

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

TOPIC:	A Visit to Orange County’s History Center	SKILL:	Grammar, Reading, Speaking, and Writing
LEVEL:	Advanced (Revised May 2006)		
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>Reading: 83.05 Comprehend selected reading passages recognizing the main idea. 83.06 Utilize new vocabulary by context. 83.07 Recognize sequence of events in a reading passage. 83.08 Demonstrate the ability to use the dictionary. 83.09 Review and make predictions prior to reading.</p> <p>Writing 100.05 Use dictionary and/or thesaurus effectively 100.07 Preview and make predictions prior to reading. 100.08 Recognize and restate the sequence of events in a reading passage. 100.10 Identify the main idea, topic sentence, and supporting details in a reading passage. 100.12 Summarize a reading passage. 100.15 Write three or more paragraphs that are focused and organized. -Edit own writing. -Expand paragraph into a three-paragraph essay (introduction, body, conclusion). -Outline. 100.16 Write a draft and revise a 5-paragraph composition with introduction, body, and conclusion. 100.17 Edit documents for spelling, punctuation, correct grammar.</p> <p>Grammar: 101.03 Use sentence structures: compound and complex sentences, active and complex sentences, active and</p>	CULTURAL FOCUS:	For many ESOL students, Central Florida is their new home. In this lesson plan, students will learn more about Central Florida history and how it is connected to many diverse cultures.

	<p>passive voice, clauses and phrases, direct and indirect speech. Speaking: 85.01 produce stress and intonation in phrases and sentences.</p>		
<p>CLASSROOM PROCEDURES:</p>	<p>This lesson plan consists of two 50 minutes classes. It should be done on the last month of the term when students have already been taught the writing competencies above. This lesson plan can be used for a final term writing evaluation.</p> <p>PRE-VISIT ACTIVITIES: Warm Up: Instructor asks students what they know about Central Florida history. Sample questions: In what part of Florida do we live in? How old is Central Florida? Who where the first people living here? Activity I: Handout # 1: A Brief History of Central Florida-page 1 a. Instructor asks students to read again in silence, writing a vocabulary list of new words, using all new vocabulary by context. c. Instructor reads text out loud and writes vocabulary words on the board as they are brought up by students. Students copy vocabulary definitions on notebooks. d. Instructor separates class in small groups. Instructor tells group to assign a representative. e. Instructor asks students to make a chronological chart of Central Florida’s history identifying the sequence of events in the reading. e. Instructor sits with each group, checking their work. f. Instructor writes the sequence of events on the board as group representatives read their work to the class. g. Instructor reads out loud the final sequence of events written on the board. Activity II: Handout # 2- Orange County’s History Center-page 1 Warm Up: Instructor reads the title of the text and asks students to make predictions prior to reading. Sample questions: What is a history center? What is its purpose?</p>	<p>GRAMMATICAL FOCUS:</p>	<p>Use sentence structures: compound and complex sentences, active and complex sentences, active and passive voice, clauses and phrases, direct and indirect speech.</p>

Why is there need for a history center? Instructor tells students about Orange County's History Center and explains that students will visit and prepare a writing project about it.

- a. Instructor reads to model pronunciation.
- b. Instructor asks students to read again in silence, writing a vocabulary list of new words, using all new vocabulary by context.
- c. Instructor reads text out loud and writes vocabulary words on the board as they are brought up by students. Students copy vocabulary definitions on notebooks.
- d. Students take turns reading out loud.

Activity III: Handout # 2- Orange County's History Center-page 2-reading and comprehension

- a. Instructor separates class in pairs and asks students to answer the questions.
- b. Instructor corrects with class, encouraging students to express their opinion (question number 6) and engage in classroom discussion.

Community Activity: A Visit to Orange County's History Center

Instructor informs students of their assignment:

- a. students go to Orange County's History Center,
- b. students observe, and take notes according to **Handout #3- Orange County's History Center Community Activity Worksheet.**
- c. Instructor reads Handout #3 out loud, explaining the contents and what is expected from students.
- d. Students are expected to fill out the Handout, choose a topic they like about their visit to the museum and write an essay. This essay should include the following parts:
 - an outline
 - a revised draft edited for spelling, punctuation, correct grammar.
 - a final 5 paragraph essay that is focused and organized.

TEXT BOOKS:	N/A	PRONUNCIATION:	Students practice stress and intonation in phrases and sentences.
MATERIALS/ ADDITIONAL RESOURCES:	Handout #1 and 2	VOCABULARY:	-handouts # 1 and 2 (reading) - Language Log
COMMUNITY RESOURCES:	A visit to community oriented Orange County's History Center.	EVALUATION:	Handouts #1, #2 and #3 Essay (5 paragraphs)

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Instructor's Name