

ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

The Immigrant Experience Lesson Plan #3					
Content Area: English as a Second Language					
Lesson Title: Coming to America			Timeframe: 1-2 days		
Lesson Components					
<u>21st Century Themes</u>					
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy
					Health Literacy:
<u>21st Century Skills</u>					
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication
X		X		X	Collaboration
Interdisciplinary Connections: Language Arts and Social Studies					
Integration of Technology: Teacher presentation and student creation of graphic organizers					
Equipment needed: Computer/projection setup and teacher access to Microsoft Publisher or Microsoft Word, Inspiration Program, Student computers with access to Microsoft Publisher or Microsoft Word, Inspiration Program					

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Speaking & Writing</i></p> <ul style="list-style-type: none"> Describe orally and in writing how their lives have changed since their arrival in the U.S.A. using a graphic organizer, previously taught vocabulary and sentence structures, and with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible). Sequence in writing the events of their 	<p>Key Vocabulary: Autobiography, life, change, brainstorming, ideas, events</p> <p>Key language structures: Transition and sequence words - Before I came to America, I...; After I came to America, I...; past tense of verbs / sequence & transitional words: first, then, next, after awhile, after that, finally</p> <p>Warm-up: Student: Answer the following question in their notebooks: How does life change for people when they move to America? Give two reasons. Students: Share their responses in a think-pair-share activity.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Explains the meaning of <u>autobiography</u>: a story of your life written by you. 	<p><u>Formative</u></p> <ul style="list-style-type: none"> Warm-up and closure responses Participation in class discussion Completed T-chart Completed Sequence Chain Homework

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<p>immigration experience using a graphic organizer, previously taught vocabulary and transition words, and with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</p>	<ol style="list-style-type: none">2. Teacher: Explains to students that they will be writing an autobiography about their life changing experiences of coming to America using graphic organizers (T-chart and sequence chain).3. Teacher: Explains to the students that today they will be brainstorming ideas for their autobiography using a T-Chart in which they will list events that occurred in their lives before coming to America and after coming to America.4. Teacher: Elicits information from the students to complete a T-Chart about Julia (suggested resource: the main character of “Something to Declare” or another previously taught immigrant’s autobiography) and how her life changed when she first came to America. Emphasize and review the following vocabulary and sentence structures: Before I came to America, I...; After I came to America, I...; past tense of verbs as needed based on student answers. Provide examples of key vocabulary and sentence structures as needed.5. Students: Volunteer answers.6. Teacher: Elicits categories such as school, friends, family, home, etc. that students can use in their own T-charts. The teacher will correctly write this information on the board, emphasizing the vocabulary and sentence structure listed in step 4.7. Students: Complete their own T-charts using previously learned vocabulary on the word wall from lesson 2, and the information on the board.8. Teacher: Projects the sample sequence chain using an LCD projector, if available,9. Students: Create their own sequence charts using the information in their T-charts, and the sequence words on the board. If students have access to computers with programs such as Microsoft Publisher or Microsoft Word, Inspiration Program, they can create their	
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	<p>sequence chain using these programs. Inspiration is recommended since it can easily create a sequence chains with images and convert a sequence chain into an outline.</p> <p>10. Students: Present their charts and chains to the class and discuss their answers.</p> <p>Closure: Students: Complete an exit card by answering the following question: What is one area in which your life has changed since coming to the USA? How has it changed?</p> <p>Expansion/Extension/Homework: Students: Ask the people you live with the following questions, and record their answers in writing in English, or in your first language: How has your life changed since coming to the USA?</p>	
<p>Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <p>ELP 2: Complete sentence frames based on information in their T-charts, interview questions and answers from lesson #4, and Venn diagram activity from lesson #5.</p> <p>ELP 3: Create paragraphs based on the information in their T-charts, interview questions and answers from lesson #4, and Venn diagram activity from lesson #5.</p>		
<p>Suggested Resources:</p> <ul style="list-style-type: none">• T-Chart• Sequence Chain• ‘Something to Declare’ sample autobiography [<u>Something to Declare</u> by Julia Alvarez pg. 119-124 From Textbook: Hampton Brown High Point Level C (Success In Language) By: Schifini, Short, and Villamil Tinajero / ISBN: 978-0736209656]• Recommended Resource: Use the Inspiration program to create an outline for writing based on the sequence chain: http://www.inspiration.com/		