

## **Unit 3: Learning a second language**

Day 6: Using words in context: oral and written language

### **Content Objective:**

- Using the target words, students will write a personal narrative that describes their experiences learning a second language.

### **Language Objectives:**

- Students will interview a partner and transcribe the responses that their partner dictates.
- Students will read their narrative to their partner, who will listen for use of the target words.

### **Teacher Materials:**

- overhead of full passage
- overhead of writing prompt (you need to write this ahead of time)
- overhead of interview protocol

### **Student Materials:**

- interview protocol
- writing prompt
- pencil
- binder – vocabulary summary sheet

### **Day at a glance:**

- (5 min) **Review** topic and target words
- (5 min) **Introducing/modeling** narrative task
- (10 min) Brainstorming – through **paired interviews**
- (15-20 min) **Writing** personal narratives
- (5 min) **Peer sharing**
- (5 min) **Wrap-up** and **review**

**Activities:**

**(5 min) review objectives, topic, and target words**

Project the objectives on the overhead and read them to the students. Notice the use of the words transcribe and dictate in the first language objective. Help students link back to the target roots –dict- (say) and –script/scrib- (write) to figure out the meaning of these words.

Project the overhead of the completed passage and read it to the students while they follow along silently. Calling on individual children, point out the target words as you read and note the antonym contexting strategy that you used on Day 5 to complete three sentences in the passage.

**(35-40 min total) conducting interviews and writing personal narratives**

**In the passage that we just reread, and in the video we watched yesterday, we learned about Eileen Gonzalez, a doctoral student at the University of Connecticut who moved here from Puerto Rico when she was your age. We learned about the *adversity* that she faced while learning English and *adapting* to her life in Connecticut. We also learned about Eileen’s mother, and how she made sure that all of her daughters continued to speak Spanish as they learned English so that they could become bilingual. Now it’s your turn to tell your stories about learning a second language.**

- **(5 min) modeling – There are going to be two parts to this activity. First, you’re going to brainstorm some ideas to write about by doing an interview with a partner, using this interview sheet (project it on the screen). One of you will begin by asking your partner these questions and transcribing, or writing down, your partner’s responses. Then you will switch, and your partner will interview you and write down your responses. So for example, let’s say that \_\_\_\_\_ (name of paraprofessional or other adult in the room, or a student if you are the only adult) is my partner and he or she is going to interview me. [Show the students how to fill in the appropriate blanks for their name, the date, and the name of the person they’re interviewing. Then have your interviewer ask you the first 3 questions and write down brief responses that get the main idea rather than word for word transcriptions. Remind the students that the point of the activity is to help them get their ideas flowing and to have a framework to use to help them write a one paragraph narrative about their experiences learning a second language.]**

**After I've asked my partner all of these questions and written down the main ideas from their answers, we'll trade places, and my partner will interview me and write down my answers. Then we'll each get our own interview sheets with our own information on it so that we can use it to write a one-paragraph narrative about our experiences learning a second language. When you write your narrative, keep in mind that this is just a quick-write. It doesn't have to be more than a paragraph, and it doesn't have to be perfect. The idea is for you to write about your experiences and to use the target words from this unit as you do that. To help you out, the target words are all included in a box at the bottom of the writing prompt worksheet. Here's my writing sample as an example. [Project your one-paragraph writing sample about your own experiences learning a second language. Be sure to include at least 3 (but no more than 5) target words. You may include words from Unit 2 as well (but still include 3 from Unit 3).**

**!Note:** If you have students who have never studied a second language or have never visited a place where they had to use another language, ask them to think about what language they'd like to learn and why, and also what they think would help them learn it.

- **(10 min – 5 min per person) interview** - Give each student an interview sheet and have them work in pairs to interview each other. Remind them that they will take turns asking each other the questions on the interview sheet, dictating responses to one another, and transcribing each others' responses. Also remind them to write their names and their partner's name on the designated lines.
- **(15-20 min) quick write** - Once the students have finished their interviews, have them trade papers so that they have their own information to work with. Hand out the writing prompt and tell them to now turn the information from their interview sheet into a one-paragraph narrative, using at least 3 target words.
- **(5 min) sharing** - Ask students to take turns reading their narratives to their partner. Then ask for a few volunteers to read their narratives to the class. Praise and elaborate on the use of target words. If time is short, you can do the sharing on Day 7 instead.

**(5 min) Wrap-up.**

Project the objectives and read them to the students – have them give you a thumb up or thumbs down about whether or not you met each one.

Collect the interview prompts and writing samples, and have students put their binders away.