

Artifact H

SIOP® Lesson Plan- Memory with My Family

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(CONTEXT: This lesson plan is designed for low intermediate ESL adult learners according to Illinois ESL content standards. Students who are in this class have already exited from high beginning level. This unit will last around 90 minutes.)

Date: 02/04/2015

Grade/Class/Subject: Low Intermediate ESL adult learners

Unit/Theme: Memory with My Family

Standards:

Illinois ESL Content Standards (for adult learners)

- Speaking
 - LI S2 Participate in routine social conversations (e.g., talking about one’s weekend, talking to neighbors).
 - LI S6 Describe personal events (e.g., one’s weekend activities, one’s work routines).
- Writing
 - LI W1 Write short paragraphs on familiar topics (e.g., family or neighborhood)
- Grammar
 - Simple past tense

Content Objective(s):

- **SWBAT** describe a personal photograph and express their feelings about the picture.
- **SWBAT** compare and contrast two items by using phrase “both...and...” and “but”.

NOTE: This language point has been taught in beginning level class. Students will be given opportunities to review and practice it in this lesson.

Language Objective(s):

- **SWBAT** use past tense to describe a personal experience.
- **SWBAT** use common emotional vocabulary to describe their feelings.

Key Vocabulary

Emotional Vocabulary: confused, panicked, anxious, betrayed, frustrated, ecstatic, used, relieved, annoyed, disappointed, embarrassed, enraged, content, jealous

Phrase: both...and...

Supplementary Materials

Photos: consisting of six pairs of photos in 3 pages. See Appendix 1.
Emotional Vocabulary Chart: Every word is matched with an emoticon. In the beginning, the words are covered with paper and students can only see the emoticons. See Appendix 2.
Short Film-Back to the Future
<https://vimeo.com/28051776>
 Worksheet: Thank you note template, Appendix 3
Exit Ticket: See Appendix 4

SIOP® Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Whole class
<input checked="" type="checkbox"/> Links to Background	<input type="checkbox"/> Guided practice	<input checked="" type="checkbox"/> Small groups
<input checked="" type="checkbox"/> Links to Past Learning	<input checked="" type="checkbox"/> Independent practice	<input checked="" type="checkbox"/> Partners
<input checked="" type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Independent

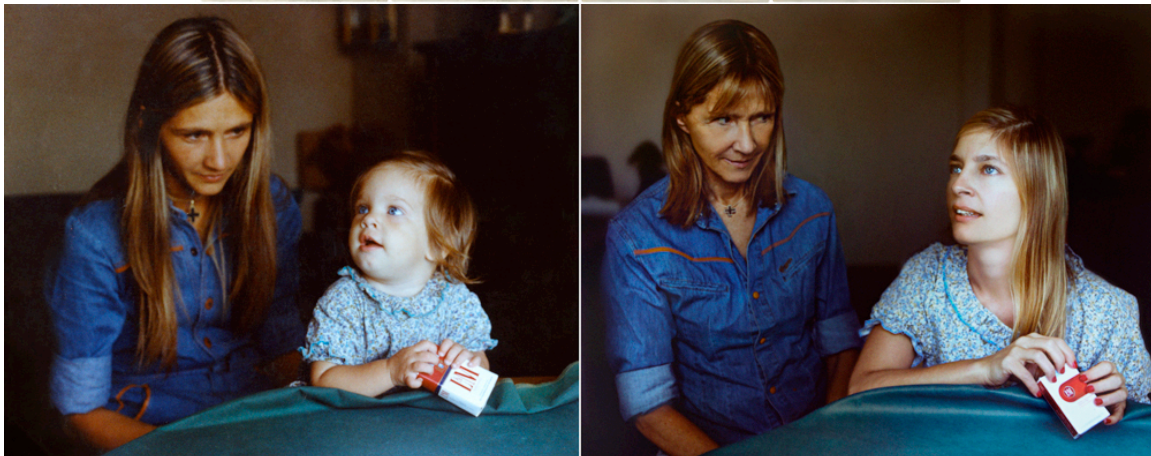
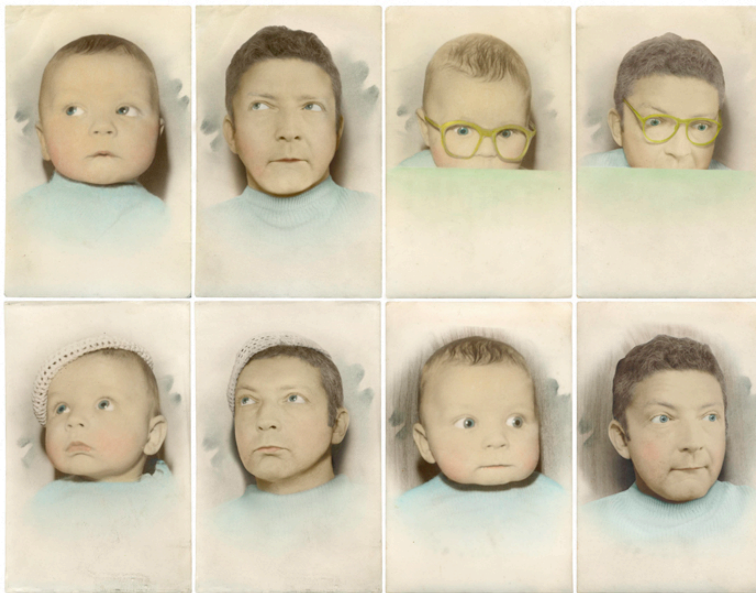
Integration of Processes	Application	Assessment
<input type="checkbox"/> Reading	<input type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Meaningful	<input type="checkbox"/> Group
<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Oral

Lesson Sequence:

- **Warm Up Activity & Vocabulary Construction**
 1. Students will be asked to bring two different photos with the same family member, one old photo and one recent photo, to the classroom. In the beginning of the class, I will describe the old photo I bring in, tell students how I was feeling when the photo was taken, what emotions it brings to mind when I look at it now and why it is important to me. Then I will pair students and ask them to share their old photo stories with their partners in the way I do. Walk round the classroom when students are sharing. Pay attention to how they describe their photos.
NOTE: When I tell my photo story, I will use past tense without pointing it out. (10 minutes)
 2. Bring the discussion back to the whole class. Ask students to share their stories with the rest of the class. At this time, put the emotional vocabulary chart on the board. As described above, the words will be covered with paper at first and only the emoticons are shown to students. When students are describing their feelings, if they use the words representing the emoticons on the chart, peel off the paper underneath the icon. For example, if a student says he or she is happy, I will peel off the paper that covers “happy” underneath the smiling face. (5 minutes)
 3. Check the emoticons that haven’t been mentioned yet. Ask students to look at the image and to try to describe it. Ask students if they know words that can be used to describe the emotional icons. If they do, write down the words they give on the board. Then peel off the paper and show students the words. Generate an emotional vocabulary list on board and put synonyms into the same group. The list will remain on the board throughout the whole class.
NOTE: Prepare example sentences or more visuals to explain the words in case that students cannot understand the feeling the words express. (15 minutes)
- **Grammar Instruction**
 4. Introduce the past tense by saying “Today, we are going to talk about the memory with family members. Before we start, there is a new structure we need to know.”

- Then write down some sentences in my old photo story on the board. Ask students to find similar structures among different sentences and to try to find the common feature. (5 minutes)
5. Generalize the rules of the past tense and explain the situation when the past tense should be used. Model how to use the past tense by giving example sentences. (5-10 minutes)
 6. Tell students that there are some verbs whose past tense is not made in a regular way. Write down on board some irregular verbs used by students during the activity in the beginning of the class. Draw students' attention to these words. Ask students to re-describe their old photo by using the past tense in one sentence and write down the sentence on the back of the photo.
NOTE: This step should be done in an interactive manner. For example, ask students what verb they need to know to describe their photos and let them guess whether it is a regular verb. If it is not, write down its past tense on the board. (5 minutes)
 7. Divide students into three groups. Give each group one page of the photos (See Appendix 1). Ask students to discuss the following questions with group members.
(Remind students to use "both...and..." and "but" when comparing and contrasting different items.)
 - What did the people do in the photos?
 - How are the photos similar?
 - How are the photos different?
 - How do the photos make you feel?After 5-minute group discussion, conduct jigsaw activity. Students will share their group discussion with people from other groups. (10 minutes in total)
 8. Tell students that these photos are from a project named Back to Future initiated by the photographer Irina Werning. Play the short film to students and ask them to share their thoughts about this project.
NOTE: If necessary, play the film twice so that students can better understand it. (10-15minutes)
- **Review and Assessment**
9. Ask students to share the story of their recent photo with their partners and talk about the following questions by using what they've learned today.
 - What do you think has been changed within the years according to your two photos? How do you feel about the changes? (5 minutes)
 10. Give students the thank you note worksheet (See Appendix 3). Ask students to express their gratitude to the family member in their photos by filling in the blank on the worksheet with a short paragraph.
NOTE: After students finish it, collect their writing. This work will be used for the following class to teach how to write a thank you note. (10 minutes)
 11. Self-Evaluation: Give students the exit ticket (See Appendix 4). Ask students to evaluate themselves. (5 minutes)

Appendix 1



Appendix 2



Appendix 3



Appendix 4

exit slip

Name:

One thing I learned:

One thing I still want to know: