

## Adult ESOL Lesson Plan Template

**Lesson Title: Understanding Tolls and How to Interpret Toll Fine Notice**

**ESOL Level: Low Intermediate**                      **Instructor:** \_\_\_\_\_                      **Date:** \_\_\_\_\_

**Part 1: Instructional Plan: The lesson supports the Competencies and Standards noted below.**  
*The complexity of the lesson should progress successively from one level to the next and within each level, increasing in rigor and cognitive demand of linguistic structures, academic vocabulary and concepts.*

Adult ESOL Framework Life & Work Competencies	College & Career Readiness (CCR) Standards	English Language Proficiency (ELP) Standards																						
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Subject Area</th> <th style="text-align: left; border-bottom: 1px solid black;">Number</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Communication</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Employment</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Community</td> <td>_____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Consumer Education</td> <td><u>4.31</u></td> </tr> <tr> <td></td> <td><u>4.19</u></td> </tr> <tr> <td><input checked="" type="checkbox"/> Health</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Civics</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Environment</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Mathematics</td> <td>_____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Learning &amp; Thinking</td> <td><u>9.6</u></td> </tr> </tbody> </table>	Subject Area	Number	<input type="checkbox"/> Communication	_____	<input type="checkbox"/> Employment	_____	<input type="checkbox"/> Community	_____	<input checked="" type="checkbox"/> Consumer Education	<u>4.31</u>		<u>4.19</u>	<input checked="" type="checkbox"/> Health	_____	<input type="checkbox"/> Civics	_____	<input type="checkbox"/> Environment	_____	<input type="checkbox"/> Mathematics	_____	<input checked="" type="checkbox"/> Learning & Thinking	<u>9.6</u>	<p><input checked="" type="checkbox"/> Reading # <u>1, 5</u></p> <p><input type="checkbox"/> Writing # _____</p> <p><input type="checkbox"/> Listening &amp; Speaking # _____</p> <p><input type="checkbox"/> Language # _____</p>	<p><input checked="" type="checkbox"/> <b>1, 8:</b> Receptive skills: Listening &amp; Reading</p> <p><input type="checkbox"/> <b>3, 4, 7:</b> Productive skills: Speaking &amp; Writing</p> <p><input type="checkbox"/> <b>2, 5, 6:</b> Interactive skills: Require collaborative use of both receptive and productive skills</p> <p><input type="checkbox"/> <b>9, 10:</b> Linguistic structures of English</p>
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<b>Corresponding ELP Standards</b> - <i>List anchor standards and descriptors</i>																								
<p># <u>1</u> An ELL can Construct meaning from oral presentations and literary and informational text though level-appropriate listening, reading, and viewing.</p>																								
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### Part 2: Lesson Plan Objectives and Steps

#### a. Lesson Objective

By the end of class, students will be able to: Understand why there are tolls; able to read and understand how to pay a toll fine; how to acquire a SunPass (for Florida residents)

#### b. Warm-up Activity *Create an environment for learning.*


- Skills/Strategies practice
- Review previously learned content

<p><b>■ Skill: Listening</b>  <b>Item Type</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Picture prompt</li> <li><input checked="" type="checkbox"/> 2. Comprehension questions</li> <li><input type="checkbox"/> 3. Predict next line in a dialog</li> <li><input type="checkbox"/> 4. Identify true statements based on prompt</li> </ul> <p><b>Activity:</b> (Describe steps.) Show multiple google image of highway tolls <a href="#">Florida Highway Toll</a>. Ask, "What do you see?" "Who can use the Sun Pass lane?" "If you do not have exact change, which lane should you chose?" "What would happen if you went down the wrong lane?"</p>	<p><b>■ Skill: Reading</b>  <b>Task Area:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Forms</li> <li><input type="checkbox"/> 2. Table/Chart/Graph/Map</li> <li><input type="checkbox"/> 3. Article/Paragraph/Directions/Picture</li> <li><input type="checkbox"/> 4. Sign/Label/Ad/Product Label/Tag</li> <li><input type="checkbox"/> 5. Measurement Scale/Diagram</li> </ul> <p><b>Activity:</b> Hand out example Toll Fine Notice.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               toll fine notice.pdf         </div> <div style="text-align: center;">               Toll Fine Notice questions.docx         </div> </div>
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Instructional Advances			Materials			
<input type="checkbox"/> Complex Text	<input checked="" type="checkbox"/> Evidence from Text	<input type="checkbox"/> Content-Rich Text	<input type="checkbox"/> Textbook	<input type="checkbox"/> Software	<input type="checkbox"/> Website Google images	<input checked="" type="checkbox"/> Other: pdf and Word

**Vocabulary** *List the vocabulary words you will target.*

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<b>Contextualized to Lesson</b> <ul style="list-style-type: none"> <li>toll</li> <li>FDOT (Florida Department of Transportation)</li> <li>Violation</li> <li><a href="#">SunPass</a></li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>insufficient</li> </ul>			
<b>c. Introduction</b> <i>Create motivation for the new topic. Activate background knowledge.</i>				
<ol style="list-style-type: none"> <li>1. Show video clip: <a href="#">How to use a toll</a></li> <li>2. Introduce vocabulary word <i>toll</i>-(a charge-a fee- payable for permission to use a bridge or road).</li> </ol>				
<b>d. Presentation</b> <i>Teach the new information or skill.</i>				
<b>Direct Instruction:</b> Tell the class to look at the Toll Fine Notice (pdf). Ask, "What is this for?" Explain: <b>FDOT</b> -Florida Department of Transportation is a decentralized agency charged with maintenance and regulation of public transportation in the state of Florida. <b>Violation</b> - fail to abide by existing law. <b>Insufficient</b> - not enough. Point out the different sections <i>Title, Date, Time, Amount Due</i> . Read the Toll Fine Notice. Elicit a question (for example what is the amount due?). Students call out answer.				
<b>e. Practice Opportunities</b> <i>Allow time for students to practice the skill.</i>				
Guided Practice/Modeling Using the Toll Fine Notice Questions, read the first question and answer whole class by using Talk Aloud.   Toll Fine Notice questions.docx	Small Group Pair students. Answer questions 2-9 on Toll Fine Notice Questions.	Individual Practice Answer question #10		
<b>Evidenced-Based Questions</b> DOK 1: Can you recall a time when you went through a toll? DOK 2: How would you describe your experience? What can you say about having a SunPass? DOK 3: What would happen if you didn't pay the toll?				
<b>f. Differentiation of Instruction Strategies</b> <i>Describe strategy.</i>				
<b>■ Process</b> *vary the length of time; flexible grouping	<b>■ Content</b> Provide additional resources on tolls and SunPass; use videos, and DOK question stems;	<b>■ Product</b> Student works in pairs; have students express in different ways	<b>■ Learning Environment</b> Student works in pairs; develop routines, set out clear guidelines for group, pair, and individual work.	
<b>g. Student Independent Application / Reflection / Self-Assessment</b> <i>Describe Strategy.</i>				
<input type="checkbox"/> Goal-setting exercise	<input checked="" type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Journaling	<input type="checkbox"/> Open-ended Project	<input type="checkbox"/> Other
Describe: Think about the questions "Would you get a SunPass?" "What are the pros and cons?" Turn to your partner and share your thoughts.				
<b>h. Evaluation</b> <i>Evaluate the students to see if they can perform the skill they just practiced.</i>				
<b>■ Formative</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Think-Pair-Share</li> <li><input type="checkbox"/> Class Poll</li> <li><input type="checkbox"/> Check list / Rubric</li> <li><input type="checkbox"/> Quiz</li> <li><input checked="" type="checkbox"/> Report-back session</li> <li><input type="checkbox"/> Other _____</li> </ul>	Describe. Form groups of 4 and report back on answers from Toll Fine Notice Questions.	<input type="checkbox"/> <b>Summative</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> End-of-Term exam</li> <li><input type="checkbox"/> End-of-Unit/Chapter test</li> <li><input type="checkbox"/> Other _____</li> </ul>	Describe.	
<b>i. Extension Activity / Independent Activity / Homework</b>				
<b>Watch:</b> <a href="#">Where does Florida SunPass toll money go? (4 min)</a> <b>Breaking News!:</b> A summarizing activity in which students provide facts and details about a main event in a news broadcast format. DOK 4: Develop a breaking news story on the topic of tolls.				

## Toll Fine Notice

1. How quickly must you pay the fine after receiving this notice?

\_\_\_\_\_

2. How much do you need to pay? \_\_\_\_\_

3. What was the date of the toll violation? \_\_\_\_\_

4. What time of day was the violation? \_\_\_\_\_

5. What was the plaza location # where the violation occurred?

\_\_\_\_\_

6. What lane was the driver in when she or he ran the toll?

\_\_\_\_\_

7. What form of payment is allowed?

\_\_\_\_\_

8. Where should the payer mail the payment?

\_\_\_\_\_

9. If you want to acquire a Sun Pass, how can you find information?

\_\_\_\_\_

### Thinking out of the box and Conversation

10. List some reasons why this person might have run through the toll without paying.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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TRACKING # EVP-021058

**INSUFFICIENT FUNDS NOTICE**

Under section 338.155, Florida Statutes, the failure to pay a prescribed toll constitutes a non-criminal traffic infraction, punishable as a moving traffic violation pursuant to section 318.18. **At this time, please exit the toll road at the next exit.**

Please pay the amount shown on this form within ten (10) days to the address shown below.

**Send check or money order together with this form to:**

**FDOT Turnpike Enterprise • PO Box 310 • Ocoee, FL 34761**

Date: <u>4/20/17</u>	Plaza # <u>106200</u>	TOLL \$ <u>3.00</u>
Time: <u>9:16</u> (AM/PM)	Lane # <u>2</u> # Axles <u>2axl</u>	PAID - \$

<b>CUSTOMER PLEASE COMPLETE THIS SECTION</b>									
Vehicle License Plate								State	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
AMOUNT DUE									
\$ <u>3.00</u>									

To become a SunPass customer visit [www.SunPass.com](http://www.SunPass.com) or call (888) 865-5352.  
TWO-PART FORM  
WHITE - CUSTOMER COPY    YELLOW - TURNPIKE COPY

**Web Links**

**Florida Highway Toll**

**URL:**

[https://www.google.com/search?q=tolls+image+in+florida&safe=strict&tbm=isch&source=iu&ictx=1&fir=MvQaxRQNAJg9pM%253A%252CsAeKxlr8BiBnHM%252C\\_&vet=1&usg=AI4\\_-kTq1B7BRi9epf0RTycR5qrHAQOL2Q&sa=X&ved=2ahUKewj\\_u6OfoZviAhVDDq0KHdgGDZ4Q9QEwAXoECAkQBg#imgrc=MvQaxRQNAJg9pM:](https://www.google.com/search?q=tolls+image+in+florida&safe=strict&tbm=isch&source=iu&ictx=1&fir=MvQaxRQNAJg9pM%253A%252CsAeKxlr8BiBnHM%252C_&vet=1&usg=AI4_-kTq1B7BRi9epf0RTycR5qrHAQOL2Q&sa=X&ved=2ahUKewj_u6OfoZviAhVDDq0KHdgGDZ4Q9QEwAXoECAkQBg#imgrc=MvQaxRQNAJg9pM:)

**Bitly URL:** <http://bit.ly/2HSoGHX>

**SunPass**

**URL:** <https://www.sunpass.com/en/support/faq.shtml>

**Bitly URL:** <http://bit.ly/2WFyQ76>

**How to use a toll**

**URL:** <https://www.youtube.com/watch?v=hcW8LMDi5vE>

**Bitly URL:** <http://bit.ly/2JXpAVQ>

**Where does Florida SunPass toll money go?**

**URL:** <https://www.youtube.com/watch?v=JtKbO3MqDQE>

**Bitly URL:** <http://bit.ly/2QDfWbi>