

## Summer Plans

Program Name Middletown ABLE

Staff Responsible for Lesson Terry Nichols

Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare	Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:
		<b>X</b>																
Date(s) Used				May 17, 2011														
Civics Category				II. Civic Participation														
Civics Objective				<p style="text-align: center;">5. Community Resources - Directory Identify, locate, and map important places in the community and list services available and/or importance of each location.</p> <p style="text-align: center;">10. Community Resources - Education Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.</p>														
Time Frame to Complete Lesson				1 hour														
EFL(s)				Low Intermediate ESOL (Level 3) High Intermediate ESOL (Level 4) Low Advanced ESOL (Level 5)														
Standard(s)/Components of Performance				Listen Actively Convey Ideas in Writing														
Benchmark(s)				L.3.1. Demonstrate comprehension of sentences on simple topics. L.3.3. Use verbal strategies to demonstrate comprehension or lack of comprehension (rephrasing). W.3.2. Organize simple sentences. W.3.3. Produce simple sentences on familiar subjects. W.3.4. Illustrate some control of basic grammar. W.3.5. Use conventions of spelling and punctuation. W.4.2. Organize simple sentences with a beginning, middle, and end. W.4.3. Produce a simple paragraph on a familiar topic.														

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	<p>W.4.4. Use grammatical structures.</p> <p>W.4.5. Use conventions of spelling and punctuation.</p> <p>W.5.2. Organize simple writing with a developed beginning, middle, and end.</p> <p>W.5.3. Produce simple paragraphs with topic sentences and supporting details.</p> <p>W.5.4. Use some complex grammatical structures.</p> <p>W.5.5. Use mostly correct spelling and punctuation.</p>
Materials	<p>Information about community summer events (available from community centers or town halls, newspapers, and websites)</p> <p>Paper and pen/pencil</p> <p>Envelopes</p> <p>Stamps</p>
Activities	<ol style="list-style-type: none"> <li>1. Discuss community summer activities such as concerts, festivals, and library programs. List the activities and dates on the board to be copied in students' journals. Include the price or if the activity is free.</li> <li>2. Have students write a letter to the teacher in English telling him/her what he/she will be doing this summer. The teacher helps the students get the letter started with the date, greeting, and first sentence. When finished, the teacher will help the students with the closing.</li> <li>3. Students address an envelope, including their return address. They then add a stamp.</li> <li>4. Letters are to be mailed.</li> <li>5. Teacher writes a letter back each student in English.</li> </ol>
Assessment/ Evidence	<p>Observation of participation (discussion)</p> <p>Written letters</p>
Reflection	<p>Students were very excited to receive response letters from their teacher.</p>