

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

<b>TOPIC:</b>	The history and traditions of the 4th of July holiday.	<b>SKILL:</b>	Grammar, Reading, Speaking, Writing
<b>LEVEL:</b>	<b>Low Intermediate/ High Intermediate (Revised May 2006)</b>		
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p><b>Reading:</b>            49.01 Recognize and read statements &amp; questions.            49.06 Preview and make predictions prior to reading.            66.05 Preview, make predictions, prior to reading.            66.06 Skim and scan to locate information.            66.07 Read and answer questions related to text (who, what, where, when, which, how).  <b>Writing:</b>            46.04 Recognize vocabulary and tradition associated with major American holidays and contrast with native customs.  <b>Speaking:</b>            39.04 Communicate impressions, emotions, likes, dislikes, acceptance and rejection.            49.01 Recognize and state statements &amp; questions.            49.02 Listen to simple conversations and respond appropriately.            49.03 Demonstrate ability to describe a person, place, thing or event.            51.05 Use appropriate rhythm &amp; stress in phrases and simple sentences.            56.02 Communicate personal needs, impressions, emotions, likes, dislikes, acceptance and rejection.            66.01 Listen to conversations and respond appropriately.            66.02 Demonstrate ability to recall or summarize information provided orally and in writing.</p>	<b>CULTURAL FOCUS:</b>	To learn the importance of the 4th of July celebration in the American culture, and as new immigrants, learn how ESOL students can get involved.

	<p><b>Grammar:</b>  50.01 Use information questions  (who,what,where,when,whose,whom,why,how)  50.02 Use common verbs, contracted forms and correct spelling in: present and past tense (only these tenses for this lesson)  50.08 Use sentence structures</p>		
<p><b>CLASSROOM PROCEDURES:</b></p>	<p><b>Activity I:</b>  <b>Warm Up:</b> Instructor asks students what they know about the history of the 4th of July holiday.  <b>Handout # 1:</b>  a. Instructor reads to model pronunciation. Students repeat.  b. Students look up vocabulary words in English and/ or in bilingual dictionaries.  c. Instructor reads vocabulary words again and checks students’ comprehension.  <b>Activity II:</b>  <b>Handout #2 – The History of the 4th of July</b>  a. Instructor reads to model pronunciation.  b. Students look up vocabulary words in English and/ or in bilingual dictionaries.  c. Instructor reads again. This time, paragraph by paragraph to check comprehension. Asks students to skim and scan to answer questions orally.  d. Students take turns reading out loud.  e. Students do Reading and Comprehension Questions (page 2).  f. Instructor corrects work sheet with students’ participation.  <b>Activity III:</b>  <b>Warm Up:</b> Instructor asks students what they know about 4th of July celebrations.  <b>Handout # 3-Fourth of July Traditions</b>  a. Instructor reads to model pronunciation.  b. Students take turns reading out loud.  c. Instructor reads paragraph by paragraph to check comprehension.  d. Instructor engages a class discussion finding similarities and differences between Independence day celebration in the USA and students’ countries of origin.</p>	<p><b>GRAMMATICAL FOCUS:</b></p>	<p>. Make questions using: What-When-Where-Why-Who (5Ws), How and Which.  . Use sentence structures with present and past tenses.</p>

	<p><b>Activity IV:</b></p> <p>a. Students are divided in groups. Newspapers are distributed to class.</p> <p>b. Students are instructed to find and list 4th of July celebrations in their communities.</p> <p>c. Each group representative writes their findings on the board to be shared by the class.</p> <p>d. Instructor explains the community activity to students.</p> <p><b>Community Activity:</b> Fourth Of July Community Activity Worksheet</p> <p>a. Students select a 4th of July celebration in their community.</p> <p>b. Students go to a 4th of July celebration. They observe, and take notes of everything they see in <b>Handout #4- Fourth Of July Community Activity Worksheet</b>, paying special attention to the similarities and differences of the celebration in relation to their native customs.</p> <p>c. Students hand in Worksheet for evaluation and must be able to engage in class discussion.</p>	<p><b>PRONUNCIATION:</b></p>	<p>Use appropriate rhythm &amp; stress in phrases and simple sentences and questions.</p>
<p><b>MATERIALS/ ADDITIONAL RESOURCES:</b></p>	<p>Handout #1, 2, 3 and 4 Local newspapers</p>	<p><b>VOCABULARY:</b></p>	<p>-Vocabulary handout # 1 - Language Log - Newspapers</p>
<p><b>COMMUNITY RESOURCES:</b></p>	<p>Community 4th of July celebration of student's choice.</p>	<p><b>EVALUATION:</b></p>	<p>- Handout # 2 worksheet and Handout #4 worksheet - Composition - Class presentation</p>

Lesson Plans by: Liliana Neves Date: June 7, 2004  
Instructor's Name