

### ELCivics Lesson Plan

Program Name

Lakewood ABLE

Staff Responsible for Lesson

Suzy Parnell and Ann Bush

Date(s) Used	Week of February 2, 2010
Civics Category	Community Resources
Civics Objective	Recreation
Time Frame to Complete Lesson	Approx. 2-3 hours
EFL(s)	All levels
Standard(s)/Components of Performance	<ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Speak so others can understand               <ul style="list-style-type: none"> <li>• Read with understanding</li> <li>• Convey ideas in writing</li> </ul> </li> </ul>
Benchmark(s)	L 2.1, L 2.4, L 3.3, L 3.4, L 4.3, S 2.5, S 3.1, S 3.4, S 4.4, R 1.3, R 2.4, R 2.6, R 3.1, R 5.5, R 6.4 W. 1.1 W. 2.6 W. 3.1 W.3.2 W. 3.3 W 3.6, W. 4.1 W 5.5, W6.5
Materials	<ol style="list-style-type: none"> <li>1. An assortment of mugs (travel, coffee, tea, ceramic, plastic, insulated, large, small, decorative, plain, etc.) that students have never seen before (collect these from home, friends, co-workers)</li> <li>2. "Describing Mugs" spread sheet (attached)</li> <li>3. "Choose One Mug" sentence-writing worksheet (attached)</li> <li>4. 3" x 5" index cards</li> <li>5. "Journal Topic" writing prompt (attached)</li> <li>6. "Show and Tell" speaking prompt (attached)</li> <li>7. Student-mugs brought from home</li> <li>8. OPTIONAL: "Request for Coffee" donation letter sample (attached)</li> </ol> <p>*All activities can be adapted for local coffeshops.</p>

	<p>***Prior to class/teaching this lesson, request that students bring in a favorite mug from home. Also, use the "Request for Coffee" letter in an effort to arrange for plenty of coffee to be on hand for the culminating activity.</p>
Activities	<ol style="list-style-type: none"><li>1. Display a variety of MUGS (as noted in materials section) Assign a number to each mug (post-it notes work great).</li><li>2. Distribute "describing mugs" spreadsheet to students. Generate a discussion of each mug pinpointing specific descriptive words that apply. Have students record these words on the spreadsheet for each respective mug. Assist lower-level students with writing by creating a word bank or vocabulary list as a reference for them.</li><li>3. Reinforce vocabulary and generate sentence writing skills by allowing students to select ONE mug on which to focus. Use the "Choose One Mug" assignment sheet.</li><li>4. Once sentences are complete, allow students to orally read their written work. While others listen, they should attempt to match the reader's description with the correct mug. Have fun with this!</li><li>5. At this point, have students examine the mug they brought from home. Distribute index cards and have students self-generate a list of adjectives OR complete sentences (depending on ability level) that describe their own mug. Students may refer to the spreadsheet or vocabulary list for words/ideas.</li><li>6. Clear a table large enough for all students to gather/move around. Place all mugs on the</li></ol>

	<p>table. Shuffle the index cards and randomly distribute them. Instruct students to read the card, think about the descriptions, and locate the correct mug. Repeat as time permits!</p> <p>7. At this point, if coffee is available, students may fill their mugs! Discuss with students how in many cultures, people gather at coffeeshops, homes, etc. to drink coffee, relax, talk, share ideas, etc. Encourage students to share their personal experiences.</p> <p>8. As they are drinking, utilize the "show and tell" topic and journal writing prompt. Encourage students to talk about coffee habits/traditions from their countries in a show and tell forum. Encourage students to write about coffee habits/traditions from their countries/cultures as a journal topic. Take photos during the "coffee time" - display in the classroom!</p>
<p>Assessment/ Evidence</p>	<p>Assessment occurs as students incorporate the descriptive words into their writing and speaking both in and out of class. Follow-up could include various strategies that repeat/review the new vocabulary such as a bingo, matching, crossword, or wordsearch game/puzzle.</p>

**Choose ONE mug.**  
**Write 5 sentences to describe this mug.**  
**Use the chart from yesterday's class to help you write.**  
**Do not tell the number of the mug!**

This mug is



Journal Topic, February 2, 2010

**WRITE** about coffee in your country.

Show and Tell Topic, Week of February 2, 2010

**SHOW** the class something that has to do with coffee.

**TELL** the class about coffee in your country

LAKWOOD



Adult Basic and Literacy Education

## NOTE:

February 3, 2010

Adult students in our Lakewood ABLE "English for Speakers of Other Languages" are involved in descriptive writing activities.

This week, we have been actively describing various coffee mugs and encouraging students to use their new English words. As a culminating activity, students will exchange their written words and attempt to match correct mugs with correct English written descriptions.

Would your business be willing to donate a carafe of coffee for this activity? Our adult students are avid coffee drinkers who patronize many local coffee shops. They would enjoy filling their mugs during our morning class! One of our objectives is to make the experience memorable for them and this would certainly bring a smile to their faces.

Thank you for any help you can offer with this classroom project.

Sincerely,

Suzanne Parnell  
Ann Z. Bush  
Lakewood ABLE, ESOL Teachers.