

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>	Community Resources- Post Office	<b>SKILL:</b>	Grammar/ 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>W 46.01 Locate a business, government/community agency in local area</p> <p>W 63.02 Locate/access different businesses, government/community agencies</p> <p>G 50.03 Use Information Questions ( who, what, where, when, how)</p> <p>G 50.06 Use prepositions</p> <p>S 49.01 Recognize and state statements and questions</p> <p>S 49.02 Listen to simple conversation and respond appropriately</p> <p>S 51.05 Use appropriate rhythm and stress in phrases and simple sentences</p> <p>W 46.01 Locate various businesses ... (post office)</p> <p>W 46.03 Identify procedures for mailing a letter or package (domestically or internationally), and for registering mail.</p> <p>G 67.02 Use present continuous</p> <p>G 67.03 Use prepositional phrases</p> <p>S 66.01 Listen to conversations and respond appropriately</p> <p>W 66.16 Write a friendly letter</p> <p>W66.17 Use proper form when addressing an envelop</p>	<b>CULTURAL FOCUS</b>	Students will learn about the American post office and the many services of the post office and choices for mailing needs.
<b>CLASSROOM PROCEDURES:</b>	<p><b>This lesson assumes that students have already learned how to write a friendly letter.</b></p> <p><u>Day 1</u></p> <p>1) Using the Defilippo Lifeskills 2 textbook page 28- this will be Handout A (this page is not included because of copyright laws), the instructor will</p>	<b>GRAMMATICAL FOCUS:</b>	Present continuous, present simple, simple past and prepositions

	<p>introduce the class to the many services and types of mailing options available through the United States Postal Service using the following procedures for four 50 minute classes: Have students read the passage and do the matching.</p> <ol style="list-style-type: none"><li>2) The instructor brings in and shows postage stamp, air mail stamp, letter size envelope, business size envelope, and a registered mail form, express mail envelope, priority mail envelope, and global mail envelope.</li><li>3) After showing these items, students will be asked which of these types of items are not available in their native country.</li><li>4) Students will be asked if they have a passport and be shown a U.S. INS passport request form (See handout <b>B for information only</b>). They will then have a chance to share their experiences of obtaining a passport from their country Ask students if they have any questions.</li><li>5) Assign them to write a friendly letter to a friend back home telling of an exciting experience here in the United States and address the envelope for the next class.( Note* the purpose of this letter is to complete the community activity---mail a letter at the Post Office.)</li></ol> <p><u>Day 2</u></p> <ol style="list-style-type: none"><li>1) Collect the letters and envelopes that were written to evaluate for correct format on the envelope and grammar in the letter. (Note to teacher –letters will be mailed at the end of day 3).</li><li>2) The instructor will then provide a vocabulary list. (See handout C) for students to understand various mailing options and language used in an American post office settings</li></ol>		
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	<p>3) Teacher will model pronunciation of vocabulary and ask students to repeat the terms and read aloud the definitions.</p> <p>4) Students will complete written exercises using new vocabulary terms (See Handout D)</p> <p><u>Day 3</u></p> <p>1) Students will be grouped together in diverse language groups and role play various post office situations (See handout E). After ten minutes, four students will be chosen to role play for the whole class.</p> <p>2) After students complete the exercise, the teacher will call on students for answers to the exercises.</p> <p>3) Students will be assigned to mail their friendly letter back to their native country (person to receive is their choice) and told to bring in a receipt. The instructor will provide copies of the Post Office prompts for students to use when they go to the Post office (See handout F)</p> <p><u>Day 4</u></p> <p>1) Students will be asked to share their experiences (to the whole class) at the Post office.</p> <p>2) Teacher will review vocabulary terms, before giving quiz, by asking students to verbally use terms in a sentence</p> <p>2) Teacher will then pass out the vocabulary quiz and give students the last 30 minutes of class. (see handout G)</p>		
<b>TEXT BOOKS:</b>	Lifeskills 2 by Judy DeFilippo (page 28)	<b>PRONUNCIATION:</b>	Stress, rhythm, intonation

<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	Unites States Postal website, teacher will bring in change of address forms, passport forms, Express and Priority mail labels and envelops, language logs, customs form, passport application for introduction to the topic..	<b>VOCABULARY:</b>	change of address, express mail, priority mail, get a passport, money order, shipping supplies, tracking, domestic mail, global mail, registered mail
<b>COMMUNITY RESOURCES:</b>	post office	<b>EVALUATION:</b>	Evaluate students' friendly letter and envelope for format and grammar, Review students' language logs, vocabulary test, vocabulary exercises, role-play.

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