

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

## TIESS (Total Immersion of English Study Strategies)

### ADULT ESOL LESSON PLANS

<b>TOPIC: LEVEL:</b>	Community Resources: Obtaining a Library Card <b>Low Beginning (Revised May 2006)</b>	<b>SKILL:</b>	Grammar/Reading/Speaking/Writing
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p>READING 15.06 The student is able to recognize and read vocabulary for personal information (first, middle, last name, number, street, zip code, phone number, and social security number and fill out personal information form).</p> <p>GRAMMAR 16.02 The student is able to use common verbs (affirmative, negative, yes/no questions, short answers).</p> <p>WRITING 12.02 The student is able to identify community services (library).</p> <p>WRITING 15.06 The student is able to recognize and write vocabulary for personal information (first, middle, last name, number, street, zip code, phone number, and social security number and fill out personal information form).</p> <p>WRITING 15.07 The student is able to trace and sign name (signature).</p> <p>SPEAKING 5.02 The student is able to identify self and personal information.</p> <p>SPEAKING 5.04 The student is able to use and respond to polite expressions.</p>	<b>CULTURAL FOCUS:</b>	<p>The public library system is an important community resource that can provide a variety of services to students and their families.</p> <p>It is important to state and write personal information clearly so that others can understand.</p>
<b>CLASSROOM PROCEDURES:</b>	<ol style="list-style-type: none"> <li>1. Introduce vocabulary for personal information by listing on the board and reviewing the picture dictionary list.</li> <li>2. Distribute sample library card applications.</li> <li>3. Practice filling out the required information on the application.</li> <li>4. Distribute a list of questions and answers to use when applying for a card (see Grammatical Focus).</li> <li>5. Pair students to practice asking and answering personal information questions.</li> <li>6. Introduce the real world application project of going to the public library to get a card by showing a library card and some sample library books and magazines.</li> <li>7. Show samples of identification (license, electric bill, lease).</li> <li>8. Circulate a master list of public libraries in the area.</li> <li>9. Set a due date for bringing in their new public library cards.</li> </ol>	<b>GRAMMATICAL FOCUS:</b>	<p>Answering questions:</p> <p>May I have an application for a library card please?          Do you have i.d.? Yes, I do.          What is your name? My name is _____.          What is your address? My address is _____.          Where do you live? I live at _____.          What is your phone number? It's _____.</p>

<b>TEXT BOOKS:</b>	<p>The Oxford Picture Dictionary Lesson: Personal Information (page 4)</p> <p>The Oxford Picture Dictionary Beginning Workbook Lesson: Personal Information (page 4)</p>	<b>PRONUNCIATION:</b>	Pronounce basic question words.
<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	<ul style="list-style-type: none"> <li>• Sample public library card applications</li> <li>• Brochures and calendar of events from a public library</li> <li>• List of names, branches, addresses, and hours of operation of county public libraries</li> </ul>	<b>VOCABULARY:</b>	name (first, middle, last) address city zip code telephone e-mail gender signature library application identification (i.d.) driver's license, electric bill, lease please thank you
<b>COMMUNITY RESOURCES:</b>	<ul style="list-style-type: none"> <li>• County public library branch (nearest school campus)</li> <li>• Internet website for the county public library system</li> </ul>	<b>EVALUATION:</b>	Students will bring their public library card to class.

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Instructor's Name

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