

## Learner Centered Lesson Plan

### ESL Class information

Agency name	Lancaster-Lebanon IU-13	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: Talking to Our Neighbors

### Needs Assessment

<p>How was the need determined for this lesson? Is this lesson related to student goals or formative/evaluative assessment results? How?</p>	<p>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>During a class discussion, many students said that the only time they talk to native speakers is when shopping or running errands. This led to a discussion about neighbors; many students said that they don't know or speak to their neighbors. We talked about the apparent contradiction: students said that they wanted to speak to native speakers, yet many never spoke to the native speakers living next door. This led to a discussion of the reasons for this, resulting in the sub-topic of "Neighbors."</p>				
<p>What pre-work has been completed? How is this lesson connected with previous lessons? How does this lesson build on past knowledge?</p>	<p>This was the first topic we studied in the Impact class. The first week of class had been used to describe the class, complete self-evaluations (Skills Checklist), discuss goals, and discuss the Impact grant and the difference between open entry/open exit and managed enrollment class (ie, communication expectations, etc.).</p> <p>This lesson arose from previous discussions and the results of the Skills Checklist.</p> <p>This lesson built on students' perceptions of the differences in US neighborhoods vs. the neighborhoods of their first countries (based on informal discussions in class and at break time)</p>				
<p>PA ESL Content Standards skill areas:</p>	<p>Level/s: <u>High-Intermediate ESL</u></p> <table style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> listening</td> <td><input checked="" type="checkbox"/> reading</td> </tr> <tr> <td><input checked="" type="checkbox"/> speaking</td> <td><input checked="" type="checkbox"/> writing</td> </tr> </table>	<input checked="" type="checkbox"/> listening	<input checked="" type="checkbox"/> reading	<input checked="" type="checkbox"/> speaking	<input checked="" type="checkbox"/> writing
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	<input checked="" type="checkbox"/> pronunciation <input type="checkbox"/> supporting language structures
List the specific competencies addressed under each of the previous skill areas:	Identify key information/details in a spoken narrative. Use phrases and sentences showing evidence of connected discourse. Increase fluency to improve comprehension. Write a 2 or 3 paragraph essay or report using topic sentences and supporting details. Recognize and self-correct errors that interfere with communication.
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 Neighbors		
Materials/Texts/Realla/Handouts	<ol style="list-style-type: none"> <li>1. Teacher narrative *</li> <li>2. Conversations: Different Kinds of Neighbors</li> <li>3. Group Discussion Questions: Different Kinds of Neighbors *</li> <li>4. Handout: Two Stories *</li> <li>5. Worksheet: Listening to Student Stories *</li> </ol> *-attached		
Goals/Objectives	<ol style="list-style-type: none"> <li>1. Improve R/W/L/S/Vocab skills.</li> <li>2. Build community by sharing personal stories</li> <li>3. Build confidence by reading stories in front of the class</li> <li>4. Build citizenship skills by sharing solutions for dealing with neighbors.</li> </ol>		
Introduction	<p>Yesterday we spoke about our neighbors. Many of us said that we don't talk to our neighbors. Some of us don't even know our neighbors' names! But everybody wants to practice speaking to native speakers. Why don't we talk to our neighbors? Today we will read about neighbors, learn some new vocabulary, and write about our neighbors.</p>		
Activity/ies	<ol style="list-style-type: none"> <li>1. Teacher narrative: Scribe and Messenger activity</li> <li>2. 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. When all of the groups were finished, we answered the questions together. Students wrote new words in their Personal Dictionaries.</li> <li>3. Conversations: Different Kinds of Neighbors. These were 3 short conversations about friendly/unfriendly, responsible/irresponsible, and quiet/noisy neighbors. Students read these conversations in pairs, and practiced the conversations together. Student volunteers read the conversations in front of the class. As an informal assessment, students gave examples of behavior that could be described by one of the 6 adjectives.</li> <li>4. Brainstorm: Different Kinds of Neighbors. We talked about different adjectives to describe neighbors, and I wrote them on the board. Students defined their words as needed.</li> <li>5. Group discussion: Different Kinds of Neighbors. Students worked in small groups and asked each other the discussion questions. Later students shared their comments with the whole class.</li> <li>6. Preparation for Writing: Two Stories handout. We read the two stories together and discussed the questions.</li> <li>7. Writing Activity: Writing Prompt: Where do you live? What kind of neighbors do you have? Do you talk to your neighbors? Why or why not?</li> <li>8. Editing</li> <li>9. Sharing Our Stories: Student volunteers read their stories in front of the class. The students listened and filled out the "Listening to student stories" worksheet, and asked the speakers questions about themselves or their narratives.</li> </ol>		

Debriefing/Evaluation Activity	<p>Class discussion led by teacher:          What kinds of neighbors do we have? Does everybody talk to their neighbors? Why not? What can you do if your neighbors aren't friendly? How can you get to know your neighbors?</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	Recap of student evaluation. Students chose the next sub-topic: Greetings.

### Reflection

Real-Life Connection	Students will practice English by greeting their neighbors
Additional work needed in this skill area	Students will practice "Greetings", so that they are able to use and respond to formal and informal greetings (such as "How are you?" "How've you been?" "What's up?", etc.)
Follow-up Lessons/Activities	<p>Students were encouraged to share written or oral stories about interactions with native American English speakers. (After completing this lesson, one student accepted an invitation to a party at her English-speaking neighbor's house. In class, she reported the details of the language used in the invitation and at the party, and described how she felt and what she did. Another student wrote down a conversation that she had had with a native speaker about her children.)</p> <p>Students were encouraged to use the strategies and advice given by peers when dealing with unfriendly neighbors. Students were encouraged to use some of the ideas for getting to know their neighbors.</p>

Attach narratives and activities. Submit electronically to Amanda Harrison-Perez ([aharrison@state.pa.us](mailto:aharrison@state.pa.us)).

## TWO STORIES

**Read the two stories and answer the questions below.**

1

Hi. My name is Maria. I'm from Mexico. I am 49 years old. I have 3 children. I live in Lancaster. I like to go shopping. I like to eat different kinds of food. I work at Dart Container. I like my job.

2

Hi! My name Maria. I from Puebla Mexico. I have 49 years and I feel like teenager. I has 3 childs-2 boys and 1 girl. My girl name is Juana. She look like me. My boy name Juan Carlos and Jose. They are twins. They always laugh and play outside together. I live in the Lancaster. I like to shopping at Burlington, Park City, and King of Prussia. I like shopping clothing, but not food. I like to eat alotta different food. I like mole poblano, pizza, chicken and rice. My favorite drink jamaica and coca cola (but no together!). I work in packing in Dart Container. I have good people at my job. Sometimes we visit and our childs play together. I like work with these people. They from different countries-the Vietnam, Puerto Rico, and Mexico. We talk English together for the practice.

Which story do you like better?

Why?

## **IMPACT CLASS**

### **DIFFERENT KINDS OF NEIGHBORS: Discussion Questions**

Talk about these questions with the people in your group.

1. Where do you live?
2. Do your neighbors speak English?
3. What are your neighbors' names?
4. Do you talk to your neighbors?
5. Are your neighbors friendly or unfriendly?
6. Are your neighbors responsible or irresponsible?
7. Are your neighbors quiet or noisy?
8. What kind of neighbor are YOU?

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# NEIGHBORS – STUDENT NARRATIVES

## PIERRE’S STORY

I live on St. Joseph Street in Lancaster. I don’t know my neighbors’ names. I have only lived in my house for 2 months. In my neighborhood, only my family is from my country. The first week I came to the neighborhood, every time I saw my neighbors, I said hi to them. After 3 weeks, I stopped saying hi to them because they never tried to say hi to anybody in my family. Every time I talk to my family I ask, “Why don’t they ever talk to us?” I never found the reason. I don’t appreciate their attitude. I think they are very racist. That’s why I don’t talk to them anymore.

## ODALIS’ STORY

I live in Lancaster, on South Ann Street, in a house. My neighbors are friendly and very nice. They are maybe a family. They bring me different things. They make coffee and they give me some; they cook a new food and they give me some, and they help me anytime I need anything. They shovel my sidewalk, and I help them with anything they need. I take care of their grandson for free. The other neighbor is my friend, too. She drives me any place I need and helps me to resolve any problem.

I LOVE MY NEIGHBORS.

## NOBUKO’S STORY

I live in a townhouse. Three neighbors talk to me. Two of them are a couple. Before they told me many stories. They have Japanese relatives and they have a grandchild who is in 6<sup>th</sup> grade. But I almost never understood their other stories. Their English is very fast. I didn’t remember their names. Lately they don’t talk to me, but they say “hi!” with a smile. I’m happy.

One of them is a woman. Her name is Julie. She teaches me her name in Japanese. Someone taught her. She is from Canada. Her daughter is in 1<sup>st</sup> grade. When my daughter goes to school on the school bus, she talks to me and my daughter. She worries about my daughter. She is very kind.

Other neighbors are sometimes unfriendly. However, I say “Good morning” with a smile.

## OZODA’S STORY

I live in Lancaster County in an apartment building. There are three apartments. We live on the first floor and they live upstairs. When we came to this apartment, we didn’t like our neighbors, because they were all very noisy and loud all the time. Both spouses swore together. In September they both moved. Now we have a new neighbor with his wife and children. They are very quiet and friendly people.

My left next-door neighbors are very friendly nice people. They live in a house. They invite all of my family to their house. They have a very big nice house. We like them and everyday we talk to them. They have five children and they all live with them. Sometimes he says to my sponsor about how we enrapture them how we live together so friendly and happy.

## CAMILO’S STORY

I live in Leola. My address is \_\_\_\_\_. The building is an old building. It has 8 apartments (4 apartments on the 2<sup>nd</sup> floor, and 4 apartments on the 1<sup>st</sup> floor). The building has the laundry room in the basement. The building has 2 parking spaces for every apartment.

I don’t know the names of all my neighbors. I know the girl in Apartment 6. She is Maria. She is from Colombia. She works at Dart Container. She is reserved, responsible, and in general is a nice girl. My sister Flor lives in Apartment 2. She and I go together all the time to other places. She is my only companion.

# NEIGHBORS NARRATIVES

## Teacher Narrative: Willow's Story

I live in an apartment building. I don't really know my neighbors. People always move in and out, and it seems like just when I start to get to know someone, they move out.

I live in the upstairs apartment. There are 3 other apartments downstairs. One woman is always quiet, and I almost never see her. Another woman is loud, and I often hear her and her boyfriend. The woman on the first floor is friendly. We always say hi to each other.

During the winter, we have to take turns shoveling the snow and putting salt on the sidewalk. Some of my neighbors are responsible, and some are not. If I am the only person who shovels, I call my landlord. Then he puts up a sign to remind everyone that we all have to help.



# SHARING OUR STORIES

Listen to the person reading the story. What questions do you have about the story? What do you want to know more about? Write down 2 questions you have for each person.

## Story 1

Person's Name:

First Country:

Question 1:

Question 2:

## Story 2

Person's Name:

First Country:

Question 1:

Question 2:

## Story 3

Person's Name:

First Country:

Question 1:

Question 2: