

EL/Civics Lesson Plan

Program Name Wayne County ABLE

Staff Responsible for Lesson Julie Kastner, Coordinator

Date(s) Used	March 5 & 23, 2012
Civics Category	II. Civics Participation
Civics Objective	4. Community Resources - Child Care
Time Frame to Complete Lesson	2 1-hour classroom sessions; additional homework/outside normal classroom hours expected
EFL(s)	5 and 6
Standard(s)	Read With Understanding
Benchmark(s)	R 5.2, R 5.6 R 6.1, R 6.4, R 6.6
Materials	<p>Websites for several local preschool and day care facilities in your local community. In our Wooster EL/Civics class, we evaluated:</p> <ul style="list-style-type: none"> • http://www.weecarecenter.org/ • http://www.youresc.k12.oh.us/schools/content-page/preschool-referral-information • http://www.woostercityschools.org/preschool <p>Phone book to reference other preschools that did not have websites.</p>
Activities	<p>Students with children in our Family Literacy program engaged in a conversation about childcare and full-time preschool needs for the coming academic year. We created a two-part research process to engage EL/Civics students in an information gathering and analyzing project that involved two classroom sessions and a homework project.</p> <p>Session One was an in-class discussion about determining their childcare needs, things they were looking for in a full time preschool or daycare environment, and some of the cultural differences found in native countries versus American society. Research avenues such as internet searches, phone books, "referrals" from friends or co-workers, and in-person requests for information were discussed so</p>

EL/Civics Lesson Plan

	<p>each student left the first session with an idea how to proceed.</p> <p>Homework was to research a minimum of three (3) daycare/preschools in the local area and be able to report out on their findings in the second class session, with their recommendation for a particular daycare/preschool based on at least one unique reason they found out.</p> <p>Second session was a wrap-up and report-out on the various daycare/preschools. Students discussed what they liked and did not like about websites, forms, how easy or difficult it was to find out answers to their questions, and what their overall recommendation would be.</p>
Assessment/ Evidence	Presentation of homework project.

Reflection	<p>This was an extremely valuable lesson to several of our students who have older children in our Families Learning Together preschool, that were on the cusp of being at a Pre-Kindergarten level of readiness, and who needed a more intensive preschool environment before transitioning into Kindergarten. Some students who did not have young children even participated in the program to assist their fellow students in analyzing this difficult choice.</p> <p>This is the kind of project-based learning our higher ESOL students love, and could easily be applied to researching any community agency where choice of providers is necessary. Students loved using technology and the computer lab was made available to them before during and after classes to work on their research. Because several parents were from cultures where leaving children with someone out of their family is virtually unheard of, this was a very important tool for students where work or further schooling will all but require them to find alternate childcare.</p>
------------	---