

## ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

The Immigrant Experience Lesson Plan #4							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Interview Preparation			<b>Timeframe:</b> 1-2 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts and Social Studies							
<b>Integration of Technology:</b> Video clip or Internet sites for interviews							
<b>Equipment needed:</b> Computer/LCD setup							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>Orally participate in a class discussion about interviews and the interview process with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Write ten interview questions using previously taught question words and sentence structure.</li> </ul> <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>Ask questions, listen</li> </ul>	<p><b>Key Vocabulary:</b> Interview, questions, answers, opportunities, influence, poverty, persecution, discrimination</p> <p><b>Key Language Structures:</b> Question frames - Do, Does, What, Who, When, Where, Why, How?</p> <p><b>Warm-up:</b> Students: Write down a question that you have always wanted to ask a classmate (parameter of question types). Students will share their responses in a think-pair-share activity.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Asks students to volunteer to share their questions with the whole class. Writes a list of questions on the board, revising and editing as you write. Uses the students' written responses as a form of pre-assessment to determine the students' readiness level for writing activities.</li> </ol>	<ul style="list-style-type: none"> <li><b>Warm-up:</b> Students' written responses are a form of pre-assessment to determine the students' readiness level for writing their own interview questions. <b>Formative</b></li> <li>Warm-up and Closure responses</li> <li>Completion of 10 interview questions</li> <li>Practice interview – asking questions,</li> </ul>

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<p>to answers, and record the answers in a practice interview after watching the teacher model an interview.</p>	<ol style="list-style-type: none"><li>2. Students: Copy the questions onto their papers. This is helpful for the beginning students to have a sample list of questions.</li><li>3. Teacher: Asks the students: What is an interview? Asks the students if they have ever been interviewed or if they know of anyone who has been interviewed. Elicits and discusses the concept of an interview, providing verbal examples of situations in which people are interviewed. Shows a video clip of an interview</li><li>4. Teacher: Asks for a student volunteer. Models for the students how to conduct an interview. Interviews a student or has a student interview the teacher.</li><li>5. Teacher: Reviews the process of writing questions and the use of question words (how, who, what, when, where, why, did, do, does, etc.).</li><li>6. Students: Write ten questions that they will ask an English speaker. The questions should focus on the history of the person's family (see Microsoft Word Document: Sample Interview Questions)</li><li>7. Students: Practice asking, answering, and recording answers using sample questions from the warm-up activity and class discussion (in pairs).</li></ol> <p><b>Closure:</b> Students: Read one of their recorded answers to the class.</p> <p><b>Expansion/Extension/Homework:</b> Students: Ask the people you live with the following question, and record their answers, in English, or in your first language: Why did you decide to come to the USA?</p> <p><b>Note:</b> Students need to interview an English speaker before the next lesson. We suggest arranging this with another teacher in the building, who is willing to have his or her students interview your ESL students. The interviews should allow</p>	<p>answering questions, recording answers to questions</p>
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	enough time to properly record the students' answers. When pairing students, be sensitive of their language abilities and any cultural details of importance. Teacher could have a list of possible participants to be interviewed.	
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### **Differentiation:**

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.

- **ELP 2:** Create interview questions using sentence frames.
- **ELP 3:** Create interview questions using the Internet sites provided on the resource sheet as models. Links are included in the Microsoft Word Document: Resources

Lesson Sequence, Activity 7: Based on students comfort levels, group students by ability level or have one advanced student work with a lower-level student to help in development of language skills during the interview process. Students will produce more quality responses to their interview questions when paired appropriately.

### **Suggested Resources:**

- Microsoft Word Document: Internet Resources
- Microsoft Word Document: Sample Interview Questions
- Microsoft Word Document: Student/Teacher Interview Grading Scale
- Microsoft Word Document: Cooperative Skills Observation Form