

Learner Centered Lesson Plan

ESL Class information

Agency	Adult Literacy Center of the Lehigh Valley	Mary E. Newbegin
	January 8, 2008- June 2008	Tuesdays & Thursdays 10:00 am - 12:30 pm
	High Intermediate	Talking to Americans

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>The students were first asked the question, "What are your goals for learning English?" From that question, I was able to identify some potential "hot topics". They included: "Talking to Americans", "Finding our way in Allentown, PA.", and "American Culture/ Cultural Differences". We took a vote and decided that we would begin with the theme, "Talking to Americans".</p> <p>I believe that all of these topics directly relate to the student goals because good communication is essential for everyone to succeed in the workplace and in schools. Many of my students have expressed an interest in furthering their education in this country. This certainly is helpful in narrowing the focus for this theme</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>One of the writing prompts that I used last week was "Why is learning English so difficult?" This prompt provided me with many possibilities for lessons. This led to the discussion, "What can we do to make learning easier?" We discussed strategies for learning based on a learning styles quiz that we did in class. It was interesting to note that many of the students knew certain things about themselves, but had not previously connected them to learning.</p> <p>Another need that we identified was a need for practical vocabulary. I asked the students to work in groups to list places that they go in a week's time where they need to speak English. This led directly to our lesson for today, "Places where we speak English-- helpful vocabulary."</p> <p>It is interesting to note that I hope to connect this work with a student project, a "Newcomer's Guide to Allentown".</p>						
<p>PA ESL Content Standards skill areas:</p>	<p>Level/s: _____</p> <table style="width: 100%; border: none;"> <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> <tr> <td><input type="checkbox"/> pronunciation</td> <td><input checked="" type="checkbox"/> supporting language structures</td> </tr> </table>	<input checked="" type="checkbox"/> listening	<input checked="" type="checkbox"/> reading	<input checked="" type="checkbox"/> speaking	<input checked="" type="checkbox"/> writing	<input type="checkbox"/> pronunciation	<input checked="" type="checkbox"/> supporting language structures
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<p>List the specific competencies addressed under each of the previous skill areas:</p>	<ol style="list-style-type: none"> 1. (Listening) Identify key information/details in a spoken narrative. 2. (Speaking) Converse using appropriate statements, questions and commands. 3. (Reading) Identify themes in Narratives. 4. (Writing) Write a 2-3 paragraph essay. 5. (Supporting Language) Irregular past tenses of verbs 						
<p>Daily Living Themes & Topics addressed, if applicable:</p>	<p>Talking to Americans/ Daily Life in Allentown, PA.</p>						

Lesson

Skill Area/Theme	Talking to Americans	Approximate length	2.5 hours
Title of Lesson	Vocabulary for Places in Our Town		
Materials/Texts/Realla/Handouts	Introductory Activity (Questions to ask each other), whiteboard & markers, "Places in Town" vocabulary activity, teacher narrative (relates to homework, prepositions), student narratives, student journals		
Goals/Objectives	<ol style="list-style-type: none"> 1. Improve skills in reading, writing, speaking & listening 2. Understand new vocabulary related to places that we go in our town each week 3. Know the past tense of certain verbs (from the list generated by the students) during their class activity 4. Present new information to the class in their own words 5. Understand various pepositions of location/use of 6. Write in their student journals 		
Introduction	<p>"Last week we discussed ideas for a class project. Today we will begin to think about the things we would like to include in our project." (Give each student a list of questions. They should take a few minutes to answer the questions themselves, then work in groups of 3-4 students and ask each other the questions.) This activity is designed to get the students thinking about things that they may want to include in the class project, but it is also a chance to share information and interview one another in English. Finally, it is an introduction to the Places in Town activity that we will be using in class.</p>		
Activity/ies	<ol style="list-style-type: none"> 1. Introduction/ Interview classmates 2. "Places In Town Activity" (Students work in small groups) 3. Class Discussion-- Go over the results of the previous activity-- teacher scribes responses on the whiteboard. 4. Response Journals (Students respond to the prompt, "What places do you go during the week where English is necessary for communication?") 5. Read student narratives/ Discuss 6. Read Teacher Narrative(relates to homework) 6. Go over homework (prepositions of location) 		
Debriefing/Evaluation Activity	Ask students to do a "quick write" in their journals, write something that they learned today.		
Closure/Conclusion	Tell students that we will build on what we learned , continue the lesson on Thursday.		

Reflection

Real-Life Connection	Tell students that we will build on what we learned , continue the lesson on Thursday.
Additional work needed in this skill area	The students all told me that they learned words that they did not previously know (ie: bank "teller"). They all acknowledged that this was a useful lesson. We will do this again with a list of places that they give me.
Follow-up Lessons/Activities	The next lesson will involve working together to describe places in the community that they would recommend to newcomers and why.

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

Going to the Grocery Store (by Mary Newbegin)

Before I go ____ the grocery store, I make a list ____ everything that we need to buy. I take my list ____ me to the store. I also try ____ plan the meals that we will have ____ that week. I cut ____ coupons whenever I can. Finally, I always call my neighbor ____ the street to see if there is anything that she needs since she is an older person. I drive ____ the bank to get money ____.

When I arrive ____ the store, I look ____ the shelves for what I need. I make sure that I put the cans ____ the bottom of the cart and the soft foods like bread ____ top. When I have all of the food ____ the cart, I look ____ the things that I need ____ clean the house. I place those things ____ the cart so they do not mix with the foods ____ the cart.

When I arrive back ____ home, my children help me take the groceries ____ of the car and bring them ____ the house. They take my neighbor's groceries ____ to her house.

to	with	out	across	at
in	of	through	out	by
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Places in town: Fill in the missing words. Add any additional words in the spaces below. Work with your group.



<u>Place</u>	<u>People</u>	<u>Things</u>	<u>Verbs</u>	<u>Verb (Past Tense)</u>
Drug store (CVS)	Pharmacist	Medicine	Fill prescriptions	Filled prescriptions
Grocery store (Giant)				
	Librarian	Books		
Casa Guadalupe				
	Doctor			
	Waitress			
			Pray, sing	
Bank (Wachovia)				
	Hair stylist			
		Shoes, clothes		
	Secretary			
			Eat, drink	
Dance club				Danced
Theatre			Watch laugh	
	Dentist, dental hygienist	Teeth, toothbrushes		
	Optometrist, optician	Eye glasses		
Concert	Musicians			Listened, enjoyed
School	Teachers, principal, secretaries			Learned, listened (to), read, wrote
Additional words				