Class: ELLB Teacher: Constance Devanthery-Lewis

Theme/Lesson: Thinking About and Making Plans for My Future Date: TBD

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. What are my hopes and dreams and how can I work to reach them? 2. How does my life as an immigrant in the U.S. affect my ability to realize my dreams? |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **Frameworks Strands & Standards** |
| 1. Their preferences, values, and skills are unique and important to understand. | L: Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate ***L1.4b***  S: Develop and extended lexicon of vocabulary to begin expressing shades of meaning ***S2.4b***  R: Oral and silent reading of text (simplified stories, descriptions, conversations using vocabulary and structures covered in the grammar and listening/speaking sections of the curriculum ***R1.4a***  W: W1.3a Write several related statements on a familiar topic (e.g*. I am proud of my children. They work hard in school and they help me at home*.)  W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)  From the **ESOL Strands and Standards Chart**  Intercultural Knowledge:  Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture  Navigating Systems:  Develop the skills needed to act within these systems to meet their needs  Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose |
| 1. Taking into account their natural preferences, as well as obstacles on their path, they can make concrete plans to shape their future, in the form of both short- and long-term goals and action steps. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify and communicate their hopes for the future, by asking questions (using simple present tense) and probing for answers. |
| 2. Begin to formulate short- and long-term goals and action plans. |

**ACTIVITIES: Strategies/Resources for Learning** (Approaches/techniques that appeal to a variety of learning styles; students learn to ID and maximize the learning style that works best for them – UDL, differentiation, accommodations)

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| 1. Listen: to “Street of Dreams”. What does the title mean? What is the song about? Is the song hopeful? Listen again and do a cloze exercise with several verbs in the present tense blanked out for students to complete. 2. Discuss: What things affect our hopes and dreams? Talk about personality traits. Make a vocabulary web. How do our personality and natural preferences affect our dreams for the future? Identify obstacles in everyday life. Share with a partner some obstacles you met and how you handled them. 3. Read and discuss: Can we make a dream become a reality? Introduction to goal setting. Brainstorm words pertaining to setting goals and making concrete plans. Use action verbs like want, need, like. Ask and answer questions about short-term vs. long-term goals. Read about several nonnative English speakers and how they think about reaching their goals. 4. Discuss: Work in groups of 3-4. Discuss Ayana’s Dream picture story. What is Ayana’s long-term goal? What short-term goals does she meet on the way to reaching her long-term goal? 5. Write: What do I want for my future and my family’s future? Write about one short-term and one long-term goal and steps you can take to reach your goal. Share with a partner, give advice, and discuss. Some students may want to read aloud to the class. | Street of Dreams, song and lyrics:  Writer(s): Young  Interpreted by Sarah Vaughn  http://www.youtube.com/watch?v=7sAE3lGGtvQ  Love laughs at a king Kings don't mean a thing On the street of dreams Dreams broken in two  Can be made like new  On the street of dreams  Gold, silver and gold All you can hold  Is in the moonbeams Poor, no one is poor Long as love is sure On the street of dreams  Love laughs at a king Kings don't mean a thing On the street of dreams Dreams broken in two Can be made like new  On the street of dreams  Oh gold, silver and gold All you can hold  Is in the moonbeams Poor, no one is poor Long as love is sure On the street of dreams |

**MATERIALS: Song lyrics and video of song on You Tube; picture story of “Ayana’s Dream”; various short readings about personal stories; unit 2 from Ventures 2 for using “want,” “need,” and personal goal-setting.**

**ASSESSMENT(S):**

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| **Performance (Culminating)**  Students will successfully articulate, either orally or in writing, or both, a short and long-term goal and at least 3 steps they can take toward achieving their goal. | **Ongoing**  Four-six weeks later, revisit this lesson with a follow-up discussion and writing segment about where students are with regard to their goals. |

**WRAP-UP & REFLECTION:**

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| Wrap-Up discussion. Can dreams really become realistic goals? What are the concrete things we learned we can do to shape our future? |

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