

EL/Civics Lesson Plan

Program Delaware Area Career Center

Staff Responsible for Lesson Cindy Wolfe

Date(s) Used	October 5, 2010
Civics Category	II. Civic Participation
Civics Objective	15. Community Resources--Recreation Access leisure time, cultural and/or recreational resources.
Time Frame to Complete Lesson	2 hours
EFL(s)	NRS Levels 5 & 6
Standard(s)/Components of Performance	Attend to oral information.  Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.  Select reading strategies appropriate to the purpose.  Monitor comprehension and adjust reading strategies.  Organize and present information to serve the purpose, context, and audience.  Seek feedback and revise to enhance the effectiveness of communication.  Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
Benchmark(s)	L 5.3, L 5.5, L 6.2, L 6.3, R 5.4, R 5.2, R 6.4, R 6.3, W 5.5, W 5.6, W 6.6, S 5.1, S 5,5
Materials	Local newspapers with community events advertised ( <a href="http://www.ohiotraveler.com">www.ohiotraveler.com</a> lists festivals in Ohio and each month has a list of events)

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	<p>Flyers for community events</p> <p>Advertisements for community events</p> <p>Dictionaries</p> <p>Paper, pencils, pens</p> <p>Calendar for each student. (<a href="http://www.office.microsoft.com/en-au/templates/CT010358990.aspx">www.office.microsoft.com/en-au/templates/CT010358990.aspx</a>)</p>
<p>Activities</p>	<p>I. Warm-up: Ask if the students know of any activities going on in their communities, school, or churches. Ask if they ever attend any events in the community. Discuss.</p> <p>II. Tell the students that today we will be learning about events that are planned for our area and how to find out about future events.</p> <p>III. Divide the students into small groups and pass out the newspapers, flyers, and advertisements. Have each group take one and find out the details (who, what, why, where, when, and cost) for one event.</p> <p>IV. Pass out the calendars to each student. Have each group tell the rest of the class about an event. The details can be written on the board. As each group finishes their presentation, have the students note the event on their calendars.</p>
<p>Assessment/ Evidence</p>	<p>Ask the students what events looked interesting and which ones they thought they would like to attend.</p> <p>Ask the students when and where each event would occur.</p> <p>Ask the students what each event was about.</p>
<p>Reflection</p>	<p>This was a fun lesson. It allowed the students to see how many things are occurring in the community and many for no or very low cost. It also led to a discussion on directions and map reading.</p>