nail Salon
Cost of Manicure
Cost of Pedicure
Full Set of Artificial Nails (cost)
Fill In for Artificial Nails (cost)

In the first column labeled "Nail Salon", type the names of the nail salons that students visited. Next ask individual students to go to the TABLE projected onto the board and write in the prices of services for the salon they visited. Prices will appear in the columns under Cost of Manicure or Cost of Pedicure, etc.

After constructing the TABLE, the teacher asks questions about the prices of nail salon services and guides students in reading the data. For example, "How much is a manicure at the Nail Nook Salon?" The teacher points to the cells of the table where the information is located and guides students to the answer. "How much would it cost to have both a manicure and a pedicure at that salon?" The cost of services should be estimated and then carefully calculated.

Part 2

Materials Needed: Overhead Transparency of Blank Checks

Using the overhead transparency included in this unit which shows three blank checks, the teacher demonstrates how to write the first check to a specific salon for a specific service. From the TABLE, students choose a service from a specific salon and determine the cost of the service. The teacher refers back to the vocabulary word "gratuity". "What is a gratuity and how much money should be included with the cost of the service? Students determine what the usual 15% gratuity should be and add it to the cost of the service. The teacher completes the demonstration of writing this check.

(Note) Be sure that you project the blank check from the overhead projector onto the whiteboard and not to a screen. This procedure will allow you to write on the check that has been projected to the whiteboard. You will not write on or stain a screen. Also, you will not write on the transparency itself.)

Part 3

Handout: Nail Salon Money, Money, Money

The teacher distributes the handout **Nail Salon: Money, Money, Money**. Using the teacher's model that is projected to the whiteboard, students fill in the first check on their handout. The teacher should continue to have students choose services from the TABLE and complete two more checks. The teacher checks students' work as they write the checks and gives individual guidance.

Lesson 4

This lesson is an evaluation of the previous lessons. The teacher may choose to apply a grade.

Part 1

Handout: Will You Take a Check?

The teacher distributes **Will You Take a Check?** Students complete questions on the handout that pertain to nail salon services. They read a table and compute prices for services. After they complete questions, students are instructed to write a check.

Part 2

Students use the notes they wrote when they visited a local nail salon. They write a paragraph of 8 – 10 sentences. They may describe the salon that they visited. Or, they may describe how they felt when they visited the salon.

Part 3

Students share the words that they added to their "Language Log". The words are posted on the whiteboard and discussed.

TEXT BOOKS:	Classroom set of English dictionaries	PRONUNCIATION:	Practice the correct pronunciation of English words. Practice rhythm, stress and intonation of English language.
MATERIALS/ ADDITIONAL RESOURCES:	A sample menu/price list from a nail salon Master copies of handouts for students Answer Keys An overhead transparency showing three blank checks A computer that connects to a projector (and whiteboard) An overhead projector A transparency showing three blank checks	VOCABULARY:	See the following Vocabulary Sheets: Nail Salon Vocabulary Sheet 1 Nail Salon Vocabulary Sheet 2 Reading Jigsaw Vocabulary List (two pages)
COMMUNITY RESOURCES:	A nail salon found in a mall A community stand-alone nail salon A department store with a nail salon	EVALUATION:	The teacher may choose to evaluate any of the following: <ul style="list-style-type: none"> • Individual participation in class • written responses • completion of an out of class assignment • oral communication

Mrs. Joan Moore

May 24, 2004

Lesson Plans by: _____ Date: _____
Instructor's Name