

## ASSIGNMENT

### Workforce Literacy Institute II: ESL for Work

Follow Up: September 12

Location and Time: 4:30 – 7:30 Socorro Community Learning 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?

I selected the picture stories because I think the students will be able to manipulate and create their own stories based on their experience and level of familiarity with the English language using the pictures to help and guide them with the assignment. I also like this particular activity because you can accommodate it to meet the needs of students who are at different levels – speaking for the beginners and add some writing for the more advanced.

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?

Once again, this particular activity/strategy helps you meet the needs of students in a multi-level class by giving you the flexibility of extending the same activity to more than just a speaking exercise but the more advanced students can actually expand the activity by creating and writing their own stories based on the pictures.

3. What types of interaction did you use to maximize language practice and to build student engagement?

The students will first listen (no writing or talking yet) to the teacher read a short story by following the pictures and then the students will read the story as a class. Finally, they can contribute their own ending to the story and finally the whole class will create a different story by telling the teacher what to write on the board.  
Student creation!

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?

The whole class will participate in the first part of the activity (which includes listening to the story while looking at the pictures only); also the whole class will participate while reading the story aloud after listening to the teacher read the story first (the students will follow reading in their papers or projector). The whole class will participate when creating a different story and manipulating the pictures. Finally, I will pair up the beginning student with somebody who is a little bit more advanced to give them the chance to help each other and collaborate on their project. The lower students will benefit from listening to the advanced students before they have to present. You don't want to isolate anybody and working together helps the students learn from each other and work together.

### **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?

Have the students work on the story together but also make the responsible for a particular aspect of the assignment. Maybe the more advanced students can write and some other people can tell them the events in the story and finally one student can be the speaker if you decide they need to present their story to the whole class.

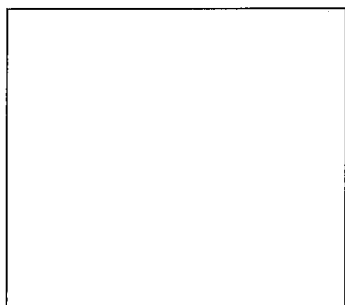
3. What advice would you give to other teachers who are planning a similar lesson?

Depending on the level of the class, you need to start by giving the class an example of how they can use pictures to tell a story and also emphasize that they can add any details they want... encourage them to be original and use their imagination.

Name \_\_\_\_\_

## Recycling Sequence

Place the pictures from the Scrambled Recycling in order of how paper is recycled at your school. Glue them in the correct order below. Write a brief description (at least one complete sentence) underneath each picture.

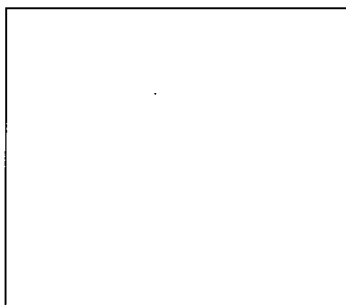


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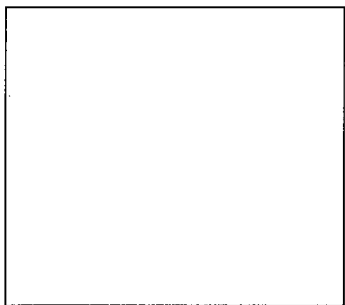


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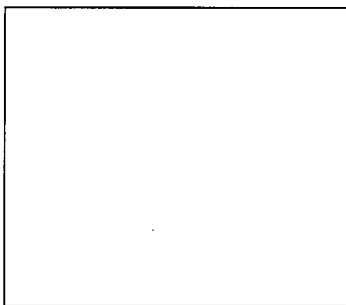


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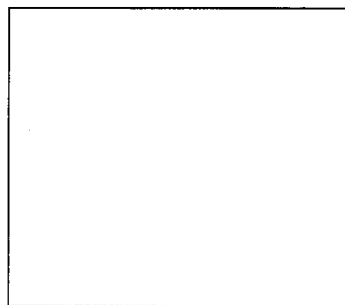


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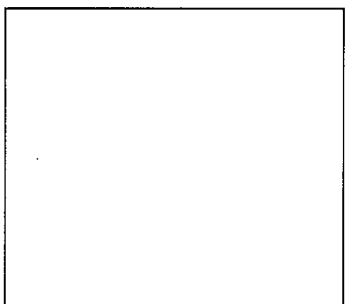


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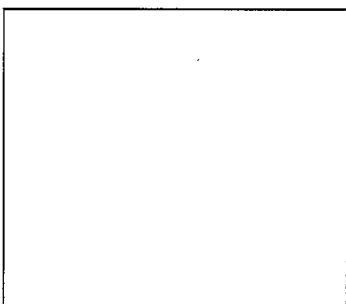


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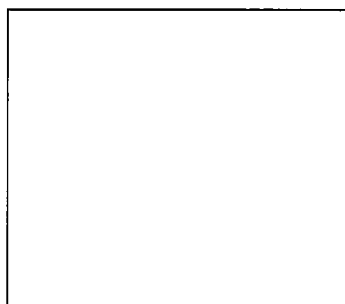


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