<table>
<thead>
<tr>
<th>Theme: Community</th>
<th>Topic: Library</th>
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<tbody>
<tr>
<td>Stage: 2</td>
<td>CLB Outcome Level(s): 5</td>
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</tbody>
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**Task:** Students access their local library.

**Estimated time for the task:** 2 hours plus field trip to library

**Outcomes**  
*By the end of this topic, learners will be able to ...*

**Speaking**
- indicate non-comprehension (5)
- provide needed information (5)
- give and get permission using polite expressions (5)
- request help (5)

**Listening**
- understand a range of spoken everyday instructions (5)
- demonstrate comprehensions of factual details in descriptive or narrative text (5)

**Reading**
- 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)

**Writing**
- reduce written information to important points with accurate details (5)
- fill out form with required information (5)

**Suggested Resources**
- for Library book info & contact assignment worksheets:  
  [http://www.elsanet.org/education/sports.html](http://www.elsanet.org/education/sports.html)
- for Alphabetizing worksheet:  
  [http://www.elsanet.org/education/general.html](http://www.elsanet.org/education/general.html)

**Suggested Community Contacts**
- local library and librarian services
Language Focus  *Grammar, vocabulary, pronunciation*

- alphabetizing

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

**Writer:** Jennifer Walsh Marr
## SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

<table>
<thead>
<tr>
<th>THEME</th>
<th>TOPIC</th>
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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:

<table>
<thead>
<tr>
<th>Very useful</th>
<th>Somewhat useful</th>
<th>Not useful</th>
</tr>
</thead>
</table>

*Please circle your response*

**COMMENTS:**

CCLB Fax # : (613) 230-9305