

Education Topics



This packet includes...	A full lesson plan for “Stay In School,” including: <ul style="list-style-type: none">• how to use a character map for previewing• when to pause the video for discussion• a sequencing activity• an activity on taking a phone message
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We Are New York

Small Grant Lesson Plan Template

A. Name of Episode & Lesson: “STAY IN SCHOOL”

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C. Class Level: Intermediate

D. Duration: 2.5-3 hours

E. Lesson Objectives: By the end of the lesson, participants will be able to:

- Contrast the simple present and past tenses of basic verbs in the story
- Take simple phone messages at home as evidenced by writing a message upon hearing a taped telephone message
- Explain how ESL students and their families can better communicate with school personnel about the services they need
- Identify the main characters’ problems and how they are solved

F. Materials:

- TV and DVD player
- Newsprint and markers
- Copies of screen capture
- Copies of vocabulary flashcards and summary sentences, cut up

G. Pre-viewing: (30mins):

1. See-Think-Wonder/Brainstorm with screen capture (10-15mins). Distribute screen capture [Electronic Attachment/Stay in School Screen Capture] and ask students what they see. (You may prompt them by asking what people, places and things they see, and what they think is happening.) Make thinking visible by writing student ideas on newsprint that will remain posted around the room. Specifically, on one piece of newsprint establish the characters of A Man and on another establish the character of A Boy; you will be developing character maps for each as the story unfolds. Then ask what they think the story will be about (prediction). Finally, ask students what they wonder about the story we are about to watch.
2. Vocabulary activity (15-20mins). Distribute vocabulary flashcards [Attachment A] to each student. Cards should be cut up in advance if time allows and teacher should already have written a numbered list of the vocabulary on newsprint. Post the list and ask students to work with a partner to put the words in numerical order according to your list by numbering each flashcard. The partners should discuss what they think the words mean, with each partner

creating two identical piles: one for words at least one partner knows; the other for words neither partner knows. Once this is done, teacher asks for share-out on all the words so the class has a common understanding of their definitions. Depending on what students offer, teacher should guide the conversation to simple synonyms or simply re-phrased definitions [Attachment B]. Teacher writes synonyms next to the vocabulary words on the newsprint list while students write the synonyms on the back of their flashcards. Students keep the flashcards for further practice and homework.

H. Viewing: (45mins):

1. Transition to viewing by using student predictions and new vocabulary to offer a brief overview of the episode. Make special note of the concept of a flashback.
2. Remind students about the two pieces of newsprint containing the words “A Boy,” and “A Man.” Tell them we will be learning who these people are and adding information to the posters as we go. (These will serve as the character maps for Diego and Uncle Juan.) Begin viewing.
3. Viewing segment 1: Stop after Diego asks Lupe in the front hall, “Hey, Lupe, do you want to play?” [end of Scene 2] Ask class what we have learned about the Boy. Add their ideas to the Boy’s character map, including his name. Clarify their understanding of how a flashback is being used. Resume viewing.
4. Viewing segment 2: Stop after Diego learns his aunt and uncle are having trouble paying the rent and Uncle Juan says, “Come on. Eat. Eat.” [end of Scene 6] Ask class what we have learned about the Man. Add their ideas to his character map, including his name, then ask specifically what his problem is. Summarize this in one sentence and add it to the map. Resume viewing.
5. Viewing segment 3: Stop after Omar asks Diego, “Did they find out the truth?” [end of Scene 9] Check comprehension by asking students to summarize the action so far. Elicit Diego’s problems and summarize these clearly on his character map. Resume viewing.
6. Viewing segment 4: Stop after Juan and Carmen confront Diego and he replies, “I don’t know. I don’t know.” [end of Scene 12] Check comprehension by asking students, “How do we know Diego is doing poorly in school?” Establish that the teacher mentions three reasons in her phone message. Then ask what problems Diego says he is having in school; he mentions three problems to his aunt and uncle. Finally, ask students what Diego’s choices are at this point. It should be clear that he can either stay in school or quit and go to work. Have the class vote on their prediction and ask them what makes them say that. Resume viewing.
7. Viewing segment 5: Stop after Diego tells his classmates, “My uncle took two days off of work.” [end of Scene 16] Check comprehension by asking students what things Diego and his family did to find solutions to his problems. Add student ideas to Diego’s character map under the title, “Solutions.” Resume viewing.
8. Viewing segment 6: Play video to the end. Ask students to discuss and summarize the services available to NYC students to stay in school. Diego and his family learn about this from their visit to the school counselor.

9. Transition to a 15-minute **BREAK**. Tell students we will continue our discussion after the Break.

I. Post-Viewing & Assessment: (60mins):

1. Reaction to Story (15mins). Ask students, “Who was your favorite character?” and “Why?” (“What makes you say that?”). Many will indicate that they admire Diego for his decision. Ask students to summarize how Diego solved his problems and who helped him to do this. Write students’ ideas on newsprint to make their thinking visible.

2. Think-Pair-Share on sequencing (15mins). Students will work with a partner to put six sentences in chronological order [Attachment C]. The sentences summarize the plot but also reinforce the comprehension questions and the vocabulary. Give each student a set of cut-up, out-of-order sentences. Depending on reading proficiency, students may work alone or with their partner to order and number the sentences. Once they have them in order, they should read them aloud to each other. As a class, have at least one member of each pair read the sequence out loud to the class. Teacher listens for and corrects pronunciation with each recitation. Students keep their own set of sentences for further practice and homework.

3. Taking a Phone Message (30mins). Tell students to recall how Uncle Juan took the phone message from the teacher. Ask, “What are the different things (information) you need to leave in a phone message?” Help students brainstorm things like: caller’s name, caller’s phone number, reason for calling, what they want you to do. Add each item to newsprint so students can see all the information that goes into a message. Tell students that they will now be taking a phone message that you will dictate.

[Depending on proficiency of students in listening and writing, you may ask a volunteer to role play with you by pretending to call and leave you a message. (You may want to identify the volunteer in advance and ask him or her to develop a brief message before class so they are ready to help you model this activity.) While the volunteer leaves you the message, you can put the key information up on newsprint as a model for the class. This is also an opportunity to demonstrate how to jot down only the most important information and not try to transcribe the message word-for-word.]

Tell students you will dictate the message three times. The first time, they will just listen. The second time, they will write what they can. The third time, they will add what they think they missed. Dictate the following message slowly:

“Hello, _____, this is _____ from [your language school]. I am calling to remind you that our class is going to the park for a summer party next Monday. Please meet us in front of the school at 11:00 Monday morning. Don’t forget to bring your favorite food. If you have any questions, please call me at 212-555-7862. See you Monday! Good-bye.”

With each repetition, assess how well students process what they hear. Remind them what they are listening for based on the key information on the newsprint. Give students time after each reading to write from memory. Discuss how it went, checking their information against the brainstormed list, then collect each student’s work for assessment.

J. Homework: Students should use the new vocabulary to create at least 5 new sentences of their own. Encourage them to add other new vocabulary they have recently learned. Tell them you will ask them to share the sentence they are most proud of at the beginning of the next class.

K. Follow-Up: Ask students to volunteer their sentences next time.

ATTACHMENT A

_____ lost in class	_____ appointment
_____ drop out	_____ decision
_____ homework	_____ to figure out
_____ fail tests	_____ counselor
_____ miss class	_____ blah blah blah

ATTACHMENT B

<p>_____ lost in class</p> <ul style="list-style-type: none">• confused; don't know what's going on	<p>_____ appointment</p> <ul style="list-style-type: none">• a meeting at a certain time and place
<p>_____ drop out</p> <ul style="list-style-type: none">• to quit; to leave school	<p>_____ decision</p> <ul style="list-style-type: none">• a choice
<p>_____ homework</p> <ul style="list-style-type: none">• school lessons you do at home	<p>_____ to figure out</p> <ul style="list-style-type: none">• to solve
<p>_____ fail tests</p> <ul style="list-style-type: none">• to not succeed; to not pass	<p>_____ counselor</p> <ul style="list-style-type: none">• an advisor; someone who helps you
<p>_____ miss class</p> <ul style="list-style-type: none">• to be absent; to be away from school	<p>_____ blah blah blah</p> <ul style="list-style-type: none">• what we say when someone is speaking but we don't understand their words

ATTACHMENT C

_____ **Diego comes to New York to get an education.**

_____ **Diego feels lost in class and makes the decision to drop out.**

_____ **Diego gets a job but doesn't tell his aunt and uncle about it.**

_____ **Diego's teacher calls Uncle Juan to say he is not doing his homework and is failing his tests.**

_____ **Uncle Juan and Diego make an appointment to meet with the counselor.**

_____ **Diego makes the decision to stay in school and take extra English classes.**

