

THE LIBRARY

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words and expressions related to library services

Language/Culture Point: Polite requests vs. Making demands

Objective: Students will become familiar with their local library and be able to ask and respond to questions while at the library.

Materials: Items and photos representing local library services, map of the city, overhead projector, library card application from your local library, red/green/yellow Signal Cards, *students' completed library card applications/photo IDs/proofs of residence, index cards*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Items and photos representing different library services - Map of the city 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Brainstorming

TEACHING ACTIVITY

1. When students come in, display items and photos representing different services offered at your local library (e.g. books, DVDs, a picture of a computer, music CDs, a job application, tax forms, a calendar of events, etc.).
2. Ask students, "Have you ever used the library? What does the library offer?" Make a list of students' ideas
3. Show the students a map of the city. See if they can locate the library, or specific branches of the library, on the map.



THE LIBRARY

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Items and photos representing different library services	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Give a presentation on the services offered at your local library by highlighting the classes/workshops they offer and anything else that make your library special and unique. Focus on the variety of library resources that tap into your students' interests. Hold up items and photos as you talk about different services. For example:

The library is a free service for the community. To get a library card, you need a picture ID and proof that you live in this city. You don't need a social security number. What can you do at the library? You can borrow books, CDs, and DVDs. At (local branch) you can use the computers for 30 minutes at a time, and they're free! You can take classes, like typing, and they even have a special center that helps you with job applications. In the spring you can go and get help with your taxes...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- Think-Pair-Share

TEACHING ACTIVITY

1. Have students work individually to make a list of everything they remember about the library.
2. After a few minutes, have students get with a partner and share their lists, combining them into one master list.
3. Come back together as a class. Ask students, "Which group listed at least 5 things to do at the library? Six?" Keep going up until you find the group with the highest number of things on their list. Have them share with the class, and write their list on the board.
4. Add to the list any other ideas that may be missing.



THE LIBRARY

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Overhead projector- Library card application from your local library	<ul style="list-style-type: none">- Authentic Materials- Think Aloud

TEACHING ACTIVITY

1. Tell the class, “We’re going to go to the library on (day and time). Today we’re going to prepare for our field trip so that when we go to the library you can find books, music, computers, or whatever else you like!”
2. Explain that to borrow books, CDs, or movies from the library, students will need to have a library card. Ask for a show of hands for how many students already have a library card. Any who have one can be your assistants during class, helping the others to fill out their applications.
3. Project a copy of the library card application and have a few of the questions highlighted to fill in together.
4. Do a Think Aloud with the application and talk about what you see. For example:
I see first name, last name, address, phone number. I’m supposed to fit one letter in each little square. Okay, I see I put my first name here. And this is where my date of birth needs to go starting with the month first...

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Library card application from your local library	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Repeat the same activity using a student to help you fill in a couple of the items. If the student is reluctant to share personal information with the class, the student can make up the information. Be sure to model asking someone to spell his/her name or street address, or both. At times, ask the student, “Can you repeat that please?”



THE LIBRARY

2. Emphasize that students can fill out the application in pencil first and then go over it again using pen.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Library card application from your local library	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Have the students get with a partner and help each other fill out the library card application. Students should verbalize their answers while they write them.
2. Come back together as a class. Tell students, “Okay, now we can get library cards. And we already have a list of things we expect to see at the library. What are some questions you can ask at the library?” Elicit sample questions, for example:
 - Where is the restroom?
 - Where are the books to learn English?
 - Where are the computers?
 - When do you close? What time are you open tomorrow? How about on the weekend?
 - How do I check out a book?
 - How long can I have a book?
 - Who is the librarian?

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Elicit ways to be polite when asking the questions your class listed in Step 6. Examples could be using “please” and “thank you” as well as focusing on tone of voice. For example:
 - Excuse me, can you tell me where the __ is?
 - Thank you.
 - Excuse me, where are the bathrooms?



THE LIBRARY

2. Give examples of conversations that are impolite and polite. Have students hold up their Signal Cards to indicate if what you're saying is polite (green card), impolite (red card), or not sure (yellow card). For example:
Give me the English books!
I want the computers.
Excuse me, where are the books to learn English?
Excuse me, can you tell me where the computers are please?

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Role Play - Exit Check

TEACHING ACTIVITY

1. Model a Role Play with a student where you are the librarian and the student is a patron that politely asks you a question. For example:
Patron: Excuse me, where are the books to learn English?
Librarian: They're on the 2nd floor, next to the computers.
Patron: I'm sorry, can you repeat that?
Librarian: Yes. Take the elevator to the 2nd floor. The English books are next to the computers.
Patron: Thank you.
Librarian: You're welcome.
2. As students leave the room, have them politely ask you a question as if you are the librarian.



THE LIBRARY



EXTENSION ACTIVITY: FIELD TRIP TO THE LIBRARY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none">- Students' library card applications, photo ID, and proof of residence- Index cards	<ul style="list-style-type: none">- Role Play- Field Trip

TEACHING ACTIVITY

1. Before class, write each of the questions from Step 6 on an index card, making sure there are enough for each student to have one question.
2. Call ahead to warn the library that you're coming and to see if someone could give you a tour of the library, highlighting any sections that could be important to new immigrants or English language learners.
3. Make sure all students have their pre-filled library card applications and required documents to get a card.
4. Either at the school, outside the library, or in a small classroom at the library, practice a Role Play with the students where you are the librarian. Remind students to use polite language. For example:
Librarian: Good morning. Can I help you?
Student: Yes, I'd like to get a library card.
Librarian: Do you have an application?
Student: Yes, I do.
Librarian: Do you have a picture ID and proof of residence?
Student: Here is my ID. What is 'proof of residence?'
Librarian: Something with your address.
Student: Oh yes. Here it is.
5. Have students hold up the various things they need for a library card by saying:
Show me your library card application.
Show me your picture ID.
Show me your proof of residence.
6. Assign each student one question to ask while at the library by handing out the index cards.



THE LIBRARY

7. While at the library, have a librarian take the class on a short tour of the library, pointing out materials of special interest to English language learners. Encourage a few students to ask questions during the tour or to ask for something to be repeated.
8. Let students explore the library in pairs or teams, allowing time for each one to ask his/her assigned question and writing down the answer on the back of the card. Be available to assist students who need help when looking for a book, submitting their library card application, or checking out materials.
9. Ask students to bring the question they asked, its corresponding answer, and any materials they checked out to share during the next class.

