

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project
 TIES (Total Immersion of English Strategies)
 ADULT ESOL LESSON PLANS

TOPIC:	Community Resources- Social Security Office	SKILL:	Grammar/Speaking/Writing
LEVEL:	Low Intermediate/High Intermediate (Revised May 2006)	CULTURAL FOCUS	Students will learn what this agency has to offer for specific purposes and where this agency is located
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>W (A) 46.01 Locate a business, government/community agency in local area W (B) 63.02 Locate/access different businesses, government/community agencies (G) (2A) 50.02 Use common verbs, contracted forms, and correct spelling... (G) (2B) 67.02 Use present continuous (G) (2B) 67.03 Use prepositional phrases (S) (2B) 66.01 Listen to conversations and respond appropriately</p> <p>The instructor will begin the class with an introduction to the Social Security office and explain that almost everything done in American culture is done using a social security number issued by this agency. This lesson can be implemented in three 50 minute classes.</p> <p><u>Day 1</u></p> <ol style="list-style-type: none"> 1) The instructor will introduce the topic of Social Security and the many services this agency has to offer beginning with how to apply for a social security card and what that assigned number on the card is used for. Have students read page 47 of DeFilippo – this will be Handout A. (this page is not included because of copyright laws). 2) Ask students how many of them have already received their Social Security number. Explain that American babies receive a social security number right after they are born. If some of the students do not have their SSN's yet, find out if they have applied for one. See DeFilippo, Page 48, this will be Handout B (this page is not included because of copyright laws). 3) Ask student's if they are familiar with Worker's Compensation (one of the terms in the vocabulary list explaining that Worker's Compensation is money paid to employees who are hurt on the job and cannot work for a limited period of time) and have them look at the 	Grammatical Focus	Present continuous tense and prepositions

	<p>form that must be completed with the SS office (See Handout C-1 and C-2)</p> <p>4) Introduce the vocabulary for this topic (See handout D) Ask students to repeat after the instructor for speaking and listening skills.</p> <p><u>Day 2</u></p> <p>1) Review the vocabulary on Handout D and then assign students to complete the vocabulary exercise on Handout E. (Teacher's key is included)</p> <p>2) After students complete the vocabulary exercise, separate the class into groups of uncommon language for the role play exercise (See handout F</p> <p>3) Assign a trip to the local Social Security office to interview a Social Security agent (See Handout G). Allow for one week to complete this trip. Students are to take their language logs with them to write down any terms used in the conversation with the SS agent. The instructor will provide the nearest location to the students by directing their attention to the blue pages in the phone book.</p> <p><u>Day 3</u></p> <p>1) Students will be asked to share their answers from the interviews.</p> <p>2) Students will be given the vocab. Quiz (See Handout H)</p>		
TEXT BOOKS:	Lifeskills 2 by Judy DeFilippo (pages 47-48)	PRONUNCIATION:	Stress, rhythm, intonation
MATERIALS/ ADDITIONAL RESOURCES:	social security applications, language log,, , SS-5 form, Social Security printouts from website, role play sheet, interview prompts, phone book	VOCABULARY:	Social Security number (SSN), change of address, change of name, maiden name, spouse's name, Medicaid, Medicare, Worker's Compensation, wage earner, disability benefits
COMMUNITY RESOURCES:	Social Security Office	EVALUATION:	Review students' language logs, vocabulary test, vocabulary exercises, role-play. And interview questionnaire