

Learner Centered Lesson Plan

ESL Class information

Agency name		Teacher	Willow Barnosky
Session start/end dates	November 26, 2007-June 20, 2008	Class days & times	M-F 9:00-12:00
Level of class	~ High-Intermediate	Topics/themes addressed in class	Talking to Native Speakers; Getting to Know Each Other; Being Understood by Native Speakers; Talking about Our Names

Needs Assessment

How was the need determined for this lesson? Is this lesson related to student goals or formative/evaluative assessment results? How?	<p>(From last month's LC lesson plan: In the beginning of the semester, I gave students a Skills Checklist, and I noticed that many students responded that they did not feel comfortable speaking English outside of class. They also said that they did not feel comfortable asking for repetition or clarification when speaking English outside of class, which made them afraid to speak to native speakers, although they really wanted to.</p> <p>The second week of class, I gave the learners a list of topics taken from the Content Standards and asked them to choose what they would like to study for the first month of class. Students were free to add their own topics, also. Students voted and chose "Talking to Native Speakers" as their topic.)</p> <p>This led to numerous discussions about related topics. One day students talked about people having problems understanding and pronouncing their names. We spoke about how this can hinder conversations.</p> <p>Students reported that they were not confident enough to repeat and/or spell their names when they were mispronounced or misunderstood. This led to a general discussion of how students react when their English is not understood. This revealed a need for practicing repetition strategies.</p> <p>Several students were very eager to talk more about their names and the meanings of their names; however, the majority of the class wanted to continue to finish the lesson that we had begun that day. I told the students that we needed to get back to the lesson, but I wanted them to have the chance to talk about their names, and that we would do a lesson on names another day. This lesson was the result of that conversation.</p>
What pre-work has been completed? How is this lesson connected with previous lessons? How does this lesson build on	<p>This lesson arose from previous discussions and built on previous lessons about talking to native speakers.</p> <p>This lesson built on students' personal experiences with native speakers.</p> <p>The second day of the lesson arose from the student narrative corrections. I observed that many of the students had problems distinguishing between subject/object and</p>

past knowledge?	possessive pronouns.
PA ESL Content Standards skill areas:	Level/s: <u>Low-Intermediate and High-Intermediate ESL</u> <input checked="" type="checkbox"/> listening <input type="checkbox"/> reading <input checked="" type="checkbox"/> speaking <input checked="" type="checkbox"/> writing <input type="checkbox"/> pronunciation <input type="checkbox"/> supporting language structures
List the specific competencies addressed under each of the previous skill areas:	Low Intermediate: W1: Free write on a familiar topic... Low Intermediate: SLS 7: Possessive Pronouns... High Intermediate: L 4: Respond to requests for clarification... (Also Speaking) High Intermediate: L 6: Recognize formal vs. informal language (ie, tone of voice, word choice).
Daily Living Themes & Topics addressed, if applicable:	

Lesson

Skill Area/Theme	Talking to Native Speakers	Approximate length	This was a two-day lesson (approximately 6 hours)
Title of Lesson	My Name: Practicing Repetition Strategies (Day 1) & Using Pronouns (Day 2)		
Materials/Texts/Realia/Handouts	<ol style="list-style-type: none"> 1. Teacher narrative * 2. What's your name? conversations hand-out* 3. Partner Interviews hand-out * 4. Subject and Object Pronouns hand-out* 5. Pronoun Worksheet 6. Student Narratives-Pronoun Practice* *-attached		
Goals/Objectives	<ol style="list-style-type: none"> 1. Improve R/W/L/S/Vocab skills. 2. Increase confidence in asking for repetition or repeating information. 3. Review correct use of subject/object/possessive pronouns. 4. Build community by sharing personal stories. 5. Build confidence by reading stories in front of the class. 		
Introduction	<p>A few days ago, we talked about our names. Some of us said that people have a hard time understanding our names. Some people said that they feel shy when someone asks them to repeat what they said. Today we will practice what to say if someone doesn't understand us.</p> <p>Also, a few people were talking about what their names mean. I said that we could talk about that another day after we finished that lesson. Today we will read about names, learn some new vocabulary, and write about our names.</p>		
Activity/ies	<ol style="list-style-type: none"> 1. Weekly routine (30 minute routine depending on day of the week) 2. Teacher narrative: Partner cloze dictation Students were paired with partners with different first languages. 3. Review of pronunciation and vocabulary from the story. I wrote "I don't know how to pronounce this word" and "I don't know what this word means" on the board, and as the groups finished, they wrote their questions on the board. Then we answered the questions together. Students wrote new words in their Personal Dictionaries. I read the narrative and student volunteers read it in front of the class. 4.. Conversations: What's Your Name? These were 3 short conversations about speaking to someone who doesn't understand your name. Students read these conversations in pairs, and practiced the conversations together. Student volunteers read the conversations in front of the class. I played the role of the native speakers, and used different intonations. 5.. Discussion: Informal/Formal Speech: We discussed the different conversations, and talked about the difference between formal and informal, or polite and impolite ways of asking for repetition or clarification. 6.. Partner Interviews: Students asked questions about each other's names, and shared the answers with the class. This functioned as a warm-up for the writing activity. 7 Narrative Writing. Writing Prompt: What is your full name? Who named you? What does 		

	<p>your name mean?</p> <p>8. Narrative corrections. I read the narratives and made corrections if requested by student.</p> <p>9. Sharing Our Stories: Student volunteers read their narratives to the class. Students asked 2 questions about the stories.</p> <p>10. Pronoun Practice: Subject and Object Pronoun Practice. We reviewed pronouns together as a class. We practiced possessive pronouns on the board.</p> <p>11. Student Narratives: Adriana and Pierre's Stories. Students filled in the correct pronouns in the narratives of two classmates. Volunteers wrote the answers on the board, and we reviewed them together. Adriana and Pierre read their stories to the class.</p> <p>12. Sentence corrections. I wrote sentences on the board that were based on errors found in student narratives (names/details changed). Student volunteers had to find the pronoun errors and correct them. Students read corrected sentences.</p>
Debriefing/Evaluation Activity	<p>Class wrap-up led by teacher: What can you do if someone doesn't understand your name? What can you do if you don't understand someone else's name?</p> <p>What did we learn about each other today? What new words did we learn today?</p> <p>What do we want to learn about next? What will help us reach our goal of improving our speaking skills?</p>
Closure/Conclusion	Introduce tomorrow's topic: Clarification and repetition strategies (in general conversation).

Reflection

Real-Life Connection	The repetition strategies will help students in interactions with native speakers. One student reported a few days later that she had used these phrases when a stranger stopped her on the street.
Additional work needed in this skill area	Using clarification and repetition strategies in general conversation. Sometime in the future, we will study reflexive pronouns.
Follow-up Lessons/Activities	Students were encouraged to use the phrases "Could you say that again?" and "How do you spell ____?" when talking to native speakers.

MY NAME

My name is Willow Jean Barnosky. My first name comes from my grandfather's name, William. Willow is also the name of a tree, the weeping willow tree. I read in a baby name book that Willow is old English for "freedom".

My middle name comes from my maternal grandmother. Her name is Genevieve, but she doesn't like her name, so everybody calls her Jean. Jean is my middle name. I prefer Genevieve. I told my grandmother that one day maybe I will legally change my middle name from Jean to Genevieve. She said that's OK.

My last name comes from my father. His family is from Hungary. They came to the United States around 1910. I don't know what my last name means. Some of my relatives say that our name was changed when we came to the United States.

In the United States, if a woman gets married, she can choose what to do with her last name. She can take her husband's last name and lose her last name. She can use both her last name and her husband's last name (for example: Willow Barnosky-Miller). Or she can keep her last name and not take her husband's name. I don't know what I will do if get married.

MY NAME

_____ is Willow Jean Barnosky. My first name comes from my _____, William. Willow is also _____, the weeping willow tree. _____ in a baby name book that Willow is old English for “freedom”.

_____ comes from my maternal grandmother. Her name is Genevieve, but _____, so everybody calls her Jean. Jean is my _____. I prefer Genevieve. I told my grandmother that one day maybe _____ from Jean to Genevieve. She said that’s OK.

_____ comes from my father. His family is from Hungary. They came to the United States around 1910. I don’t know what _____. Some of my relatives say that our name was changed _____ to the United States.

In the United States, if a woman gets married, _____ what to do with her last name. She can take her husband’s last name and _____. She can use both her last name and her husband’s last name (for example: Willow Barnosky-Miller). Or she can keep her last name and not take _____. _____ what I will do if get married.

MY NAME NARRATIVES

ADRIANA'S STORY

My name comes from my father. My mom gave me my name because she said to me, "I don't want you all to have the names of your father's ex-girlfriends, so I told your father that I will choose the names of the girls, and he will choose the names of the boys." My father was an obliging man, so he said to my mother, "Ok." My mother chose 3 names and my father chose the last name for my brother, Mauricio.

My older sister's name is Luz Merly. My younger sister's name is Astrid Omaira, and the youngest is my brother Mauricio.

Many years ago in Colombia, when a woman got married, she would lose her last name and take her husband's last name, using the preposition "de" (from/of). For example, my mother's name is Mariela Velez de Arbelaez.

FLOR'S STORY

My full name is Florangela Salazar. I don't know where my name comes from because my parents never said why they gave me this name.

When I arrived in this country, I never thought that my name would change. All my documents say Flor A. de Zapata.

VAN'S STORY

Hi, my name is Van Hue Lai. That is my full name. My first name is Van, middle name is Hue, and my last name is Lai.

My first name means cloud, my middle name means smart. My first name and my middle name together means Brilliant Cloud. My last name comes from my father's last name. His family is from China, and my name comes from the Chinese language, too. My father told me. He said, "After change to Vietnam language, it had a little wrong, because it has two way to change and the same means."

The exactly my name is Lai Tue Van, and I have one more name. It's Lai Hue Man. That is the way Chinese language and Vietnam language write the name. Last name first, continues middle name, and then first name. With the words Chinese language my name write _____ and _____. Some time write _____ this way, too.

And the name Man just used as the nickname as in family my siblings and the relatives, because in English haven't had mark. The person will call me "man". Oh my God!

My first name means Cloud, but I think I don't look like my name, because when I look up at the sky, I see the clouds in the sky very beautiful. I'm not. My middle name means smart, but I think I'm not smart at all. Although I still love my name because it was the memory from my Daddy. He gave me my name. And I think when I get the American citizenship, I'll not transfer different name, but I'll make an American nickname.

PIERRE'S STORY

My full name is Pierre LeSage. I have two daughters. Their names are Patricia and Flavie. My father's name was Thimoleon Lesage. My mother's name was Aurora Pierre. My grandfather's name was Virgile Pierre. My grandmother's name was Ann Dolcine Pierre.

I like my name because it comes from the Bible. I like my name because Pierre was a good fisherman. It says when Jesus saw Pierre he told him, "Follow me. I will make you a fisher of men." At that very moment he left his net and followed him.

My last name comes from my father. I like my name because where I lived in my country, only my family has it. I don't know the meaning of my name.

NOBUKO'S STORY

My name is Nobuko Ogame.

When I was single, my name was Nobuko Suzuki. My first name is from my maternal grandfather. Nobuko means that a child grows up. My family wanted me to grow up to be healthy. My last name comes from my father.

When I got married, I lost my last name. My last name became Ogame. My last name comes from my husband. Usually in Japan when a woman gets married, she loses her last name and takes her husband's last name. I wanted another last name, because Suzuki is the most common last name in Japan, and Ogame is the least common name in Japan.

CAMILO'S STORY

My full name is Camilo de Jesus Salazar Janiagua. I don't know where my name comes from. My last name comes from my father's last name (Salazar) and my second last name comes from my mother's last name (Janiagua). One day I asked my father why he gave me the name Camilo. He said to me, all the men he knows named Camilo are rich men.

In my country, everybody has the father and mother's last names. When a woman gets married, she loses her mother's last name. For example: Flor Salazar de Zapata: she has her husband's last name.

SUBJECT AND OBJECT PRONOUNS

Pronouns take the place of nouns.

For example:

1. Luong goes to school everyday = He goes to school everyday.

Luong is a noun. *He* is the pronoun that takes the place of *Luong*.

2. Alla lives in Ephrata. = She lives in Ephrata.

Alla is a noun. *She* is the pronoun that takes the place of *Alla*.

3. This sweater is very expensive. = It is very expensive.

Sweater is a noun. *It* is the pronoun that takes the place of *sweater*.

4. Give this money to my sister, please. = Give this money to her, please.

Sister is a noun. *Her* is the pronoun that takes the place of *sister*.

5. Tell Michael that I said hello. = Tell him that I said hello.

Michael is the noun. *Him* is the pronoun that takes the place of *Michael*.

Subject Pronouns:

I

You

She

He

It

We

They

Object Pronouns:

Me

You

Her

Him

It

Us

Them

What's the difference between subject and object pronouns? Write the answer here:

PRONOUN PRACTICE

Read the stories. Write the correct pronouns in the spaces.

For example:

My mother told me that my name means “happy”.

ADRIANA’S STORY

My name comes from _____ father. My mom gave _____ my name because _____ said to me, “I don’t want you all to have the names of your father’s ex-girlfriends, so I told your father that _____ will choose the names of the girls, and he will choose the names of the boys.” _____ father was an obliging man, so _____ said to my mother, “Ok.” My mother chose 3 names and my father chose the last name for _____ brother, Mauricio.

My older sister’s name is Luz Merly. _____ younger sister’s name is Astrid Omaira, and the youngest is my brother Mauricio.

Many years ago in Colombia, when a woman got married, _____ would lose _____ last name and take her husband’s last name, using the preposition “de” (from/of). For example, _____ mother’s name is Mariela Velez de Arbelaez.

PIERRE'S STORY

_____ full name is Pierre LeSage. _____ have two daughters. _____ names are Patricia and Flavie. _____ father's name was Thimoleon Lesage. My mother's name was Aurora Pierre. My grandfather's name was Virgile Pierre. _____ grandmother's name was Ann Dolcine Pierre.

_____ like my name because _____ comes from the Bible. I like _____ name because Pierre was a good fisherman. It says when Jesus saw Pierre he told _____ ,
"Follow _____ . I will make _____ a fisher of men." At that very moment _____ left _____ net and followed him.

My last name comes from _____ father. I like my name because where I lived in my country, only my family has it. _____ don't know the meaning of _____ name.

PARTNER INTERVIEWS: MY NAME

Ask your partner these questions. Write the answers.

1. Who named you-your mother or your father?
2. Do you like your name?
3. Do you have any children?
4. If you have children, who chose their names?
5. In your first country, how many names do people usually have?
6. Do you think names have special meanings?
7. What's your favorite American name?
8. Did you change your name when you came to the United States?
9. Do Americans understand your name when you say it?
10. What do you do if somebody doesn't understand your name?