School & Community
INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children’s teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an Achievement Log has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

Materials for These Techniques

- Newspapers
- Forms
- Telephone Directories

3” x 5” index cards
Colored markers
Post-It Notes
SCHOOL AND COMMUNITY

Here are some life skills that can be used as the basis for a lesson with suggestions for practice activities.

School

1. Register a child at school.

   Suggestions: Collect forms from the school. Discuss, read the forms, and practice filling them out. Explain how “date of birth” should be recorded.

2. Understand physical examination and medical requirements.

   Suggestions: Together discuss the requirements, e.g. when and where the shots are given. Select those words from the form that the learner does not know or understand, and practice filling out the forms. (See pages 9-11).

3. Make a call to the school.

   Suggestions: Find out what system the school uses for parents to communicate with the school, e.g. reporting absences, making an appointment with a teacher, talking with the school nurse. Role play making the call. (See pages 15-16).

4. Write a note to the school.

   Suggestions: Discuss when a note should be written. Practicing writing a note for different circumstances, e.g., to excuse a child from physical education class, to ask a teacher about an assignment, to request early dismissal for a doctor’s appointment, to thank a teacher for helping a student, to explain why a student is tardy.

5. Read and understand letters and notices sent home from school.

   Suggestions: Collect a variety of notices, e.g., parent-teacher conferences, school uniform regulations, shortened school days, school trips.

6. Read and understand report cards.

   Suggestions: Collect a report card from the school. Discuss the card.
7. Read and understand school publications and policies.

Suggestions: Collect a variety of school publications, e.g., high school course description book, handbook, absenteeism policies, newsletters. Read and understand the content.

Community

1. Greet people appropriately in different situations.

Suggestions: Together practice greetings for different times of the day and evening and for different situations.

2. Make introductions.

Suggestions: Discuss the etiquette of making proper introductions. Together practice introducing oneself and others.

3. Ask useful, everyday questions.

Suggestions: What is your name?
I do not understand. Can you repeat that please?
Where is the restroom?
Could you please speak more slowly.
Excuse me, what does that mean?
Could you please pass me the ___.

4. Respond to questions.

Suggestions: Where do you come from?
Can you speak English?
What is your name?
I’m here to fix your furnace. Where is it located?

5. Express thanks and make apologies.

Suggestions: Together practice thanking for something and apologizing for being late or for a mistake.

6. Write notes of thanks or invitation.

Suggestions: Discuss what notes might be written. Practice writing the notes.
7. Get a library card.

Suggestions: Visit a library. Obtain the necessary information for joining a library. Practice filling out library forms, e.g. application for library card, application for reciprocal borrower, agreement for Internet use. (See page 12).

8. Ask for information at the library.

Suggestions: Discuss what types of information can be obtained at the library, e.g. books, magazines, newspapers, pamphlets, reference books, recordings, videos, microfilmed documents. Practice asking questions regarding library procedure, e.g. How do I renew these books? Are these books overdue? How long may I use the computer?

9. Use a catalog to find information in the library.

Suggestions: Visit a library. Find out what system the library uses. Practice looking for information using the catalog system.

10. Use the library computer to access the Internet.

Suggestions: Visit a library that has Internet access. Practice accessing the Internet to find information and using a free e-mail account.

11. Read and understand community services, e.g. how to register for park district classes, what city licenses are required and where they can be obtained, what services are provided by the city.

12. Read community newspapers to find resources and community activities.

13. Locate the phone number and address of government offices, e.g. Social Security, county health department, Department of Immigration and Naturalization and local important phone numbers. (See page 13).

14. Use a map of the community

Suggestions: Discuss how to read the map and practice tracing routes from the student's home or place of work to other locations in the community. Learn the names and locations of important places in the community, e.g. parks, government offices, library, train station, bus stops, etc. (See page 14).
15. Understand and give directions.

Suggestions: Practice giving directions to the student’s home or place of work.

16. Learn about the public transportation system

Suggestions: Read and understand route maps of the public transportation system.

17. Read about the history of the community.

Suggestions: Obtain information from the library, chamber of commerce, or real estate offices on the history of the community.

18. Read advertisements from local businesses and individuals

Suggestions: Obtain copies of handbills, flyers, newspapers, and general mailings for reading. Tour neighborhood bulletin boards in grocery stores and churches and read the notices. Practice writing a notice for posting.
Activities for Building Vocabulary

Scavenger/Treasure Hunt. Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-It Note and attach it to the located object.

Scrabble Game. Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

Reading Numbers. Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in “four hundred fifty-two.” Placing a 4 next to the second card results in “three thousand four hundred fifty-two.” Variation: Place a dollar sign to the left and include a decimal. 1

Board Game. Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.2

Dictation. Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

Strip Story. For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

Concentration. Write matching pairs of vocabulary words on cards, e.g. holidays and the days, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

Create Your Own Wordsearch

Name: __________________________ Date: __________________

Words:

☑ School  Holiday  Party  Health Card  Report
Child  Children  Absence  Teacher  Name
Book  Library  Borrow  Fiction
Create Your Own Wordsearch

Name: ___________________________ Date: ___________________________

Words:
### Physical Examination Requirements

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments/Follow-Up Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Follow-Up Needed</td>
</tr>
</tbody>
</table>

- **Allergies (Food, drug, insect, other)**: Include any allergies or conditions that may require special consideration, such as latex allergy or penicillin sensitivity.

**Special Instruction Devices**: Include any assistive devices or modifications required in the school setting, such as a hearing aid, wheelchair, or braille readers.

**Medical History**:
- **Person**: *First Name* *Last Name*
- **Date of Birth**: *Date*
- **Place of Birth**: *Place*
- **Contact Person**: *Name of Person Available at School*
- **Parent/Guardian**: *Name of Parent/Guardian*
- **Telephone**: *Phone Number*

**Address**: *Address*

### TO BE COMPLETED BY MID/APRIL

**Medical History**: Include any medical conditions or concerns that may affect the student's ability to participate in school activities or need special accommodations.

**Allergies**: Include any allergies to foods, medications, or other substances that may require special attention.

**Special Instruction Devices**: Include any devices or modifications required to support the student's learning, such as a braille reader or assistive technology.

**Medical History**:
- **Person**: *First Name* *Last Name*
- **Date of Birth**: *Date*
- **Place of Birth**: *Place*
- **Contact Person**: *Name of Person Available at School*
- **Parent/Guardian**: *Name of Parent/Guardian*
- **Telephone**: *Phone Number*

**Address**: *Address*
# Health Service - Emergency Card

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Address/City/Zip Code</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mother's Name</th>
<th>Employer</th>
<th>Business Phone</th>
<th>Cell Phone</th>
<th>Pager #</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Father's Name</th>
<th>Employer</th>
<th>Business Phone</th>
<th>Cell Phone</th>
<th>Pager #</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Student lives with: [Name/Relationship]

Relative/friend who will be responsible for your child should she/he become ill and you cannot be reached:

<table>
<thead>
<tr>
<th>Name/Relationship</th>
<th>Address/City/Zip Code</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Name of Day Care Provider Before/After School

Known drug, food or insect allergy

PERTINENT HEALTH INFORMATION AND CURRENT MEDICATIONS

Does student wear glasses? [ ] Contact lenses? [ ]

Doctor [ ] Phone [ ]

I authorize the school to take action as necessary in case of an emergency.

Date [ ] Signature of Parent or Guardian [ ]

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Literacy Volunteers of DuPage
APPLICATION FOR NAPERVILLE PUBLIC LIBRARY ADULT CARD

Please print.

Name: 

Last          First          Middle

Street Address: 

Street          Apt. No.

E-Mail Address:

Zip Code:  Home Phone Number:

Birthdate:  Mo.  Day  Yr.

I understand that I am responsible for all materials checked out on this card, for any charges that may result from late return, lost, or damage of materials borrowed. This card is for my use only and cannot be transferred to anyone else. I agree to comply with the Naperville Public Libraries regulations and to report all address changes and lost or stolen library cards to Patron Registration. I understand that to renew my card two forms of ID, with my home address are necessary.

APPLICANT'S SIGNATURE:

Dyinx: 

Barcode: 

Staff Initials: __________/

APPLICATION FOR NAPERVILLE PUBLIC LIBRARY JUVENILE CARD

Please print:

Full Name: 

Last          First          Middle

Street Address: 

Street          Apt. No.

Zip Code:  Home Phone Number: 

Birthdate:  Mo.  Day  Yr.

For Applicant Under 18:

I agree to be responsible for all materials borrowed and any fines incurred by this applicant. I am also aware that there are no age restrictions on borrowing any library materials, and I accept the responsibility for my child's selection of materials.

I have received the letter outlining the Naperville Public Library's policy on juveniles checking out materials.

SIGNATURE OF PARENT/LEGAL GUARDIAN:

Dyinx: 

Barcode: 

Staff Initials: __________/
For a complete listing of all events that are scheduled to take place in Naperville, please contact the Naperville Convention & Visitors Bureau at 1-877-23NAPER or log on to www.visitnaperville.com

**HOT JAZZ – COOL NITES CONCERT SERIES**
Mid-August • North Central College
Janice Borla Vocal Jazz Camp
Internationally acclaimed jazz artists are brought together for a week of great jazz.

**LAST FLING**
AUGUST 30 - SEPTEMBER 2
Downtown Naperville
www.lastfling.org
Naperville Jaycees’ four-day end-of-summer street party features food, carnival rides, parade, games and live music featuring popular artists.

**RIVERWALK FINE ARTS FAIR**
SEPTEMBER 14 & 15 • Downtown Naperville
A variety of high-caliber art and craft items are displayed along the picturesque Riverwalk. Sponsored by the Naperville Art League.

**OLD FASHIONED CIRCUS**
SEPTEMBER 20 - 22 • Naper Settlement
See an old-fashioned circus under the Big Top on the grounds of Naper Settlement.

**12TH ANNUAL GRAND PRIX**
SEPTEMBER 29 • Downtown Naperville
On your mark, get set, go! Motorized Go-Karts race through historic downtown Naperville. Sponsored by the Naperville Exchange Club.

**CARILLON CONCERTS FALL-WINTER SERIES**
MONDAY EVENINGS AT 6:00 PM • Rotary Hill
FREE 30 minute recital every Monday evening.

**OKTOBERFEST OF NAPERVILLE**
OCTOBER 10 - 13
Downtown Naperville
All proceeds benefit local charities and projects. Admission charge. Sponsored by the Rotary Club of Naperville.

**HALLOWEEN HAPPENING**
OCTOBER 31 - 4 - 7 PM • Naper Settlement
Come trick-or-treat at three new adventure lands. Halloween activities and ghostly goblins in Scaryland. Experience life in the 19th century with a variety of old-fashioned, fun-filled activities. Held rain or shine. Free admission. Sponsored by the Naperville Park District.

**LION 5K TURKEY TROT**
NOVEMBER 28
The Lions Club of Naperville sponsors their annual 5K Turkey Trot on Thanksgiving Day. 8:00 a.m.

**GRAND ILLUMINATION AND SANTA’S ARRIVAL**
DECEMBER 1
Downtown Naperville
Sponsored by the Downtown Naperville Alliance. Spend the day downtown beginning with the inaugural holiday parade and Santa’s arrival. Santa will visit with the children and later flip the switch that turns Downtown Naperville into a Winter Wonderland. The lights begin twinkling at dusk and remain aglow throughout the holiday season.

**CHRISTMAS MEMORIES**
Naper Settlement

**IMPORTANT NAPERVILLE PHONE NUMBERS**
(All numbers are 630 area code unless otherwise specified)

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Emergencies &amp; Ambulances</td>
<td>911</td>
</tr>
<tr>
<td>Cellular Emergencies</td>
<td>*999</td>
</tr>
<tr>
<td>Police Non-Emergency</td>
<td>420-6666</td>
</tr>
<tr>
<td>Fire Non-Emergency</td>
<td>420-6142</td>
</tr>
<tr>
<td>DuPage County Sheriff</td>
<td>682-7256</td>
</tr>
<tr>
<td>Naperville Development Partnership</td>
<td>305-7701</td>
</tr>
<tr>
<td>Edward Hospital</td>
<td>355-0450</td>
</tr>
<tr>
<td>Poison Control</td>
<td>800-942-5969</td>
</tr>
<tr>
<td>Municipal Center</td>
<td>420-6111</td>
</tr>
<tr>
<td>Park District</td>
<td>848-5000</td>
</tr>
<tr>
<td>Naper Settlement</td>
<td>420-6010</td>
</tr>
<tr>
<td>Naperville Convention</td>
<td>305-7701</td>
</tr>
<tr>
<td>&amp; Visitors Bureau</td>
<td>877-23NAPER</td>
</tr>
</tbody>
</table>

www.visitnaperville.com • www.visitnaperville.com •
A recorded message

Hello! This is the ABC School. Please listen to the following options. If you know your party's extension, you can press it at any time. To hear a listing of department numbers, press 1. For information about enrolling in ESL classes, press 2. If you need further assistance, stay on the line and someone will assist you shortly.

Our regular office hours are Monday through Friday from 8:30 a.m. to 4:30 p.m. and on Saturday from 8:30 a.m. to 11:00 a.m. To repeat this message, you may press 3. Beep!

Hands-on English, Vol. 12, No. 4
A recorded message—Level A

Hello! This is the ABC . Please to the following options. If you your party's extension, can press it at any . To a listing of department , press . For information about enrolling in classes, press . If need further assistance, stay on the and someone will assist shortly.

Our regular office are Monday through from 8:30 a.m. to p.m. and on from a.m. to 11:00 . To repeat this , you may press . Beep!

A recorded message—Level B

Hello! ABC School. the following options: your party's extension, it at time. listing department ,

1. Enrolling ESL classes,

2. Further assistance, and assist you shortly.

Our regular Monday Friday 8:30 a.m. 4:30 p.m. and Saturday 8:30 a.m. 11:00 a.m. message, press 3. Beep!

A recorded message—Level C

Hello! ABC . Please the following options. party's extension, at . To , press 2. and you .

Our and on Saturday . To , you may . Beep!
ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH

Name of learner: ___________________________ Date: ________________

Name of tutor: ___________________________

<table>
<thead>
<tr>
<th>What have you achieved and what are you able to do now or do better in everyday life?</th>
<th>Listen</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call in to the school to explain a child’s absence.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and understand the school’s report card.</td>
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<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a note excusing a child from P.E.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Check (✓) any changes/achievements:

Received US Citizenship
Registered to Vote or Voted for the first time
Gained Employment
Obtained Job Advancement
Obtained GED
Entered other Ed.or Voc.Program

What do you still want to learn?

__________________________________________

What do you want to be able to do?

__________________________________________