

EL/Civics Lesson Plan

Program Name Polaris ABLE

Staff Responsible for Lesson Chris Dunning

Date(s) Used	11/8/11 & 11/15/11
Civics Category	II. Civics Participation
Civics Objective	10. <i>Community Resources - Education - Interact with educational institutions including schools for children and schools or agencies with programs for adult learners</i>
Time Frame to Complete Lesson	2 hours - 2 days, 1 hour each
EFL(s)	NRS 1-3
Standard(s)	Listen Actively Speak So Others Can Understand Read With Understanding
Benchmark(s)	L 1.3, 2.3, 3.4 S 1.3, 1.4, 2.5, 3.4 R 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.6
Materials	Applications for library cards Library cards Librarian (<i>Guest Speaker</i>) Computer with internet access Library website: www.cuyahogalibrary.org/

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Activities	<ol style="list-style-type: none">1. Day 1: Since our class meets in a room in the library, discuss with students if they have library cards and if they have ever used the library.2. Go over target vocabulary words: librarian, information desk, check-out, community resources, tour.3. Introduce the librarian, who will explain library resources, such as the community resource wall (located right outside our classroom), which includes library, community, and surrounding area information. She will also explain and demonstrate how to use a library card on the library website. Special attention will be given to Byki and Mango, ESOL electronic databases. The librarian will then give a tour of the library. Students will be encouraged to ask questions throughout the entire presentation.4. Any student who does not have a library card will fill out an application, turn it into the check-out desk, and receive a library card.5. Students must use their library cards between now and the next class meeting and report back to the class how they used the library.6. Day 2: Students will report to the class how they used the library as a resource, bringing in examples of what they borrowed if applicable.
Assessment/ Evidence	Students will give oral presentations to the class, describing what library resources they used. If they borrowed any library materials, they are to bring them in to show the class.
Reflection	Students responded well to this lesson. Those who did not have library cards were excited to receive them. Many gave impressive examples of their use of the library. Some enrolled their children in the

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	<p>weekly "Story Hour." Others checked out movies and were appreciative that they were free. One student now enjoys a daily newspaper from India online from the Library Press Display and encouraged other students to find daily newspapers from their countries. The most popular resources were Byki and Mango, which provide oral ESOL practice. Students were able to easily navigate these sites as a result of their many questions they asked the librarian during her presentation. She also graciously offered to help students practice on these sites on the library computers.</p>
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