

Theme: Community	Topic: Library
Stage: 2	CLB Outcome Level(s): 5
Task: Students access their local library.	
Estimated time for the task: 2 hours plus field trip to library	
<p>Outcomes <i>By the end of this topic, learners will be able to ...</i></p> <p>Speaking</p> <ul style="list-style-type: none"> • indicate non-comprehension (5) • provide needed information (5) • give and get permission using polite expressions (5) • request help (5) <p>Listening</p> <ul style="list-style-type: none"> • understand a range of spoken everyday instructions (5) • demonstrate comprehensions of factual details in descriptive or narrative text (5) <p>Reading</p> <ul style="list-style-type: none"> • follow common authentic instructional texts with pictures (5) • identify specific details (in verbal text and graphics, including extensive directories, charts and schedules) (5) • access and locate two pieces of information in CD-ROM ESL educational software texts (5) • access and locate information through tables of content, indexes and glossaries (by alphabetical order) (5) <p>Writing</p> <ul style="list-style-type: none"> • reduce written information to important points with accurate details (5) • fill out form with required information (5) 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • for Library book info & contact assignment worksheets: • http://www.elsanet.org/education/sports.html • for Alphabetizing worksheet: http://www.elsanet.org/education/general.html 	<p>Suggested Community Contacts</p> <ul style="list-style-type: none"> • local library and librarian services

Language Focus *Grammar, vocabulary, pronunciation*

- alphabetizing
- book/literacy idioms i.e. “bookworm”, “a new chapter”, “an open book”, etc.

Developing the skills

To achieve the outcomes learners could ...

1. Warm-up (Vocabulary-building crossword puzzle) - Learners (est. 30 mins):
 - complete crossword puzzle with vocabulary (book, video, dictionary, course calendars, librarian, newspapers, community information, etc)
 - identify what’s in common: all found at the library
2. Reading and Writing Task (Parts of a Book) – Teacher (est. 1 hour)
 - guides learners through the general sections of a book, identifying title, author, publisher, index, glossary, table of contents, etc.
 - learners complete a scavenger hunt through a text, locating specific items as per previous vocabulary.
3. Reading Task – Learners (est. 30 mins)
 - match library and literary idioms to their meanings (i.e. “bookworm”, “a new chapter”, “an open book” etc.)
4. Listening and Reading Task – Learners (est. 2+ hours):
 - attend a tour of the local library, visiting adult and children’s sections, fiction, non-fiction, reference and periodical sections, and becoming familiar with the peripheral services the library provides
 - complete a contact assignment worksheet, requiring them to use the (computerized) card catalogue and look up materials in different sections of the library
5. Final Task (Listening and Speaking) - (est. 15 mins):
 - complete the forms required to obtain a library card and sign out some library materials



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SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

THEME _____

TOPIC _____

MONTH POSTED _____

I used the lesson plan with these changes...

Another task to add to this lesson plan could be....

Here are some additional resources for this lesson ...

In general, I have found the sample lesson plans to be:

Very useful

Somewhat useful

Not useful

Please circle your response

COMMENTS:

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