

## Low-Level Learners

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This packet includes...	Two activities for watching “Asthma: A Love Story” with literacy students
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## Introduction

The EMMY-nominated television series, *We Are New York*, was developed for intermediate-level English language learners. My task for this grant is to create lesson plans for ESOL literacy-level learners using the episodes. The lessons are designed for students who have previously attended ESOL literacy courses but are not quite ready to move on to a beginner class. They know the basics (ABC's, numbers, greetings, time, calendars, colors, money, parts of the body, and so forth), and have started to read and write. As an example, if a teacher uses "The Wedding" lesson dealing with money, it is assumed that students have already covered the topic of basic counting and money in earlier studies. Learners can expand on their previous knowledge of counting and money (using ones, tens, and hundreds) by using larger numbers (thousands) and applying them to a new context (budgeting for a wedding).

At first, it was a challenge developing lesson plans for the series, as I felt obligated to teach the students everything in an episode. I quickly learned it would be impossible to completely bridge the gap between an ESOL literacy student's knowledge and the information contained in intermediate-level materials. Taking a step back, I changed my approach and picked what could be used from *We Are New York* with the ESOL literacy curriculum. As a result, the lessons became much more satisfying for the students and for me. Learners were still able to enjoy the episodes, even though they did not know every word uttered, because they saw themselves and their experiences mirrored in the plots of each show. At the same time, they were learning meaningful language for contexts familiar to them.

The ESOL teacher's role is to provide as many opportunities as possible for students to interact with the language. Therefore, varied activities have been included to foster interaction. New readers need to work in ways that take advantage of multiple learning styles. In addition to reading and writing, tactile tasks, interviews, pair work and group projects have been incorporated. Many still photos from the episodes are contained in these lessons to help the students connect text to the stories.

I hope teachers and their students will find these lessons enjoyable, useful and informative. Perhaps others will be inspired to create new lesson plans using *We Are New York* as a springboard into the basic beginner curriculum. I welcome any feedback on these lessons.

Happy teaching,

Joan Walker

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### Lesson Planning Template

(Adapted from The CAELA Guide for Adult ESL Trainers)

LESSON BASICS			
<b>Class Level:</b> ESOL Literacy	<b>WANY Episode:</b> "Asthma: A Love Story"	<b>Class Length:</b> 2.5 hours	
<b>Lesson Objectives:</b> Students will be able to describe feelings and relationships.			
<b>Enabling Skills:</b> Grammar, Vocabulary, Pronunciation.  <i>Grammar:</i> Third person + be + ing, She/He is, They are  <i>Vocabulary:</i> <ul style="list-style-type: none"> <li>• happy, sad, angry, in love</li> <li>• boyfriend, girlfriend, ex-girlfriend, father, doctor, nurse, patient</li> <li>• feel(s), leave/leaving, have/has, back = return, make/making, cry/crying</li> <li>• TV show</li> </ul>			
<b>Language Skills Proficiency Focus:</b>  <b>L S W R</b>	<b>Materials and Equipment:</b> <ul style="list-style-type: none"> <li>• "Asthma: A Love Story" DVD</li> <li>• DVD player &amp; TV</li> <li>• Pictures for warm-up discussion (Handouts A, B, C)</li> <li>• Vocabulary Card Sets 1, 2, 3 (Handouts D, E, F) *See Instructions for Preparing Vocabulary Cards at end of lesson</li> <li>• Writing Worksheets 1 and 2 (Handouts G, H)</li> <li>• Markers</li> <li>• Poster paper</li> <li>• Glue stick or tape</li> </ul>		
ACTIVITY PLAN (part 1)			
<b>Warm-Up / Review (Pre-Viewing Activity)</b> <ul style="list-style-type: none"> <li>• Divide class into groups of three or four students each.</li> <li>• Give one picture to each group (Pictures for Discussion - Handouts A,B,C).</li> <li>• Ask students to talk about the pictures: <ul style="list-style-type: none"> <li>○ Who are the people?</li> <li>○ Where are they?</li> <li>○ What is happening?</li> </ul> </li> </ul>			

## Introduction

Write agenda on the board:

### AGENDA:

- Feelings
- Relationships

After you write “Feelings,” draw a happy face, frowning or crying face, angry face, smiling face with hearts floating above. After you write “Relationships,” draw two stick figures with a heart in between them.

Explain to the students that this class will be about feelings and relationships. Draw a mind map on the board for “feelings”: happy, sad, angry, in love. Highlight sounds of initial letters of these words. Give students time to copy the mind map in their notebooks.

After working on the feelings vocabulary, talk about “relationships” vocabulary: boyfriend, girlfriend, director, ex-girlfriend, father, doctor, nurse, patient.

<b>Presentation/ Viewing</b>	<ul style="list-style-type: none"><li>• Show “Asthma” episode up to the point where the director yells: “Exactly! So the doorbell rings and you <i>answer</i> it!”<ul style="list-style-type: none"><li>○ Chapter 2 MINUTE MARKERS: :45 – 2:50.</li><li>○ Mario and Angela, Mario and Director.</li></ul></li><li>• Pause the DVD at this point.</li></ul>
<b>Post-Presentation Comprehension Check or Post-Viewing Activity</b>	<p>While the DVD is paused, ask the students to describe what is happening. Prompt, as follows:</p> <ul style="list-style-type: none"><li>• <i>Who is she? Who is he?</i><ul style="list-style-type: none"><li>○ <i>Are they married? Are they boyfriend and girlfriend?</i></li></ul></li><li>• <i>How do they feel?</i><ul style="list-style-type: none"><li>○ <i>Is she/he happy? Sad? Angry? In love?</i></li></ul></li></ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"><li>• Distribute vocabulary cards, SET 1 (Handout D), one for each group. This set includes:<ul style="list-style-type: none"><li>○ feelings words</li><li>○ relationships words</li></ul></li><li>• Replay the scene. Pause the DVD at different moments, and ask students to look at the index cards and pick the words describing the feelings of the person (or people) on screen.</li><li>• Next, ask students to pick the cards describing the relationship of the people on screen: boyfriend, girlfriend, director.</li></ul>

<b>Communicative Practice</b>	<ul style="list-style-type: none"> <li>• Have 2 or 3 students work together.</li> <li>• Distribute vocabulary cards, SET 2 (Handout E). This set includes: <ul style="list-style-type: none"> <li>○ pronouns</li> <li>○ 'to be'</li> <li>○ possessives 'his' and 'her'</li> </ul> </li> <li>• Model how to create a sentence with the cards. Show students how to manipulate the cards, putting them in order to make sentences.</li> <li>• Ask students to arrange cards on the table to form sentences.</li> <li>• When students have had enough time to create their sentences, have one student write the title of the episode, "Asthma: A Love Story", in marker across the top of a piece of poster paper.</li> <li>• Students mount the sentences on the poster paper with glue stick or tape.</li> </ul>
<b>Evaluation</b>	Class reads the sentences together.
<b>Extension Activity</b>	Students copy sentences into notebooks. Students complete Worksheet 1 (Handout G).

<b>ACTIVITY PLAN (part 2)</b>	
<b>Presentation/ Viewing</b>	<ul style="list-style-type: none"> <li>• Advance DVD to Chapter 6.</li> <li>• Show DVD up to the point where the director yells, "Cut!" <ul style="list-style-type: none"> <li>○ MINUTE MARKERS: 11:15 – 13:35.</li> <li>○ The Doctor's Office. Mario, Maria, Nurse and Doctor.</li> </ul> </li> <li>• Pause the DVD at this point.</li> </ul>
<b>Post-Presentation Comprehension Check or Post-Viewing Activity</b>	<p>While the DVD is paused, ask the students to describe what is happening. Prompt, as follows:</p> <ul style="list-style-type: none"> <li>• <i>Who is she? Who is he?</i> <ul style="list-style-type: none"> <li>○ <i>doctor? nurse? patient? friend?</i></li> </ul> </li> <li>• <i>How do they feel?</i> <i>Is she/he happy? Sad? Angry? In love?</i></li> </ul>

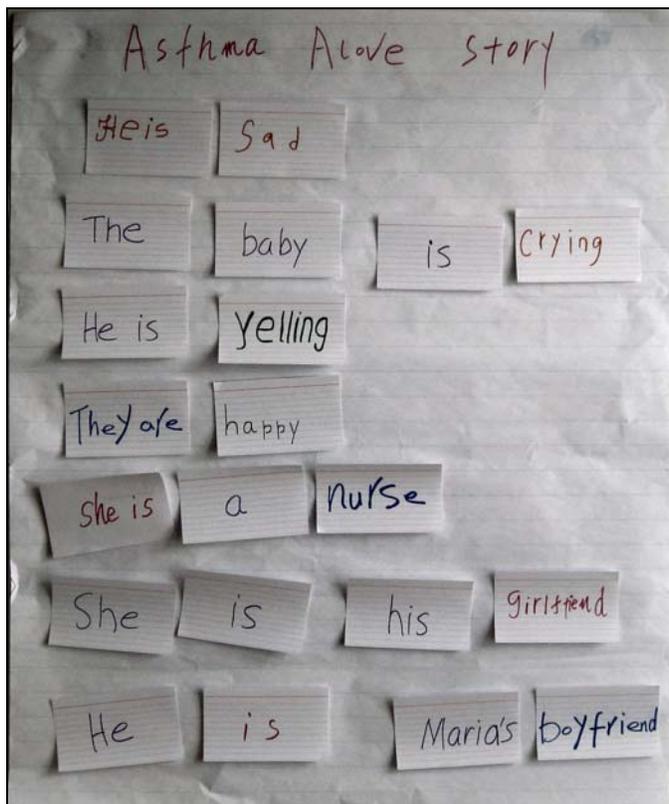
<b>Communicative Practice</b>	<ul style="list-style-type: none"> <li>• Have 2 or 3 students work together.</li> <li>• Give each group vocabulary cards, SET 3 (Handout F): <ul style="list-style-type: none"> <li>○ possessives</li> <li>○ proper names</li> <li>○ pronouns</li> </ul> </li> <li>• Model how to create a sentence with the cards.</li> <li>• Students arrange cards on table to form sentences.</li> <li>• Students mount the sentences on poster paper.</li> </ul>
<b>Evaluation</b>	Class reads the sentences together.
<b>Extension Activity</b>	Students copy sentences into notebooks. Students complete Worksheet 2 (Handout H).
<b>Application</b>	Students will have practice using <i>to be</i> to describe people, relationships, actions and feelings.

*\*Instructions for Preparing Vocabulary Cards:*

- If the class has 4 or 5 students, make 1 set of cards. (Have ONE group of 4 or 5 students.)
- If there are 6 to 8 students, make 2 sets of cards. (Divide the class into TWO groups of 3 or 4 students each.)
- If there are 9 to 12 students, make 3 sets of cards. Divide the class into THREE groups of 3 or 4 students each.)

Alternatively, ask students to write the words on index cards themselves. You will need to model this for them.

*See photo at right for sample vocabulary card sentences created by students.*



**PICTURES FOR DISCUSSION - HANDOUT A**



PICTURES FOR DISCUSSION - HANDOUT B



**PICTURES FOR DISCUSSION - HANDOUT C**



# VOCABULARY CARDS SET 1 – HANDOUT D

## FEELINGS

<b>happy</b>	<b>sad</b>	<b>angry</b>	<b>in love</b>
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## RELATIONSHIPS

<b>boyfriend</b>	<b>girlfriend</b>	<b>ex-girlfriend</b>	<b>doctor</b>
<b>nurse</b>	<b>patient</b>	<b>baby</b>	<b>a father</b>

# VOCABULARY CARDS SET 2 – HANDOUT E

## PRONOUNS

<b>She</b>	<b>He</b>	<b>They</b>	
<b>She</b>	<b>He</b>	<b>They</b>	

## TO BE

<b>is</b>	<b>is</b>	<b>Is</b>	<b>is</b>
<b>is</b>	<b>is</b>	<b>Are</b>	<b>are</b>

## ACTIONS

<b>crying</b>	<b>yelling</b>	<b>Leaving</b>	<b>back</b>
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## POSSESSIVES

<b>his</b>	<b>her</b>	<b>His</b>	<b>her</b>
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Below are some possible sentences that can be made using the cards:

He is sad.	She is sad.
He is a father.	She is leaving.
She is back.	They are happy.
She is angry.	The baby is crying.
He is her boyfriend	She is his girlfriend.

# VOCABULARY CARDS SET 3 – HANDOUT F

## POSSESSIVES / TO BE / NAMES

<b>His</b>	<b>name</b>	<b>is</b>	<b>Mario</b>
<b>Her</b>	<b>name</b>	<b>is</b>	<b>Angela</b>
<b>Her</b>	<b>name</b>	<b>is</b>	<b>Maria</b>
<b>Angela's</b>	<b>Mario's</b>	<b>Maria's</b>	<b>her</b>
<b>his</b>	<b>her</b>	<b>his</b>	<b>her</b>
<b>She</b>	<b>He</b>	<b>the doctor</b>	<b>the nurse</b>
<b>She</b>	<b>He</b>	<b>boyfriend</b>	<b>ex-girlfriend</b>
<b>ex-boyfriend</b>	<b>in love with</b>	<b>in love with</b>	<b>his friend</b>
<b>her friend</b>	<b>angry</b>	<b>is</b>	<b>is</b>
<b>is</b>	<b>is</b>		

**Below are some possible sentences that can be made using the cards:**

His name is Mario.	He is the doctor.
He is her boyfriend.	He is in love with Maria.
He is a father.	She is angry.
Her name is Maria.	She is the nurse.
She is his ex-girlfriend.	She is in love with the doctor.
She is back.	Her name is Angela.
She is Mario's girlfriend	She is Mario's ex-girlfriend.
He is her ex-boyfriend.	She is his friend.
He is her friend.	

# WORKSHEET 1 – HANDOUT G

Name: \_\_\_\_\_ Date: \_\_\_\_\_

He is sad.	She is angry.	They are happy.
She is leaving.	He is crying.	They are in love.

Copy the correct sentence under the picture.



