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LING 4400  
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## Student Mad Libs

### **Lesson Focus:**

Writing and Speaking

### **Time Needed:**

60 minutes

### **Grade:**

7<sup>th</sup> and 8<sup>th</sup> grade ESL

### **Content Objectives:**

Students will read texts and identify adjectives, nouns, verbs, and adverbs.  
Students will be able to take down information from interview interaction.  
Students will be able to organize their thoughts to create a linear story that follows given guidelines.

### **Language Objectives:**

Students will **listen** to partners as they give answers and information for questions asked.

Students will **speak** to each other in order to give and gain information.

Students will **write** stories that convey meaning about their partner and progress linearly and follow given guidelines.

Students will **read** stories to correct, and identify adjectives, nouns, verbs, and adverbs.

### **Activities:**

- (5 min) Warm up: Free write with a prompt in their journals.
  - Prompt: There is a new student at school and you find out that he is from the same country as you. Tell me what an average day would be like at his home before he moved.
- (10 min) Brainstorm questions that the students would ask, would want to be asked, or expect to be asked if they were being interviewed about their home lives and culture. Write them on the board, and number them all.
- (20 min) Have students pair up by tables, and ask their partners 5 of the questions listed on the board, any 5 they choose. Have students make sure they clearly indicate what questions they are asking, and write down the responses from their partner. Write down as much information as you can. When one person is done asking questions, switch off. (about 10 minutes each)
- (5 min) Illicit background knowledge of stories and popular phrases used in them. Brainstorm these phrases and write them on the board. Go over how to structure a story with a short intro of 1-2 sentences, a related experience about 8-9 sentences,

and a conclusion 2-3 sentences. Copies of rules, guidelines, and phrases will be given to each student to use while writing stories of their own about their partner based on their interview questions.

- (20 minutes) Direct students to write a short story based on the answers to the questions they asked. Their story has to focus on their partner, and be about something that they found interesting about their partner. They will use their information from interviewing their partner to be as accurate as possible. When they finish, they will go through their story proofread it, as well as circle 3 adjectives, nouns, verbs, and adverbs. When they are done, students will type their stories on the computer leaving blanks where their circled words are. They will print their stories to be ready for the next class period where we will mix up the stories and students will fill in the blanks with adjectives, nouns, verbs, and adverbs without reading the stories. (If they don't finish, there will be time after school, or before school to finish. Perhaps 10 minutes of the next class?)

#### Adaptations

Stage 1 & 2 Pre-Emergent & Emergent	<ul style="list-style-type: none"> <li>• Allow L1 for activities, provide rules and guidelines in L1, and simplified L2</li> <li>• Students will be encouraged to read their stories to their partners to increase problem recognition, may be done in the L1</li> <li>• Allow students to write in the L1 with helper sentences and phrases to use in their stories</li> <li>• Students will be able to talk with their partners in the L1 to collect their information in the interview</li> <li>• Students will have the opportunity to receive feedback and help from the teacher and/or class aide</li> </ul>
Stage 3 Intermediate	<ul style="list-style-type: none"> <li>• Provide simplified texts in L2</li> <li>• Encourage reading and writing of the stories in L2 but L1 would be ok if needed</li> <li>• Speaking in the L2 between partners is preferred</li> <li>• Give students helper sentences in the L2</li> <li>• Students will have the opportunity to receive feedback and help from the teacher and/or class aide if needed (restricted access however, no in depth help, they should be able to figure most things out)</li> </ul>
Stage 3 & 4 Advanced & Fluent	<ul style="list-style-type: none"> <li>• All texts will be in the L2</li> <li>• Reading and writing of stories will be in the L2</li> <li>• Students will speak to partners in the L2</li> <li>• Students will not be provided with helper sentences, however there will be one or two listed on the board from our brainstorming activity</li> <li>• Students will be able to receive help and feedback on a very limited scale from the teacher and class aide</li> </ul>

**Grouping:**

**Heterogeneously:** Students are already situated in tables of two where one is at a higher proficiency level than the other, this is to allow communications between student that will help understanding and increase meaning negotiation for both students.

**Individual:** Students have the opportunity to write stories by themselves about their classmates while drawing on the answers they received from their interviews.

**Strategies:**

**Cognitive:** By collecting information from their partners, students will negotiate what information is important and essential to their story. Also, by reading and actively looking for words in their stories, students are not only identifying adjectives, nouns, verbs, and adverbs, they are seeing examples of how they are used in writing, and how stories are structured.

**Metacognitive:** By writing their stories, students are grading their information into an introduction, information, and a conclusion. This process will be detailed in the instructions they receive, and they should already know the basics, thus they will be putting their knowledge to use.

**Herrell & Jordan:**

Partner Work: Students are communicating to get information from their partners that will help them write a story about their partner.

Sorting Activities: Students will categorize information they will be using in their stories to fit into the correct places in their stories.

**Assessment:****Formative:**

- While students are working, teacher will be walking around the room to provide input, answer questions, observe, read, and listen to the activity going on between students.
- Teacher will give guidance if there are noticeable mistakes on papers, and feedback for questions asked.

**Summative:**

- Students will receive a grade on their notes from their interviews.
- Students will receive a grade on their stories based on the correct use of grammar, punctuation, following the guidelines of story creation given in the handout, and whether or not the story makes sense.