

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

TOPIC:	Wildlife, pets, nature – It is their world, too.	SKILL:	Speaking/Listening/Writing
LEVEL:	Advanced (Revised May 2006)		
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>Speaking:</p> <p>83.01 Listen and follow directions 83.02 Demonstrate ability to paraphrase words or ideas in conversations 83.04 Apply oral communication skills to simple interviews and presentations 85.01 Produce stress and intonation in phrases and sentences 100.01 Use responsive listening, including paraphrasing, summarizing for elaboration and clarification 100.03 Clarify meaning by asking relevant questions, making relevant comments 100.05 Use dictionary and/or thesaurus effectively (parts of speech, definitions, pronunciation) 100.19 Demonstrate note-taking strategies</p> <p>Writing:</p> <p>100.01 Use responsive listening, including paraphrasing, summarizing for elaboration and clarification 100.05 Use dictionary and/or thesaurus effectively (parts of speech, definitions, pronunciation) 100.14 Use prewriting strategies, such as, brainstorming, graphic organizers, and outlining 100.17 Edit documents for spelling, punctuation, correct grammar 100.18 Demonstrate writing for a purpose (business memos, letters, resume)</p>	CULTURAL FOCUS:	To understand the importance and role that nature plays in the US, and how we, as citizens, should preserve and help save our planet.

CLASSROOM PROCEDURES:

This is a 4-day lesson plan.

PART I: 50 minutes

1. Introduce the topic to students. Ask if they know the definition of wildlife, pets, and nature. If they do not know the definition, explain and ask them for examples.

2. Pass out the Vocabulary List – Handout A. Students should look up in the dictionary individually or in pairs/groups using a bilingual and/or English dictionary. Go over the definition.

(Instructor's Preparation: Read the Species Survival Plan)

3. Instructor explains the Species Survival Plan and engages in an open-class discussion by asking the following questions:

- a). Why are conservation programs important?
- b). Where can we find conservation programs? (Zoos, non-profit organizations)
- b). Do we need nature and wildlife? Why?
- c). Why should we treat pets and wildlife respectfully? Is it ok to mistreat them? Why/why not?
- c). Why are pets so important in a person's life? (ex: companionship, love, affection, fun, play, reliving childhood, etc...)
- d). What would happen if everybody killed and hunted pets and wildlife?

(Instructors are welcomed to discuss any other question as long as it is relative to the topic - welcoming and positively describing the protection and respect one should have for our animal friends.)

PART II: 50 minutes

1 .Assign students to an out-of-the-classroom activity. Students need to visit ANY place /facility where they can see and/or touch animals.

1.1). Pass out Handout B - Students choose a place they want to visit (students can also choose any other place such as local or neighborhood petting zoos.)

1.2). Students work in groups and, using the new vocabulary, create a list of questions they will ask :
ex: about specific programs and/or animals which that particular facility offers. (Minimum of 3 questions.)

GRAMMATICAL FOCUS:

Verb tenses: simple present, present continuous, simple past, present perfect

	<p>1.3). Check students' questions.</p> <p>1.4). Pass out Handout C to students who decide to visit Central Florida Zoo. (Students can take the handout with them and check the animals of their interest.)</p> <p>1.5). Inform students that they will talk about their experience, their Q & As, and what they have learned to the class in a presentation format that will be evaluated as a quiz - max 5 minutes.</p> <p>1.6). Students need to inform the name of the facility they visited, the date, and the name and position of the employee they talked to.</p> <p>1.7). Students need to create a Language Log in which they will write the definition of words/expressions new to them.</p> <p>Instructor: Write on the board the following example: a). Incompetent: <i>n. or adj.</i> Not competent. b). Premature: <i>adj.</i> Occurring, growing, or existing before the customary, correct, or assigned time; early.</p> <p>4). Give at least one week for them to complete their task.</p> <p>5). Give them the exact date of the presentation.</p> <p><u>PART III:</u> 50 minutes – Oral Quiz</p> <p>1). Students will INDIVIDUALLY present their experience (max 5 minutes.) Presentations should include the information required on Part II #s 1.5 – 1.7. After the presentation, students hand in the questions/answers including the Language log (if any).</p> <p><i>(Instructor evaluates clarity and relevancy to the topic.)</i></p> <p><u>PART IV:</u> 50 minutes – Written Quiz</p> <p>1). Quiz : Essay format</p> <p>1). Why are conservation programs important? Give at least two different reasons.</p> <p>2). In your opinion, what was the most important thing you learned from this lesson?</p>		
TEXT BOOKS:		PRONUNCIATION:	Rhythm, stress, and intonation

MATERIALS/ ADDITIONAL RESOURCES:	Handout A: Vocabulary List Handout B Handout C: Who's' Who at the Zoo – Animal Collection (3 pages) – for students who intend to go to the Zoo. For the Instructor ONLY : Handout: Animals and Plants Species Survival Plan (c)	VOCABULARY:	Vocabulary List Handout
COMMUNITY RESOURCES:	Visit a community animal care facility	EVALUATION:	I highly recommend this lesson plan to be given close to the end of the semester. At this time, students are more comfortable in speaking and communicating in English. The vocabulary may be included in the final exam. Instructor evaluates: a). Oral Presentation: Presentation should be clear, containing the appropriate information, including Language Log if any (50%); b). Written Quiz: 50%

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Instructor's Name