Class: Reading/Writing Foundations Teacher: Lis Stark

Theme/Lesson: Immigrants’ Rights and Responsibilities Date: Thursday, Dec. 4, 2013

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Pictures on maps can help them understand information about a community and help them answer comprehension questions about the map.  2. Organizations such as MIRA and SCALE are legal and do want to help immigrants.  3. They can write sentences about their own stories of belonging. | L2.2a L2.2c  S2.2c S3.2b S3.2d S1.4a L3.4d  R1.2c R1.4a R3-4 a  W2.1e W2.4c W1.4b  Navigating maps  Intercultural Questions – Where do I belong? |
| **Skill Objective(s)** (Students will be able to…)  1. Use a simple map and map key to complete sentences about locations in a community |
| 2. Evaluate their experiences listening to the MIRA presentation with a TRUE/FALSE critical thinking paper. Know that answers may be different for different people and that is OK. |
| 3. Use scaffolding questions to help them organize their thoughts and then write about where they think they belong |
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**ACTIVITIES: MATERIALS:**

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| 1. Read a simple map with a simple map key and correctly answer 5 yes/no questions. Read unfamiliar simple directions and use the example to help them answer 4 new questions correctly.  2. Evaluate their understanding and experience of the MIRA presentation with an 11-question True False paper  3. Complete the DESE affidavit form to prove they reached their B goal for this cycle.  4. Using a simple glossary, read “Where Do I Belong?” from The Change Agent.  5. Navigate [www.REEPworld.org](http://www.REEPworld.org) on the Internet and successfully answer comprehension questions. | Skill Builders 1 – p. 40 exercises A, C  My “Learning About Immigration Laws in the US” True False paper.  DESE Goals affidavit papers.  Article, “Where Do I Belong?” from The Change Agent, Sept. 2006 p. 24  The Computer Lab and www.reepworld.org |

**ASSESSMENT(S):**

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| **Performance**  1. Accurate answers to the questions about reading the map  2. Accurately responding to questions, using unfamiliar directions  3. Discussing answers to the True False paper  4. Completing a prewriting scaffolding exercise successfully  5. Navigating [www.reepworld.org](http://www.reepworld.org) to find the stories and complete the questions |  |

**WRAP-UP & REFLECTION:**

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| After evaluating the MIRA presentation, consider which organizations they know that do want to help immigrants be successful.  Next class: read their writing, “Where I Belong” and discuss how writing can help them tell their stories. |