

**Community engagement**  
**First Literacy Teacher's Circle**  
**October 21, 2016**

<b>Name:</b>	Alison Simmons
<b>Program:</b>	ESOL
<b>Level:</b>	High beginner
<b>Objective:</b>	<ul style="list-style-type: none"><li>• At the end of the lesson students will be able to identify issues in the neighborhood that are important for them</li><li>• Practice using vocabulary words that are generated in sentences<ul style="list-style-type: none"><li>○ What is important to you?</li><li>○ _____ is important to me because _____.</li></ul></li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>○ Chalk Board/White Board</li><li>○ Handout with visual</li><li>○ Short video on community involvement <a href="https://www.youtube.com/watch?v=gcdR-YiRliM&amp;feature=plcp">https://www.youtube.com/watch?v=gcdR-YiRliM&amp;feature=plcp</a></li><li>○ Flash cards with generated vocabulary words</li></ul>
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Show students the visual and ask<ul style="list-style-type: none"><li>• What is going on in this picture?</li><li>• What do you see that makes you say that?</li><li>• What else do you find?</li></ul></li><li>2. Record brainstorm on board and keep a separate place/paper for just vocabulary. Paraphrase what students are saying and record on the board.</li><li>3. After they are finishing review the sentences that were generated. Correct if needed.</li><li>4. Model the structure you want them to practice with the words.</li></ol>

	<ol style="list-style-type: none"> <li>5. What is important to you? Housing is important to me because I want a house”</li> <li>6. Practice by asking one student and then have them ask the next and so on. Then</li> <li>7. Ask each question to one student. Show the card the place on the visual as you are asking the question so students can start making connections</li> <li>8. Have students get in pairs and hand them about 5-6 flash cards that you have made related to the visual and community concerns.</li> <li>9. Have students practice asking and answering questions</li> <li>10. Show video on community involvement</li> <li>11. End by starting a discussion about how others are involved in the community. What do you do in your neighborhood?</li> <li>12. Write down responses to use for the next class period ask</li> </ol>
<p><b>Ideas for adapting to a lower or higher level.</b></p>	<p>For a higher level I would use the questions that are at the bottom of the picture and I would ask them to choose one of the questions and write a short journal entry. I would also ask them to work with a partner and to identify and insert issues and community concerns that were missing and relevant to them. They could then present them to the class. I would also create a chart with the issues that are identified and that were generated and have a columns for each of the questions as a better way to organize thoughts around the issues and identify what changes could occur. This would lead to then having them do some research on candidates local and national and where they stand on the issues on the charts and we would make another column to capture this information.</p>