



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?

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After administering this lesson, I would be making use of the echo reading, the running record for assessing, small talk, phonics, and story telling. Knowing how to assess really helps you understand if they are simply having problems with pronunciation or if they are having trouble comprehending the material. Using strategies such as visualizing, paraphrasing, describing, and sharing thoughts will help provoke feedback. The small talk would help with confidence and everyday communications that would benefit employability as well. Using phonics would assist with teaching students how to recognize and link words.

I would most likely have multi-level students; therefore I would make adjustments in helping them. Encouraging the students to respond in complete sentences, writing down their sentences prior to role play, and provide visual of the vocabulary are other ways to assist the students. Small groups and pair interaction would be ideal with would maximize their participation.

I have not had an opportunity to facilitate an ESL group. Although after creating the lesson, I would maybe try and change the story. It may seem more appropriate for a younger group. Thank you for providing with the different tools to be able to get creative and help teach more effectively.

- I. Topic: Alexander and the Terrible, Horrible, No Good, Very Bad Day
- II. Objectives: After reading the book Alexander and the Terrible, Horrible, No Good, Very Bad Day, the students will be able to:
- A. Participate in a class discussion about having a bad day.
 - B. Role Play having a bad day with a partner.
 - C. Construct a synonym flower.
 - D. Contribute sentences to a book about the teacher having a bad day.

III. Materials:

The book Alexander and the Terrible, Horrible, No Good, Very Bad Day
by Judith Viorst- one copy for each student.

Circles made from construction paper

Petals made from construction paper

Plain white paper

White board or Chalkboard

Pencils

Thesaurus

Black Marker

Glue

IV. Key Vocabulary:

terrible

horrible

undercover

Australia

scrunched

smushed

invisible

double-decker

scolded

V. Procedure:

1. The teacher will begin the lesson by asking if anyone has ever had a bad day. The teacher will encourage the students to talk about what happened to make them have a bad day. The teacher will ask the following questions to prompt discussion:

Have you ever had a bad day?

What happened to make you have a bad day?

What did you do when you realized that you were having a bad day?

Did you tell anyone you were having a bad day?

Did anyone try to help you?
Where you glad when the day was over?

2. The teacher will then make a semantic map on a poster board about things that could cause you to have a bad day, writing down the words and phrases that the students say. The teacher will help to motivate the students by telling some things that make her have a bad day.
3. The students will then be divided up into partners and role play having a bad day. They will each say 5 lines minimum. Students who have a hard time can write the sentences down. The more advanced students will have to memorize what they are going to say.
4. The teacher will then read the book Alexander and the Terrible, Horrible, No Good, Very Bad Day out loud using expression. The students will then Echo read the book.
5. The teacher will then ask the students to compare the things that they said would make them have a bad day to what happened to Alexander. The teacher will ask the following questions to the students about the book:

Why did Alexander want to move to Australia?
Name one thing that happened to make Alexander have a bad day.
Did Alexander's friends try to cheer him up?
Did Alexander's family try to make him feel better?
What did his mom say about moving to Australia?

6. The teacher will then discuss the vocabulary words in context by going back through the book and asking the students to read the page that the word occurred on and ask what they think each word means. If they do not know the teacher will discuss with them the definition.
7. The teacher will then write the words: terrible, horrible, no good, and very bad on the board. She will ask the students the following questions to prompt discussion:

What do these words have in common?
Do you know what you call words that mean the same thing?
Do you know what you call words that mean the opposite thing?
Can you name some words that are synonyms?

8. The teacher will draw a T-chart on a piece of poster paper. The class will contribute to the making of a T-chart of things that mean the same thing as bad and things that mean the same thing as good. The teacher will then explain to the students what a thesaurus is and tell them that they can use it to find synonyms.

9. The teacher will pass out two circles to each student and enough petals to go around one of the circles. The students will be asked to make a synonym flower. The teacher will tell them to glue the petals to the back of the circle and then glue the second circle on top of the other circle so that the petals are in between the two circles. The teacher will then ask the students to write bad on one of the circles and good on the other. The students will then be asked to write synonyms on the front and back of the petals for each word so that on one side there are words that mean the same as bad and on the other words that mean the same as good.

10. After the activity is done the teacher will then divide the class into groups. She will then explain that they are going to make a story about their teacher having a bad day. Each group of students will be given a topic to write about. They will have to write at least four sentences and draw a picture to illustrate their words. Make sure to tell them to use a pencil so that if they spell something wrong they can change it later. After each group is finished, they will share what they have written and drawn. After the book has been completed the teacher will share it with the class.

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY
by Judith Viorst

I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.

At breakfast Anthony found a Corvette Sting Ray car kit in his cereal box and Nick found a Junior Undercover Agent code ring in his cereal box but in my breakfast cereal box all I found was breakfast cereal. I think I'll move to Australia.

In the car pool Mrs. Gibson let Becky have a seat by the window. Audrey and Elliott got seats by the window too. I said I was being scrunched. I said I was being smushed. I said, if I don't get a seat by the window I am going to be carsick. No one even answered. I could tell it was going to be a terrible, horrible, no good, very bad day.

As school Mrs. Dickens liked Paul's picture of the sailboat better than my picture of the invisible castle. At singing time she said I sang too loud. At counting time she said I left out sixteen. Who needs sixteen? I could tell it was going to be a terrible, horrible, no good, very bad day.

I could tell because Paul said I wasn't his best friend anymore. He said that Philip Parker was his best friend and that Albert Moyo was his next best friend and that I was only his third best friend. I hope you sit on a tack, I said to Paul. I hope the next time you get a double-decker strawberry ice-cream cone the ice cream part falls off the cone part and lands in Australia.

There were two cupcakes in Philip Parker's lunch bag and Albert got a Hershey bar with almonds and Paul's mother gave him a piece of jelly roll that had little coconut sprinkles on the top. Guess whose mother forgot to put in dessert? It was a terrible, horrible, no good, very bad day.

That's what it was, because after school my mom took us all to the dentist and Dr. Fields found a cavity just in me. Come back next week and I'll fix it, said Dr. Fields. Next week, I said, I'm going to Australia.

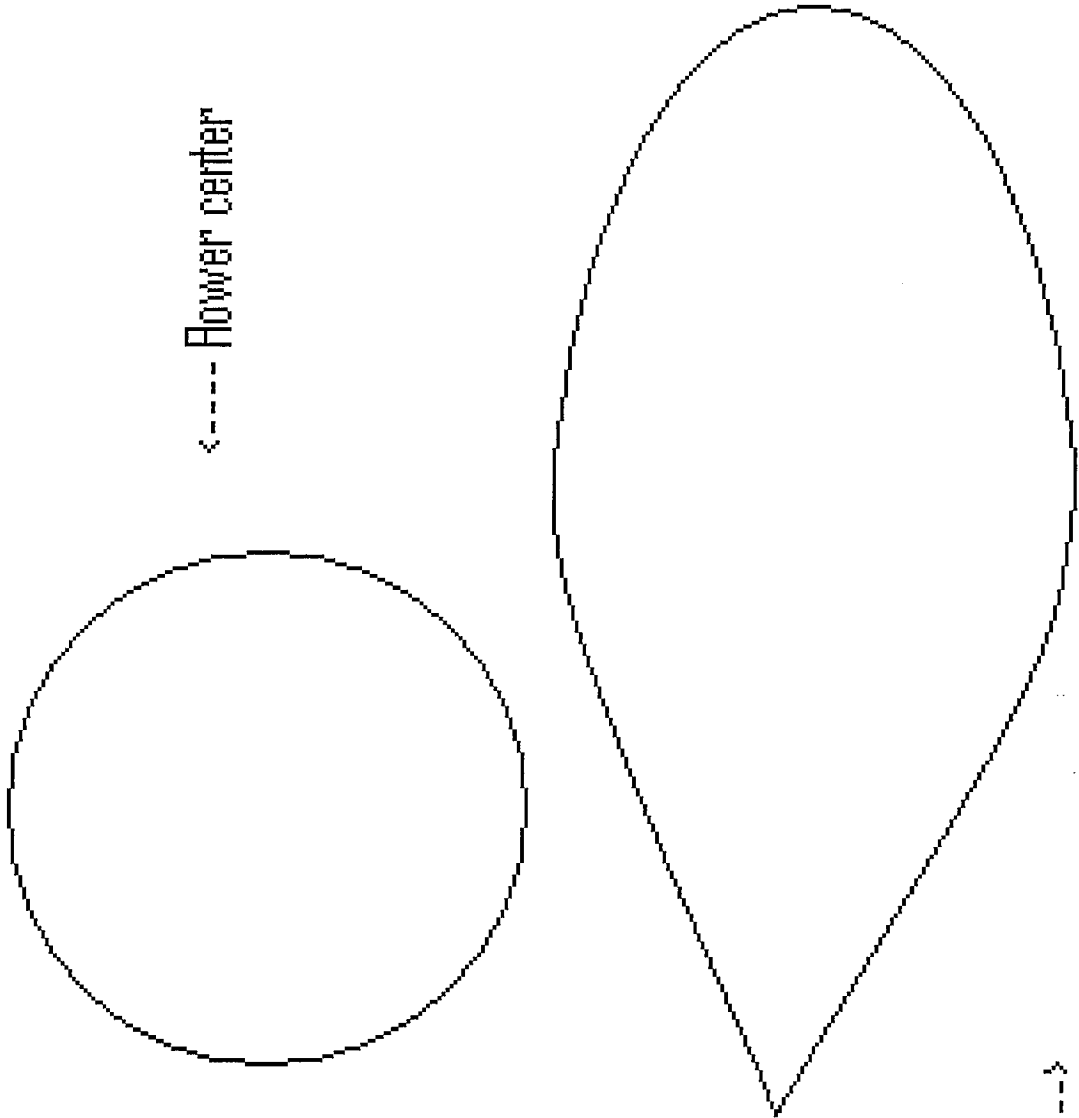
On the way downstairs the elevator door closed on my foot and while we were waiting for my mom to go get the car Anthony made me fall where it was muddy and then when I started crying because of the mud Nick said I was a crybaby and while I was punching Nick for saying crybaby my mom came back with the car and scolded me for being muddy and fighting. I am having a terrible, horrible, no good, very bad day, I told everybody. No one even answered.

So then we went to the shoe store to buy some sneakers. Anthony chose white ones with blue stripes. Nick chose red ones with white stripes. I chose blue ones with red stripes but then the shoe man said, We're all sold out. They made me buy

plain old white ones, but they can't make me wear them.

When we picked up my dad at his office he said I couldn't play with his copying machine, but I forgot. He also said to watch out for the books on his desk, and I was careful as could be except for my elbow. He also said don't fool around with his phone, but I think I called Australia. My dad said please don't pick him up anymore. It was a terrible, horrible, no good, very bad day.

There were lima beans for dinner and I hate limas. There was kissing on TV and I hate kissing. My bath was too hot, I got soap in my eyes, my marble went down the drain, and I had to wear my railroad-train pajamas. I hate my railroad-train pajamas. When I went to bed Nick took back the pillow he said I could keep and the Mickey Mouse night light burned out and I bit my tongue. The cat wants to sleep with Anthony, not with me. It has been a terrible, horrible, no good, very bad day. My mom says some days are like that---even in Australia!



<---- Flower center

Flower petals ---->