

Jackie Peterson
 ESOL Instructional Strategies
 Grade 8 Intermediate ESL, Writing

Content Objectives: Students will describe their own uniqueness by...

- Explaining what unique means
- Making a list of what makes them each unique
- Writing a poem

Language Objectives: Students will...

- Read an example poem by the teacher
- Write their own poem & make a list
- Orally present their poems to each other in groups

Instructional Features

Activities and Procedures:

Time	Instructional Strategies	Materials
3-5 min.	Students will brainstorm what the word “unique” means by listening to examples provided by the teacher. Class discussion about the meaning of unique.	Written and oral examples.
10 min.	Demonstration of “I am” poem by the teacher. Teacher will provide the class with a poem about herself and what makes her unique. Students will take turns reading one line at a time and talk about unknown vocabulary as they go through it together.	Transparency of teacher’s “I am” poem.
8-10 min.	Students will make a list in their journals of everything they can think of that makes them unique.	
5-7 min.	With the lists they made, the students will then be given a blank “I am” poem that they will have to fill out.	Blank “I am” poems for the students.
10 min.	Each student will individually choose one of the things that make them unique and write that thing on a puzzle piece. All the students will have different shapes, and colors of puzzle piece to write on. When they are done writing on the puzzle piece, they will all figure out how to put the puzzle together and glue it onto a big poster that says, “What makes us unique.” The poster will hang in the classroom all year long.	Many die cuts, markers, glue sticks, big poster paper.
3-5 min.	Teacher will hold up the finished poster and discuss the importance of being unique and accepting others’ uniqueness.	
8-10 min.	In groups of 3 people, students will share their poems with each other providing feedback on	

	grammar, spelling, structure, etc. so that they can turn in their final copy as best as they can.	
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Adaptations:

Early/Pre-production	<ul style="list-style-type: none"> -Sample poem will be given in L1 and L2 -Students can use L1 in groups, if needed -Students can draw pictures -Students will be given a vocabulary list with pictures and words -Students will individually make a list of things that make them unique, using L2 and L1 when words are not known. -Students will write their poems using one word descriptors, drawings, and simple sentences.
Speech Emergent	<ul style="list-style-type: none"> -Sample poem will be given in L1 and L2 -Group and individual activities using L1 and L2 -Presented poem by the teacher will have visuals -Poems will be written using simple sentences
Fluent/Intermediate	<ul style="list-style-type: none"> -Students will read a sample poem in L2 -Individual activity using L2 -Poem will be written in L2 using complex sentences

Instructional Strategies:

Cognitive: Students will relate new information by making personal connections during the demonstration poem by the teacher. They will be reading poems, making lists, and writing poems.

Metacognitive: Students will define what “unique” means by discussing it as a class, writing a poem about it, and then peer reviewing their poems in groups.

Herrell & Jordon strategies: p. 23, “Realia Strategies: Connecting Language Acquisition to the Real World.” I will bring and use artifacts from home and the community that will help the students to better understand my “I am” poem and to also help them understand the meaning of “unique.” I will have the students bring in authentic artifacts that describe them as well.

Grouping:

Because the group activity is at the end of the lesson and we will have going through vocabulary as a class, students will be grouped heterogeneously to read their poems to each other and provide feedback.

Assessment:

Formative: As the teacher leads the class discussion, she will monitor how well students are connecting to the material by watching body language, facial expressions, etc. She will also walk around as the students write in their journals and provide assistance when needed.

Summative: Students will hand in their final “I am” poems at the end of class to be graded and handed back with both oral and written feedback for the students.

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Assessment: Written poem (I am...)

Performance Options:

Early/Pre-production	-Sample poem will be given in L1 and L2 -Students can use L1 in groups, if needed -Students can draw pictures -Students will be given a vocabulary list with pictures and words -Students will individually make a list of things that make them unique, using L2 and L1 when words are not known. -Students will write their poems using one word descriptors, drawings, and simple sentences.
Speech Emergent	-Sample poem will be given in L1 and L2 -Group and individual activities using L1 and L2 -Presented poem by the teacher will have visuals -Poems will be written using simple sentences
Fluent/Intermediate	-Students will read a sample poem in L2 -Individual activity using L2 -Poem will be written in L2 using complex sentences

Rubric:

	A	B	C	D
Early/Pre-production	Student provides 7 one-word lines in their poem.	Student provides 5 one-word lines in poem.	Student provides 3 one-word lines in poem.	Student provides 2 or less lines in poem.
Speech Emergent	Student provides 5 simple sentences in poem.	Student provides 3 simple sentences and 3 one-word lines in poem.	Student provides 1 simple sentence and 3 one-word lines in poem.	Student provides No simple sentences in poem.

Fluent/ Intermediate	Student provides 10 sentences, and 5 one-word lines in poem.	Student provides 8 sentences and 5 one-word lines in poem	Student provides 5 sentences and 3 one-word lines in poem.	Student provides less than 5 sentences in poem.

- ❖ **REDO:** Students can redo any assignment no matter what the grade was that they received. That option will always be there for those who want to use it.