

# ASSIGNMENT

**Workforce Literacy Institute II: ESL for Work**  
**Follow-Up: September 12**  
**4:30 - 7:30 Socorro ISD Community Center**

## Basic Assignment

Select a lesson that has several components that were demonstrated during the training and adapt it for the students in your class. If you have a class in the summer, teach the lesson; if you do not yet have a class, create a lesson and imagine how it might work in your class. Teach the lesson once your classes are underway.

After you have created the lesson, answer the following questions in writing. This is your product. Be prepared to discuss your experience during the follow-up session on September 12. Attach the teaching-learning materials you used (or will use) in your class. If you use any prompts, bring them to the follow-up session.

## Questions to Be Answered:

### Planning your Lesson

1. Which components and activities did you select? Why?
2. What adaptations did you make to meet the needs of the students in your class? If you have a multi-level class, what modifications did you make to challenge the more proficient students and support those who are struggling?
3. What types of interaction did you use to maximize language practice and to build student engagement?
4. How did you organize the class during the various activities (whole class; small group, pair interaction)? Why did you choose that type of organization?

### After Implementing the Lesson

1. Did the class go as you imagined? If not, what happened and what adjustments did you make?
2. If you were to teach the class again, what changes would you make and why?
3. What advice would you give to other teachers who are planning a similar lesson?

## Lesson Plan

### The Frustrated Supervisor

The first thing I did was to have the students read the story on their own, I also gave them a copy of the pictures. I explained to them who the supervisor was and what her role in the story is. I named the supervisor Mary Smith and what an LVN stands for and her job. We are currently learning about health care providers. We talked about where the story took place, which was the supervisor's office. I explained the problem that the supervisor was having with her employee. We also talked about being responsible at work and that it is very important to follow the rules of the employer.

#### Activity 1

I made red, green and yellow cards for them, I explained what each color stands for and how to use it. I gave them five sentences and had them decide if they were true, false or not sure.

1. You're a supervisor.
2. The supervisors cannot tell you what to do.
3. You need to be at work on time.
4. Mary Smith has a sick father in law.
5. Mary Smith has one child.

#### Activity Two

Discuss the Story and ask questions.

1. What is the problem? Discuss the answer, Mary Smith should not be late, it is not professional and any job will require her to be on time.
2. Where do you work? Sue Taylor works at a hospital but the story takes at Mary Smith's office.
3. Who is your employee Sue Taylor. I explained the difference between an employee and employer.
4. Why is Sue often late? Because she takes care of her sick father in law and her children.

5. What's the effect on the other nurses when Sue is late? The other employees have to work harder to cover her patients.
6. Why is Sue's behavior not acceptable? Because she has an obligation to follow the rules of her employer and be more considerate towards her co works.

I drew the story map on the board, while answering the questions. They participated and gave their opinion.

#### Activity Three

I gave the students a copy of the pictures on page 3 of the Workplace Scenario.

I asked them to fill in the blanks, retelling the story. I had them retell the in their own words. Then the students told me in their own words what they wrote in the blanks. I gave the students a copy of page 5 and they echo read with me.

#### Activity Four

I read the story without pictures and explained to the them once more time what the problem and consequences would be. If some students did not understand certain vocabulary or the story I took the time to translate it to Spanish.

#### Activity Five

I asked the students to pretend they were Mary Smith the supervisor, they paired up with another student and discussed the problem. They also answered the questions: What can you do as a supervisor? What can you say to Sue Taylor to make understand that this behavior in not acceptable? I had the students brainstorm some solutions for Mary and had them share their ideas with class.

#### Activity Six

Discuss consequences and choices Sue might have. They worked in pairs of three.

I told the students to think about the options they might have as supervisors. When they were finished, they discussed them with rest of the class. Everyone was prompted to share their input. We also discussed how these consequences could affect Sue Taylor.

#### Activity Seven

The students had to finish the story, or give it an ending. I asked the students to base the rest of the story on the fact that the supervisor had to take drastic measures. They also had to include pictures. We then discussed if the decisions Mary made were too harsh or fair for Sue. They drew their story on a poster board and then presented it to the class.

#### Activity Eight

Create a non verbal dialogue.

We talked about gestures and non verbal communication. They paired up with a partners. They had to create a nonverbal short story. The class would have to guess the story.

#### Activity Nine

Useful words and expressions

I read the words to the class:

Frustrated, employee, LVN, assist in, responsibility and doing the best you can. We discussed the definition of each word and wrote a sentence with each one. I then had them match the words to these sentences:

1. Annoyed or angry because you cannot do or have what you want.
2. Someone that is paid to work for a person, organization or company.
3. Licensed Vocational Nurse (LVN)
4. To help someone do something.
5. Doing something to the best of your ability.
6. Something that you do because it's your duty or job.
7. Dismissed from a job.
8. People that work with you.

I then called on students to me examples for each definition.

#### Activity Ten

I wrote these expressions on the board:

1. In trouble
2. On notice
3. On time
4. Under suspicion

5. Under arrest over my limit
6. Under the influence

Explained to the students the difference between "on," "in," "over" and "under".

I gave the students sentences with each expression, then told them to write their own.

#### Activity Eleven

##### Spelling changes

Explained to the students that words that end in "y" can be made plural by dropping the "y" and adding "ies". The words we used were City, Story, Family, Responsibility and Pharmacy.

#### Activity Twelve

##### Cultural Note: Agree or Disagree

I gave the students a copy of page 16, then the students answered the questions. After that we discussed their answers and gave each student a chance to argue their point of view.

#### Activity Twelve

##### Tell Your Story

I gave the students a copy of page 17, and I explained to the students that their answers will be based on someone they know that is always late for work. They had to answer the questions in the boxes. After they did, I told each student to read their answers to the class, and give their opinion. We also talked about what their culture allows at the work place and compare it to our culture.

#### Activity Thirteen

##### The End

At the end of the activities I asked each student what they had learned, liked or disliked about the lesson. Each activity required them to interact with one another and to speak freely. I also asked them to give me some input on how they would like me to present this lesson plan.

#### Planning the Lesson

I selected most of the activities except for 10 and 12, these activities would be too challenging for my students, because of the sentence writing and vocabulary. The adaptations I made were to simplify the lesson to their level. I did use most of the work sheets I disregarded some parts.

The students that were not going to be as challenged, I paired with the students that have a hard time.

The students had to work in pairs most of the time, they also worked together to create a nonverbal dialogue. This gave them an opportunity to really observe and understand their partner. I organized the class in whole class interactions and pair interactions. I chose these types of interactions depending on the activity so they can learn to work as a team.

After implementing the lesson I noticed the students did a great job, they really took their time in examining the problem and looking for a suitable solution. The class interacted very nicely and discovered that most of them had the same solutions and agreed that as a supervisor sometimes you need to be firm but fair. If I was to teach this lesson again, I would use prompts and add more vocabulary words.

The advice I would give other teachers, is not to be afraid to make changes in the lesson plan, and adapt to your students while giving them a challenge. Make the lesson fun and have all the students express their point of view. We also as teachers can learn from our students. All students should share their ideas, solutions and beliefs.