

**Melinda Oakes
S&T 820
Unit Plan
April, 2024
University of Kansas**

Introduction

I'm so new to the world of TESOL that it's a little overwhelming. Realizing how experienced many of my peers in this program already are and how far I have to go before I build my fund of subject matter knowledge and schemas, I'm inspired to find ways to immerse myself more immediately into the environment in which I'd like to teach, which is at an adult ELL nonprofit organization called Open Doors English in Ithaca, New York (where I live). I have connected with this organization as a community liaison and as a representative of a funding organization and now I'd like to work with them as a regular volunteer. This is what brought me to the University of Kansas, the TESOL certification program, and this class, C&T 820.

As a current student said, "Open Doors English is not just a school for adult English learners, it's also a welcome community". ODE teaches English and, as part of its mission, assists refugees, immigrants, and migrant individuals and families in finding organizations and services needed to thrive in our community. They teach vocabulary and grammar as well as American slang, idioms, and phrases. They also host a monthly Language Café where anyone from the community is invited to enjoy a one-on-one conversation with adult learners who are Ukrainian, Turkish, Japanese, Chinese, Korean, Persian, German, Spanish, Portuguese, Tamil, Russian, and other language speakers, too.

The learners have varied educational and work experiences with a smattering of individuals with a PhD while others never finished their native compulsory education. Some came to Ithaca with family members or had family members already here. Some, some came here alone, saved from war or oppression by a loophole or legislation or luck. All of the learners came to ODE to learn English and remove barriers to a better life.

In the early weeks of C&T820, I stated that with New York being one of the five states where "more than 10 percent of students are EBs" (Diaz-Rico, 2013), bringing heritage language speakers and family members into the educational fold would not only help with human capital but also bridge the gap between children and language as well as school and home. We need to find a way to better incorporate family members into the school system and the school system

into other cultures. Doing these things would be a start in the right direction towards removing barriers.

In the way this Unit is designed, it's not only bringing family members into the educational fold, but it's also using the adult English learner's child as the axis for funds of knowledge use. In other words, we're taking the experiences of the adult learner's child in the K-12 education system, and creating a series of lesson plans that will enrich the whole family's experience with compulsory education. In my sample Unit plan, I do this by not only teaching useful and common vocabulary words but also by applying them to an authentic situation they will likely find themselves experiencing at some point in time. Further, in addition to providing a variety of teaching content in multiple formats, I found it important to incorporate physical activity (very nearly "play") into my Unit, having been inspired by the video provided in M1 of this class and my years working for LEGO Company. You'll read in the third lesson plan that I incorporated a trip to the Ithaca Children's Garden, something very intentional and meant to briefly break out of what is otherwise a traditional American classroom setting.

In addition to adding physical activity, I might add that I think the field trip also acts as a sort of field study, or research project. During M4 of this class, the Echevarria and Graves article captured my attention and my heart when it said, under academic proficiency skills, that "talking, listening, reading, writing, thinking and studying are academic proficiency skills necessary for success in schools (Graves, 1987) (p. 228). That mention of thinking and studying was the first time in this certification program that I saw thinking and studying specifically called out among language skills. Having read that article too late to add its value to my mid-semester SIOP Model, I endeavored to add it to this Unit plan and did just that by including the field trip.

One thing that is missing from this Unit plan is a student portfolio, electronic or otherwise. Learners would be encouraged to keep all handouts and worksheets in a folder, however, these are not to be confused with portfolios. To be clear, I think portfolios should be used as often as possible, however, in a three-day Unit plan, I couldn't find the "time" during my proposed instruction to add this activity. Perhaps I could add this Unit to a future reflective

assignment that is organized as a portfolio, or I could simply encourage Learners to capture their days in a journal as one of the everyday homework assignments throughout the year.

Hopefully making up for the lack of a portfolio, I worked hard to ensure that at least the first two lessons in the Unit plan opened with a student-centered discussion. Also in M2, watching best practices of teachers using guiding questions that provided a jumping-in point for each student exemplified how to make each class experience more personal and engaging. In this way, after watching introductory videos slated as openers in the first two lesson plans, the student-centered discussions could help empower the Learners to identify what was meaningful to them and contribute from a very personal vantage point. It's an easy entry to a conversation where there are no right or wrong answers, just a reflection on what caught your attention.

In addition to focusing on student-centered discussions, I made every effort to ensure working in pairs or groups was a substantial part of each lesson plan. "When learners work in pairs or in teams, they find they need skills to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented. These skills have been identified by learners as important for living successful lives (Stein, 1995) and by employers as necessary in a high-performance workplace (U.S. Department of Labor, 1991)."

Finally, I want to add that although it is not specifically mentioned, I'm convinced that any and all efforts to ensure biliteracy is welcome, used, and encouraged would go a long way toward supporting all three of the lesson plans. I've developed each of them with a Level 2 Proficiency Learner in mind so English is still very much emerging and there is no good reason not to use native languages when it can only help to acquire English proficiency.

References

Center for Adult English Language Acquisition @ [CAELA: ESL Resources: Digests \(cal.org\)](http://CAELA.org)

Echevarria, J., & Graves, A. (2003). [Curriculum Adaptations](#). In [*Sheltered content instruction: Teaching English-language learners with diverse abilities*](#) (2nd ed., pp. 224-247). Boston, MA: Pearson Education.

SIOP Lesson Plan Outline

Date: August 1, 2024

Grade/Class/Subject: Adult EL Program

Unit Theme: K-12 Caregiver Interaction With School District: K-12 Enrollment

Standards:

This unit uses the ELP Anchor Standards for Adult Education as provided by the American Institutes for Research.

ELP Standard 1 (receptive skills - listening and reading): construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

ELP Standard 4 (productive skills – speaking and writing): construct level-appropriate oral and written claims and support them with reasoning and evidence.

ELP Standard 9 (linguistic structures): create clear and coherent level-appropriate speech and text.

Lesson Objectives:

Content Knowledge: *By the end of the lesson, ESOLs will:*

- 1 Use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts. Specifically, students will be able to navigate the ICSD website for the purpose of enrolling their child in K-12 school.
2. Construct a claim about familiar experiences, introduce the experience, give a reason to support that experience, and provide a concluding statement. Specifically, students will make statements about their child’s age, grade, and circumstances in order to enroll their child in school.
3. Recount a short sequence of events in order to introduce an informational topic and provide one or two facts about the topic. Specifically, students will be able to share a summary of how to enroll their child in school

Language Objectives: *By the end of the lesson, ESOLs will:*

1. Demonstrate increasing proficiency in the performance of the following functions and their forms:

Function (in –ing form, eg. “Retelling a story”)	Form (grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”)
1) Expressing needs and likes	Indirect/ direct object, subject/verb agreement
2) Describing people, places, and things	Nouns, pronouns, adjectives
3) Describing spatial and temporal relations	Prepositional phrases

Vocabulary Objectives: By the end of the lesson, ESOLs will:

1. Demonstrate an understanding of the following vocabulary words:

Content Vocabulary (new vocabulary to be explicitly taught that is critical to an understanding of the content)	Academic Vocabulary (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as “categorize”, “list”, describe”)	Cohesion Words (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers)
Numbers 1-20 First, Second, ...Twelfth Grade Science, Math, Language Arts, Social Studies Bus, Walk, Ride	Enroll, Enrichment, Electives, Core Classes, Navigate, Proficient, Proficiency, Transportation	Has completed Is starting Is going Is able Is interested Years old

Special Cross-Cultural Considerations for ESOLs:

The Ithaca metro area in Upstate New York leads the nation in international migration, according to new census estimates. Ithaca leads all U.S. metros when ranking the regions by the percentage of each area’s population that moved from abroad. Ithaca’s 1.8% translates into more than **1,800 residents** who moved to the area from overseas. Of the total population, according to census data, 15.6% is Asian (often with a close affiliation to Cornell University) and 8% is Hispanic, making up the vast majority of non-native English speakers with “other” being only 1.8% of the population. With this in mind, it would be important to understand from the EB adult learners what “back to school” looks like in their respective native countries.

Materials:

- YouTube video: Scenes From Schools Around The World:

https://youtu.be/at2gAjtsgtk?si=C7WYhqZb_xIU5_uy



- Visual aid showing what U.S. schools might look like for the children in their care

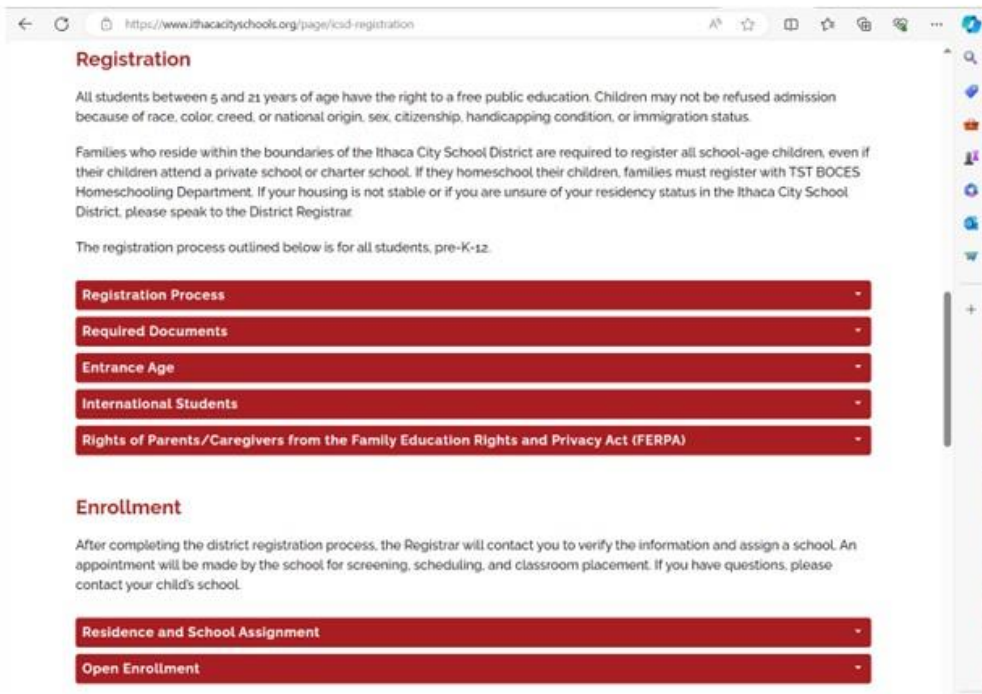
In school students may...

- ... have more than one teacher and may have classes in different rooms
- ... have to wear uniforms
- ... need to raise their hand to ask questions
- ... be in the same classroom with both girls and boys
- ... eat lunch at school (either brought from home or from the cafeteria)
- ... be allowed to use cell phones in middle, junior high, or high school
- ... work together in small groups to do school work
- ... line up in a row when leaving the classroom

Teachers, principals, guidance counselors, and other people in the school will help you and your child learn more about the school. Your child's teacher may ask you to attend a meeting to learn how your child is doing in school. Several times a year, you may receive a report card about how well your child is learning English, mathematics, science, social studies, and other subjects.

A report card with a list of subjects: English, Math, Science, Social Studies, and Art. A pen is resting on the bottom right corner of the report card.

- Caregiver resources for enrolling your student at Ithaca City School District. These will be handed out as well as displayed using a projector so EB learners can see how to navigate the ICSD website in real time.



← ↻ 🔍 https://www.lthacacityschools.org/page/english-as-a-new-language

SchoolTool Calendar Careers Contact e-Insider 🔍

lthaca
CITY SCHOOL DISTRICT

EXPLORE ▾ SCHOOLS ▾ TRANSLATE ▾

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Departments

- Athletics
- Business Services
- Child Nutrition
- Communications
- Early Childhood / Pre-K
- English as a New Language (ENL)**
- Facilities
- Fine and Performing Arts
- Health and Wellness
- Human Resources
- Technology
- Transportation

ברוך הבא желанный Bienvenido 환영 ようこそ ကျွန်ုပ်တို့သို့ မင်္ဂလာ ချစ်ခင်

Contact

Dan Breiman
Administration Officer
daniel.breiman@icsd.k12.ny.us
(607) 379-2370

Information and Resources

The Ithaca City School District offers ENL programs at all of its schools for students learning English as a new language. Eligibility for the ENL program is based on an interview and state assessment (NYSITELL) to determine the level of English language services that are required. Students in the ENL program are English language learners (ELLs). ELLs receive language instruction through "stand alone" ENL classes and/or "integrated" ENL in their school.

[Interpreter/Translator Request Form](#)

[LOTE Credit](#)

[NYS Seal of Biliteracy](#)

[NYSITELL and NYSELAT Parent Guides](#)

[Parents' Bill of Rights for New York](#)

[Programs and Services](#)

- Worksheet to practice key basic information needed to enroll a child in school



worksheet

Use the wordbank on the right to put the words in grade-level order. The first three are done for you.

- A. Preschool
- B. Kindergarten
- 1. First
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

- Eleventh
- Sixth
- Preschool
- Seventh
- Fourth
- Kindergarten
- Fifth
- Eighth
- Ninth
- First
- Twelfth
- Second
- Tenth
- Third

Complete the sentences with your child's information. If you do not have a child, you may make up the information.

I am calling to _____ my child in school.

My child *has completed* _____ grade.

My child *will be in* _____ grade this year.

My child turned _____ years old in _____.

- Question to ask school staff when enrolling a child in their care in school

Suggested Questions to Ask School Staff

The following are sample, optional questions you may ask school staff to help you to enroll your child in school:

1. Who can help me enroll my child in school?
2. Will my child's brothers and sisters enroll in this school?
3. How old does my child have to be to start preschool or kindergarten in my state?
4. What is the maximum age at which I can enroll my child in high school in my state?
5. What documents must I provide to the school or district office to enroll my child? How can this information be provided to the school, i.e., hard copies, uploaded electronically, sent via email, etc.?
6. What are the deadlines for providing the required documents and getting any required vaccinations?
7. What information, if any, must I provide to a new school for the school to obtain my child's education records from his or her previous school?
8. A minor relative is living with me, and I am not the legal guardian of that child. The child's parents are not living with the child. Can I enroll the child in my local district?
9. Can I get materials translated and an interpreter to help me talk with school staff?
10. What time does school start and end?
11. How does my child get to school? Do I have to pay for transportation? Where can I find information on bus routes and bus stops? How can I find out if the bus is late?
12. My child needs help learning English. How can I be sure that my child receives help learning English?
13. What supplies will my child need for school?
14. Can my child receive school meals for free or at a reduced price? What information do I need to provide to qualify for free or reduced-price meals for my child?
15. Does the school have before- and after-school care for my child, and how can I enroll my child in these activities or an aftercare program (for elementary school children)?
16. Is there a preschool program for my four-year-old child? If so, how can I get information about that program?
17. What information about my child will the school share with people outside of the school?
18. My child will be in high school. How can I get information about graduation requirements?

Lesson Sequence (This may be adjusted as necessary to accommodate unique lesson plan features)

- EB Learners are warmly welcomed to class
- Provide time for an introduction to YouTube video
- Play YouTube video
- Students pair up and discuss what school was like where they grew up
- Learners receive the visual aid showing what school in the USA might look like and each student takes a turn reading one of the components

- Teacher projects the ICSD website on a big screen and shows EB learners where important navigational markers are and where to find information.
- Learners receive the worksheet and work independently to complete them. After everyone is finished, teacher facilitates the students sharing the correct answers by reading the first section aloud together as a group. The second section is read/shared in pairs.
- The “Suggested Questions to Ask School Staff is a take-home optional read.

MOTIVATION: (Describe how you will build background and the specific strategies that you will use to ensure the participation of ESOLs.)

The majority of adult learners in the ESL program at Open Doors English in Ithaca, NY have children in their care and are very motivated to provide their children with a seamless transition to their new environment. Fortunately, school is not unique to the United States so beginning with a light-hearted video, representative of multiple nationalities, and free of spoken words, will help introduce the topic of student enrollment in the Ithaca City School District.

See this excerpt from, *I do the best I can: The role of immigrant parents in their children’s educational inclusion* (Gonzales-Falcon, I., Arroyo-Gonzalez, M.J., Berzosa-Ramos, I., and Dusi, P., 2022). This excerpt provides additional information on motivating factors from immigrant parents:

“Their role and main objective is to ensure that their sons and daughters have the necessary means to build a good future. Parents emphasize that they migrated for that reason and all their efforts make sense in relation to being able to provide a better future for their sons and daughters. For this reason, school plays a very important role for families. They see it as a means to progress socially and economically and, above all, to prevent their sons and daughters from ending up working – as many of them do – in the strawberry fields. Some parents have high expectations about their children’s school achievement.”

PRESENTATION: (Describe the specific techniques you will use to make your presentation of new material comprehensible to ESOLs, to provide opportunities for interaction through appropriate questioning, and to assess whether or not ESOLs are “getting it”.)

This lesson is designed not only to take note of the fact that all cultures have their own format for compulsory education but also to ensure all aspects of language are included in the 2-hour class

session (ODE classes are all two hours). It uses authentic materials and incorporates multiple formats of presentation (video, website, print). The bulk of the verbal instruction by the teacher is during the presentation of the website, however, it is not the bulk of the lesson. Learners will spend the majority of their time listening, thinking, speaking, reading, writing, and working both independently and in various group formats (pairs, whole group).

PRACTICE/APPLICATION: *(Describe the activities you will use to allow for meaningful interaction and practice using ALL language skills, the strategies you will use to ensure full participation by ESOLs, and the techniques you will use to assess their success in the activities.)*

- 1) Build background by showing a video of school classrooms around the world.
- 2) Engage learners by asking if their country was/was not included in the video and if it accurately depicted their native classroom.
- 3) Encourage peer dialogue and classroom feedback through worksheet structure.
- 4) Offer subtitles when possible by highlighting the “translate” tab on the ICSD website.
- 5) Role play by acting out a phone call or visit to the school enrollment office.
- 6) Incorporate a variety of teaching tools (video, computers, books, pictures)

EXTENSION: *(Describe additional follow-up activities you will use with ESOLs to address any areas that you deem need further explanation or practice to ensure their mastery of the content and language objectives.)*

- 1) Invite an ICSD ESL/ENL instructor to speak with the class
- 2) Create a custom video on behalf of ICSD’s diversity and inclusion team, welcoming the new families to the community.

Lesson 1 References

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices. (2016). Retrieved from: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

English Learner Learner Family Family Toolkit Toolkit. (n.d.). U.S. Department of Education. Retrieved from: https://ncela.ed.gov/sites/default/files/2023-09/ELFamilyToolkit_09012023-508.pdf

Gonzalez-Falcon, I., Arroyo-Gonzalez, M.J., Berzosa-Ramos, I., & Dusi, P. (2022, October 7). *I do the best i can: The role of immigrant parents in their children's educational inclusion.* *Frontiers in Education.* Retrieved from: <https://www.frontiersin.org/articles/10.3389/feduc.2022.1006026/full>

Ithaca City School District Website: [Home | Ithaca City School District \(ithacacityschools.org\)](https://www.ithacacityschools.org)

SIOP Lesson Plan Outline

Date: August 2, 2024

Grade/Class/Subject: Adult EL Program

Unit Theme: K-12 Caregiver Interaction With School District: Parent/Teacher Conference

Standards:

This unit uses the ELP Anchor Standards for Adult Education as provided by the American Institutes for Research.

ELP Standard 8 (receptive skills - listening and reading): determine the meaning of words and phrases in oral presentations and literary and informational text

ELP Standard 3 (productive skills – speaking and writing): speak and write about level-appropriate complex literary and informational texts and topics

ELP Standard 10 (linguistic structures): demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Lesson Objectives:

Content Knowledge: By the end of the lesson, ESOLs will:

1. Determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics. Specifically, after reviewing a sample report card, students will be able to identify strengths and opportunities for a child to enrich the parent/teacher conference experience.
2. Deliver short oral presentations and compose simple written narratives about familiar topics. Specifically, students will write a sample opening dialogue describing how they think the school year is going to use as a guide in an oral presentation with a mock teacher.
3. Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions and produce simple and compound sentences. Specifically, students will incorporate key academic and scholastic terms into their written and oral presentation materials.

Language Objectives: By the end of the lesson, ESOLs will:

1. Demonstrate increasing proficiency in the performance of the following functions and their forms:

Function (in –ing form, eg. “Retelling a story”)	Form (grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”)
1) Asking clarifying questions	Questions with increasing specificity
2) Cause and effect	Verb forms
3) Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives

Vocabulary Objectives: By the end of the lesson, ESOLs will:

1. Demonstrate an understanding of the following vocabulary words:

Content Vocabulary (new vocabulary to be explicitly taught that is critical to an understanding of the content)	Academic Vocabulary (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as “categorize”, “list”, describe”)	Cohesion Words (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers)
Science, Math, Language Arts, Social Studies, Gym, Enrichment Programs, Music, Art, Recess,	Excel, Struggle, Maintain, Objective, Indicator, Performance, Trimester, Quarter, Standard	Achieved, Obtained, Received, Always, Sometimes, Rarely

Special Cross-Cultural Considerations for ESOLs:

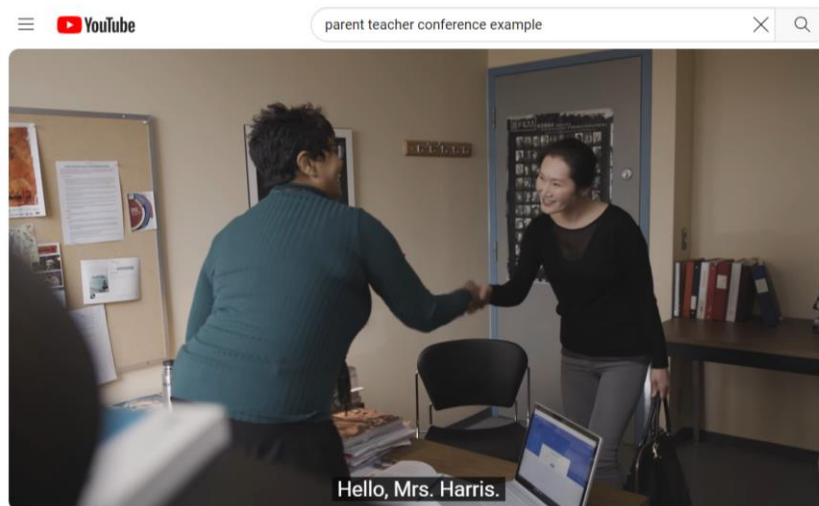
Ithaca leads all U.S. metros when ranking the regions by the percentage of each area’s population that moved from abroad because of two key factors; the presence of Cornell University and Ithaca’s designation as a sanctuary city. Of the total population, according to census data, 15.6% is Asian and 8% is Hispanic, making up the vast majority of non-native English speakers with “other” being only 1.8% of the population. It would be important to understand the cultural norms and power dynamics associated with caregivers and teachers in their native countries. Also for this lesson, it would be important to understand their native school year and school day cycles. For example, if they begin school in January or mid- to late-summer, and if they have semesters, trimesters, quarters. Also something to consider, “limiting

communication with the identified parents in the household can be an unintentional barrier to supporting the family. When educators make calls to the home but insist on speaking with parents and not other caregivers, it burdens the family system, which might have already delegated the communication role with the teacher to other caregivers in the family system.” (Dini & Song, 2024).

Materials:

- **Introductory video showing an example Parent/Teacher conference with a mom:**

https://youtu.be/opJiN2r7-Gc?si=Ai5cvHZrH_Eq_TtS



- **Additional video showing an example Parent Teacher conference with a dad:**

<https://youtu.be/OpWj8-FMkPY?si=gNMri10yx0YUYcYG>



➤ Compound sentences worksheet



Compound Sentences

A compound sentence is a **sentence that connects two independent clauses**, typically with a conjunction like “and” or “but”. It is best for combining two or more sentences that are self-sufficient but related into a single, unified one.

Examples:

I like school but the school day is very long.

I am trying my hardest but I still don't understand the assignment.

Connect the sentences under “A” to the corresponding sentence under “B” by drawing a line.

A

My child is doing well in science but

I think my child likes gym class and

The report card said my child doesn't participate enough but

I see my child has turned in all of their assignments and

Math and English are fun for my child but

B

they are still having a hard time on exams.

the teacher has been very supportive of our cultural dress code.

social studies is boring because there isn't anything about our country.

they said they don't understand the questions.

they could use some extra help.

➤ Sample Report Card

ICSD Sample Report Card

Student: Standish, Claire
Grade: 3
Year: 2017-18
Homeroom: Mr. J. Cotton

	T1	T2	T3
Absent	3		
Tardy	2		

Standards Scale	
4	Advanced
3	Meeting Standard
2	Approaching Standard
1	Below Standard

Skills for Success	
A	Always
S	Sometime
R	Rarely

3 English Language Arts SBG - Mr. J. Cotton			
	T1	T2	T3
Reading Foundational Skills	3		
Reading Literature	2		
Writing	3		
Language	3		

3 Mathematics SBG - Mr. J. Cotton			
	T1	T2	T3
Operations and Algebraic Thinking	2		
Number and Operations in Base Ten	2		
Number and Operations-Fractions	3		

3 Science SBG - Mr. J. Cotton			
	T1	T2	T3
Structure and Properties of Matter	2		
Matter and Energy in Organisms and Ecosystems	3		

3 Social Studies SBG - Mr. J. Cotton			
	T1	T2	T3
Civics	3		
Economics and Financial Literacy	2		

3 Art SBG - Mrs. A. Addison			
	T1	T2	T3
Creating	2		
Presenting	2		

3 Library SBG - O. Wright			
	T1	T2	T3
Information Access	2		
Use Information Accurately	3		

3 PE SBG - T. Colman			
	T1	T2	T3
Movement	2		
Fitness	2		

3 Music SBG - C. Pebdisa			
	T1	T2	T3
Creating	2		
Performing	2		
Responding	3		
Connecting	2		

3 Skills for Success SBG - Mr. J. Cotton			
	T1	T2	T3
I work effectively with peers and in unfamiliar situations (groups, change of routine)	A		
I can remain respectful when given correction	S		
I can use feedback to my advantage even though I might disagree	A		
I reschedule tests when necessary	A		
I complete assignments without direct supervision	S		

T1 Comments
3 English Language Arts SBG - Mr. J. Cotton: Claire has worked hard to master her phonics skills this grading period.

➤ Parent/Teacher conference communication worksheet

Name: _____

CONVERSATION GUIDE
PARENT/TEACHER
CONFERENCE



Complete the following statements about your child's school experience:

1 My child is especially happy about...

2 Some of the more complicated issues or subjects include....

3 At home, we are focusing on....

4 How do you think my child is adapting to the school and social environment? At home they express....

5 Is there anything more we can do to help my child succeed? We would be interested in learning more about after-school activities focusing on.....

5 My child would be interested in learning more about things like...

Lesson Sequence (*This may be adjusted as necessary to accommodate unique lesson plan features*)

- EB Learners are warmly welcomed to class
- Teacher shares an overview of what the EB students will learn on this day
- Two videos are shown including one likely with an ESL parent (female) and one likely with a traditional parent (male). Time after each video is allotted for the teacher to ask questions about what the EB Learners observed in the videos.
- EB Learners are introduced to compound sentences and conjunctions and the use of “and” and “but” as conjunctions. Students pair up to complete the worksheet. After completion, one person from each group reads their answer aloud until each of the answers has been shared. Teacher asks the whole group for regular “is that correct” feedback after each compound sentence is read.
- EB Learners review a sample report card. They first read independently and after a period of time, the teacher asks for feedback on what they notice about the report card and how the report card might help them speak with a teacher about their child.
- The teacher asks the EB Learners to point out some of the target vocabulary words for this week’s lesson, which have been written on the board for reference and scaffolding.
- EB Learners complete the conversation guide worksheet. Each student reads their conversation guide out loud to the group before leaving.

MOTIVATION: (*Describe how you will build background and the specific strategies that you will use to ensure the participation of ESOLs.*)

The majority of adult learners in the ESL program at Open Doors English in Ithaca, NY have children in their care and are very motivated to provide their children with a seamless transition to their new environment. “Immigrant and refugee families have shared experiences often overlooked in mainstream parenting education, leaving their needs unaddressed. Immigrants and refugee parents do not share the experience with their children of what it’s like to grow up in the United States. This often leads to gaps in understanding, differences in meaning making, and acculturation disparities” (Cox et al., 2021; Lincoln et al., 2016; Meschke & Juang, 2014; Silva et al., 2017) (Dini & Song, 2024). The students in the class are participating entirely of their own

free will and will likely be deliberately intent on closing any gaps in understanding an acculturation that might exist between them and their child.

PRESENTATION: *(Describe the specific techniques you will use to make your presentation of new material comprehensible to ESOLs, to provide opportunities for interaction through appropriate questioning, and to assess whether or not ESOLs are “getting it”).*

While this lesson is first introduced by the teacher, it is only to set the tone and welcome learners into the subject matter. The key vocabulary words will be listed on the board for the adult learners to reference as frequently as necessary. The opening videos will depict a non-native parent, presumably discussing their ESL student child with a teacher. Taking consideration for the fact that there is some negative feedback, a second video, featuring a father (likely to be non-immigrant), is also included so learners don't think only ESL students have “opportunities” for improvement. The teacher will limit the amount of time taken to talk him/herself except during the introduction of compound sentences and conjunctions. For the most part, students will be paired in two's and responding whole group or individually to the in-class assignments. Keep in mind the Open Doors English classes are two hours in length so there is time to complete all of the suggested tasks. Learners will spend the majority of their time listening, thinking, speaking, reading, writing, and working both independently and in various group formats (pairs, whole group).

PRACTICE/APPLICATION: *(Describe the activities you will use to allow for meaningful interaction and practice using ALL language skills, the strategies you will use to ensure full participation by ESOLs, and the techniques you will use to assess their success in the activities.)*

1. Build background by showing a video of sample parent/teacher conferences.
2. Engage learners by having them point out any of the key vocabulary words (in the video or assignments) that are posted on the board.
3. Encourage peer dialogue and classroom feedback through worksheet structure.
4. Role play by acting out a phone call or visit to the school enrollment office.
5. Incorporate a variety of teaching tools (video, group discussion, matching, and open-ended writing.)

EXTENSION: *(Describe additional follow-up activities you will use with ESOLs to address any areas that you deem need further explanation or practice to ensure their mastery of the content and language objectives.)*

- 1) Role play as parent/teacher
- 2) Provide additional worksheets to practice compound sentences
- 3) Provide take-home list of vocabulary words

Lesson 2 References

Dini, Z. and Song, S. (January 26, 2024). Nurturing Stronger Families: Parenting Education for Immigrant Parents. National Council on Family Relations. Retrieved from: <https://www.ncfr.org/ncfr-report/winter-2023/nurturing-stronger-families-parenting-edu-immigrant-parents>

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices. (2016). Retrieved from: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

SIOP Lesson Plan Outline

Date: August 3, 2024

Grade/Class/Subject: Adult EL Program

Unit Theme: K-12 Caregiver Interaction With School District: Future Chaperone

Standards:

This unit uses the ELP Anchor Standards for Adult Education as provided by the American Institutes for Research.

ELP Standard 1 (receptive skills - listening and reading): construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

ELP Standard 7 (productive skills – speaking and writing): adapt language choices to purpose, task, and audience when speaking and writing.

ELP Standard 9 (linguistic structures): create clear and coherent level-appropriate speech and text.

Lesson Objectives:

Content Knowledge: By the end of the lesson, ESOLs will:

1. Use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details. Specifically, EB Learners will talk and write about their favorite part of the Ithaca Children's Garden.
2. Adapt language choices to the audience with emerging control in various social and academic contexts. Specifically, EB Learners will be able to talk with the tour guide about their tour experience as well as their fellow peers and teacher.
3. Recount a short sequence of events in order to introduce an informational topic and provide one or two facts about the topic. Specifically, EB Learners will write and present a claim regarding their favorite part of the Garden with supporting evidence.

Language Objectives: By the end of the lesson, ESOLs will:

2. Demonstrate increasing proficiency in the performance of the following functions and their forms:

Function (in –ing form, eg. “Retelling a story”)	Form (grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”)
1) Persuading	Verb forms
2) Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
3) Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives

Vocabulary Objectives: By the end of the lesson, ESOLs will:

2. Demonstrate an understanding of the following vocabulary words:

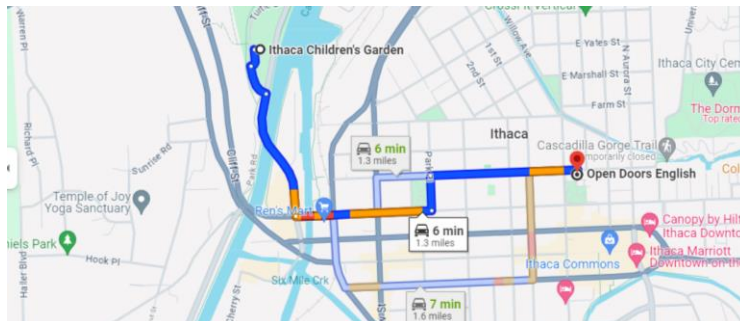
Content Vocabulary (new vocabulary to be explicitly taught that is critical to an understanding of the content)	Academic Vocabulary (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as “categorize”, “list”, describe”)	Cohesion Words (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers)
Field trip, tour, garden, tour guide, favorite	Chaperone	Section, area, acre

Special Cross-Cultural Considerations for ESOLs:

The Ithaca Children’s Garden has gone to great lengths to ensure every visitor feels welcome at their free, open-air facility. There are sections of the Garden representing different cultural regions of the world and it’d be helpful to know in advance if any of the Garden spaces are representative of the native countries of the EB Learners. If so, when those spaces appear along the tour, it would present a great opportunity to expand more upon garden and agricultural topics with those learners.

Materials:

- Map with directions from Open Doors English to Ithaca Children’s Garden



➤ Information about Ithaca Children's Garden



Self-Guided Field Trips

Explore Ithaca Children's Garden at your own pace! Just let us know when you're going to visit.

It can get busy at the Garden. Please schedule your visit to ensure your group visit doesn't conflict with other events.



Field Trips for Adults and Professionals

Ithaca Children's Garden is not just for kids! Learn more about the Garden, its development, horticulture, programs, philosophy, and impact locally, regionally, and nationally. We're happy to tailor a visit based on your needs and interests.

Welcoming *a//* members of our community

Ithaca Children's Garden welcomes all members of our community to participate in all programs and activities offered by Ithaca Children's Garden regardless of ability. We encourage all visitors, participants, supporters, and volunteers of Ithaca Children's Garden to support an inclusive and welcoming environment for everyone.

What we strive to do:

- Recognize that each individual is unique and has their own interests and skills
- Put people first, focus on what they can do, and find out how they want to participate
- Ask each individual—and their parents if the participant is a child—for their advice about what modifications would help them to participate
- Where reasonable and feasible, make adjustments to our programs and facilities to reasonably accommodate participation*
- Communicate with people and share Ithaca Children's Garden information in appropriate ways and formats so that all can read and/or understand
- Create an environment that supports, reflects, and promotes equitable and inclusive behaviors and practices
- Create a sense of belonging where diverse identities, backgrounds, abilities, and interests are respected and valued, and where people are given opportunities to express themselves, develop, and be recognized for their contribution and achievements
- Implement and evaluate policies to ensure that people can play and participate in Ithaca Children's Garden programs and activities without discrimination, harassment, or bullying

➤ Constructing a Claim Worksheet

Student Name:

Class:

Visit to the Ithaca Children's Garden

Use the spaces below to write a claim and support it with reasoning and evidence.



Construct a Claim

The Ithaca Children's Garden is a great place to visit because...

Introduce the Experience

I spent most of my time there....

Supporting Details

What I liked most about that part of the garden is...

Concluding Statement

In conclusion, I recommend visiting the Ithaca Children's Garden because...

Lesson Sequence *(This may be adjusted as necessary to accommodate unique lesson plan features)*

- EB Learners are told in advance of this class to meet at Ithaca Children’s Garden instead of Open Doors English. The Garden is within walking distance from the heart of Ithaca, is accessible by public transportation, and has plenty of parking for individuals with cars.
- The class participates in a group tour of the Garden which includes three walkable acres of garden spaces, specially curated to delight and inspire visitors.
- After the tour, EB Learners situate themselves in a central grassy space and share what stood out the most to them on the tour with each other and the instructor.
- After reflecting out loud, EB Learners are instructed to fill out their Garden visit worksheet.
- EB Learners read their worksheets out loud to the group once finished.

MOTIVATION: *(Describe how you will build background and the specific strategies that you will use to ensure the participation of ESOLs.)*

“Through experiential learning, students develop a deeper understanding of the concepts taught in the classroom and gain valuable knowledge. These trips spark curiosity, foster engagement, and motivate students to explore subjects further” (Emerson, 2024). This field trip to the Ithaca Children’s Garden and the corresponding assignment is meant as a preparatory visit for a future experience as a school chaperone on their child’s field trip. Because most of the EB learners at Open Doors English (all adults) are parents with children in the Ithaca City School District, the opportunity to serve as a chaperone would certainly present itself. In this way, learners experience the value of gaining insight prior to an experience so they can chaperone with more confidence.

PRESENTATION: *(Describe the specific techniques you will use to make your presentation of new material comprehensible to ESOLs, to provide opportunities for interaction through appropriate questioning, and to assess whether or not ESOLs are “getting it”.)*

This lesson is designed to break out of the traditional “sit and be presented to” classroom setting. Although much effort is made to ensure EB Learners do most of the talking during regular class time, field trips are enjoyable by all ages and as listening is a critical English proficiency skill,

this is a great opportunity to practice it in earnest. The tour guide and the teacher have the opportunity to prod Learners for information regarding their experience with gardening or agricultural settings in their native lands. The worksheet project and group share moments enable Learners to rank, compare, contrast, elaborate, specify, and debate, all important functions and forms that build English confidence, competence, and proficiency.

PRACTICE/APPLICATION: *(Describe the activities you will use to allow for meaningful interaction and practice using ALL language skills, the strategies you will use to ensure full participation by ESOLs, and the techniques you will use to assess their success in the activities.)*

- 1) EB Learners, together with the class teacher, will enjoy a listening/walking tour of the Garden.
- 2) EB Learners will be encouraged to speak up if there are garden vignettes representing their native country.
- 3) EB Learners and the teacher will share their favorite parts of the Garden verbally in round-circle seating style.
- 4) EB Learners will build confidence in presenting and speaking in a logical pattern and will build their own local, shareable funds of knowledge with experience at community venues.

EXTENSION: *(Describe additional follow-up activities you will use with ESOLs to address any areas that you deem need further explanation or practice to ensure their mastery of the content and language objectives.)*

- 1) The Ithaca City School District has a program called Kids Discover the Trail in which each year, students visit one of eight designated locations (based on grade). EB Learners who have an interest in more learning opportunities outside of the classroom could visit any of the locations, all open to the public. They are all listed at this website: [IPEI - Ithaca Public Education Initiative | KDT! Ithaca](#)

Lesson 3 References

Emerson, E. (2023, December 18). *Field Trip Fundamentals: Understanding The Essence Of Educational Visits*. Exquisiteeducation.com. <https://exquisiteeducation.com/what-is-educational-visit/#:~:text=Through%20experiential%20learning%2C%20students%20develop%20a%20deeper%20understanding>

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices. (2016). Retrieved from: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Unit Rubric

(designed in the spirit of school report cards for added meaning)

K-12 Caregiver Interaction With ICSD School District

Note: Unit lesson plans were written and designed specifically for a Level 2 (out of 5) English language proficiency target.

Standards included in Unit lesson plans:	1 (Below Standard)	2 (Approaching Standard)	3 (Meeting Standard)	4 (Advanced)
ELP Standard 1: Construct meaning from oral presentations and literacy and informational text.				
ELP Standard 3: Speak and write about complex literary and informational texts and topics.				
ELP Standard 4: Construct oral and written claims and support them with reasoning and evidence.				
ELP Standard 7: Adapt language choices to purpose, task, and audience when speaking and writing.				
ELP Standard 8: Determine meaning of words and phrases in oral presentations and literature.				
ELP Standard 9: Create clear and coherent speech and text.				
ELP Standard 10: Demonstrate command of the conventions of standard English to communicate in speech and writing.				