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

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>Community Resources- Social Security Office</th>
<th>LEVEL:</th>
<th>Low Intermediate/High Intermediate (Revised May 2006)</th>
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<tr>
<td>SKILL:</td>
<td>Grammar/Speaking/Writing</td>
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| COMPETENCIES: | W (A) 46.01 Locate a business, government/community agency in local area  
W (B) 63.02 Locate/access different businesses, government/community agencies  
(G) (2A) 50.02 Use common verbs, contracted forms, and correct spelling…  
(G) (2B) 67.02 Use present continuous  
(G) (2B) 67.03 Use prepositional phrases  
(S) (2B) 66.01 Listen to conversations and respond appropriately | CULTURAL FOCUS | Students will learn what this agency has to offer for specific purposes and where this agency is located |
| Classroom Procedures | The instructor will begin the class with an introduction to the Social Security office and explain that almost everything done in American culture is done using a social security number issued by this agency. This lesson can be implemented in three 50 minute classes. | Grammatical Focus | Present continuous tense and prepositions |
| Day 1 | 1) The instructor will introduce the topic of Social Security and the many services this agency has to offer beginning with how to apply for a social security card and what that assigned number on the card is used for. Have students read page 47 of DeFilippo – this will be Handout A. (this page is not included because of copyright laws).  
2) Ask students how many of them have already received their Social Security number. Explain that American babies receive a social security number right after they are born. If some of the students do not have their SSN’s yet, find out if they have applied for one. See DeFilippo, Page 48, this will be Handout B (this page is not included because of copyright laws).  
3) Ask student’s if they are familiar with Worker’s Compensation (one of the terms in the vocabulary list explaining that Worker’s Compensation is money paid to employees who are hurt on the job and cannot work for a limited period of time) and have them look at the |
Day 1
4) Introduce the vocabulary for this topic (See handout D)
   Ask students to repeat after the instructor for speaking
   and listening skills.

Day 2
1) Review the vocabulary on Handout D and then assign
   students to complete the vocabulary exercise on
   Handout E. (Teacher’s key is included)

2) After students complete the vocabulary exercise,
   separate the class into groups of uncommon language
   for the role play exercise (See handout F

3) Assign a trip to the local Social Security office to
   interview a Social Security agent (See Handout G).
   Allow for one week to complete this
   trip. Students are to take their language logs with them
   to write down any terms used in the conversation with
   the SS agent. The instructor will provide the nearest
   location to the students by directing their attention to the
   blue pages in the phone book.

Day 3
1) Students will be asked to share their answers from the
   interviews.
2) Students will be given the vocab. Quiz (See Handout H)

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<tr>
<th>TEXT BOOKS:</th>
<th>Lifeskills 2 by Judy DeFilippo (pages 47-48)</th>
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<tbody>
<tr>
<td>PRONUNCIATION:</td>
<td>Stress, rhythm, intonation</td>
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<tr>
<td>MATERIALS/ADDITIONAL RESOURCES:</td>
<td>social security applications, language log, SS-5 form, Social Security printouts from website, role play sheet, interview prompts, phone book</td>
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<tr>
<td>VOCABULARY:</td>
<td>Social Security number (SSN), change of address, change of name, maiden name, spouse’s name, Medicaid, Medicare, Worker’s Compensation, wage earner, disability benefits</td>
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<td>COMMUNITY RESOURCES:</td>
<td>Social Security Office</td>
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<td>EVALUATION:</td>
<td>Review students’ language logs, vocabulary test, vocabulary exercises, role-play. And interview questionnaire</td>
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Date: May 25, 2004