

<b>Calling 9-1-1</b>		<b>Student/Class Goal</b> Students need to know how to summon help in an emergency.
<b>Outcome</b> <i>(lesson objective)</i> Students will be able to call 9-1-1 and state an emergency.		<b>Time Frame</b> 1-2 hours
<b>Standard</b> <i>Speak So Others Can Understand</i>		<b>NRS EFL 1</b>
<b>COPs</b> Determine the purpose for communicating.	<b>Activity Addresses Components of Performance</b> Students need to know how to contact 9-1-1 in case of an emergency.	
Organize and relay information to effectively serve the purpose, context, and listener.	Students must be able to identify and communicate in English a fire truck, police car and ambulance in order to call 9-1-1 and state the emergency to the dispatcher.	
Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension.	Students will know the association between a picture and that English word. then dialog about what to do in case of an emergency	
Use multiple strategies to monitor the effectiveness of the communication.	Teacher models dialogue, students work in pairs to practice dialoguing and answer questions related to the emergency.	
<b>Materials</b> Pictures of emergency vehicles Pictures of emergencies - 1 large and several small sets Telephone (real or toy)		
<b>Learner Prior Knowledge</b> Students already know how to count to 10 and how to say their names and addresses, although not always clearly. The student’s level of proficiency in their native language affects acquisition of a second language, remember to always build their new learning on their existing skill base.		
<b>Instructional Activities</b> Step 1 - Teacher writes the word “Emergency” on the board. Students repeat the word after the teacher, clapping out the syllables as they say the word. Ask, “What is an emergency?” Students can use a translator, bilingual dictionary or the teacher can tell them the meaning.  Step 2 – The teacher holds up pictures of a fire truck, a police car and an ambulance. Teach each word – “This is a fire truck/police car/ambulance.” Practice the pronunciation of each word with particular emphasis on beginning and final sounds. Check understanding by holding up a picture and asking, “What is this?”  Step 3 – Write “9-1-1” on the board and practice reading it with the students –“nine-one-one.” Hold up the telephone and point to the buttons for 9-1-1. Have the students practice pushing 9-1-1. Point to the numbers “9-1-1” and hold up the pictures of emergency vehicles and say, “Call 9-1-1 for a fire truck, police car or ambulance.” If possible explain that a call to 9-1-1 from a public phone is free.  Step 4 – Hold up pictures of emergencies – a fire, a car accident, an injured person, a robbery in progress. Teach the name of each – “This is a fire.” Practice over and over until the students can name each emergency on their own.  Step 5 – In pairs, give each pair a set of index cards with pictures of emergencies. Model the dialog – “What’s this? This is a fire.”  Then students work in pairs using their index card pictures to practice the vocabulary.  Step 6 – Hold up the picture of a fire. Say “I see a fire. I call 9-1-1.” Role-play picking up the phone and dialing 9-1-1. With a volunteer or aide, model the dialog. A. 9-1-1. What’s your emergency? B. A fire A. Where’s the fire?		

B. 1276 Cleveland Ave  
A. OK. The fire truck is coming.

Model several times then have the students repeat it over and over. Write it on the board and then read it. The students will then practice the dialog with a partner. The teacher walks around and helps where needed. Once the students can say this dialog, have them vary the dialog by using the index cards and using their own addresses. If students can do this well, have them give their name also.

**Assessment/Evidence** *(based on outcome)*

Teacher listens into dialogs in order to see if students can communicate the type of emergency and the location of the emergency. Check off on a check list once students can do this.

**Teacher Reflection/Lesson Evaluation**

*Not yet completed.*

**Next Steps**

**Technology Integration**

**Purposeful/Transparent**

Students need to know what to do in case of an emergency and have the necessary language skills to be able to communicate to others.

**Contextual**

Practicing new words associated with pictures allows the student immediate application of their learning.

**Building Expertise**

Emergency words are foundational for students to learn in case of emergencies.