



Challenges and Solutions



Developing Beginning English Language Learners' Strategies and Stamina for Academic Success in English

Introduction

The three units developed for New York City teachers and immigrant middle and high school students at the beginning to early intermediate levels of English as a Second Language (ESL) have as their goal to prepare students for intellectual inclusion and success in school from the very beginning of their education in US schools. The materials, developed by a team of ESL experts that link several institutions, present a two-pronged approach to the development of students: 1) their strategic development to be able to face texts –oral, written, visual- beyond their competence focusing on specifics and 2) a focus on interaction as pivotal for language development. Adolescent ELL's must have opportunities to both navigate texts tolerating ambiguity with a clear focus and to develop the language competencies needed to engage in the disciplinary practices described in the Common Core State Standards. To do so, the three units, each containing three lessons, focus on developing the metacognitive and metalinguistic practices with thematic connections that spiral and increasingly deepen ELLs ability to monitor and develop their language and content learning, including learning and using strategies for reading, writing, listening, and speaking from the very beginning. Throughout the lessons, teachers are provided with options for differential levels of scaffolding, including information about structuring tasks for maximal, moderate, and minimal levels of scaffolding.

Standards-based Units

The three units are designed to apprentice students into the disciplinary practices of reading, writing, listening, and speaking described in the New York ELA and Literacy in History/Social Students Common Core Standards, with a focus on informational text. The units begin with the New York State Department of Education (NYSDE) English as a Second Language Standards for Intermediate and Commencement and move students towards the Common Core State Standards for ELA and Literacy at 8th-10th grade over the nine weeks of instruction. Grade 8 standards represent a pivotal moment for high school beginning ELLs. If students can demonstrate the disciplinary practices described for selected informational reading, listening and speaking, and writing at this level, they will be well positioned for success. If the curriculum is used in grades 6 or 7, the applicable CCSS standards should be used. Table 1 identifies the relevant ESL and ELA and Literacy Standards that are developed and deepened over the three units.

English as a Second Language Standards and Performance Indicators	→	Common Core Standards in ELA and History/Social Studies
<p>Standard 1: Students listen, speak, read, and write in English for information and understanding:</p> <p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify and use reading and listening strategies to make text comprehensible. 2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic and content areas from various sources. 3. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. 4. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all content areas. 5. Convey and organize information, using facts, illustrative examples, and a variety of patterns and structures. 6. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 7. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. 8. Consult print and non-print resources in the native language when needed. 9. Apply learning strategies to acquire information and make texts comprehensible and meaningful. 		<ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Cite specific textual evidence to support analysis of primary and secondary sources. 3. Integrate visual information with other information in print and digital text. 4. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. 5. Analyze how a text makes connections among and between individuals, ideas, events. 6. Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7. Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. 8. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<p>Standard 4: Students will listen, speak, and write in English for classroom and social interaction</p> <ol style="list-style-type: none"> 1. Request and provide information and assistance orally or in writing, for personal, social, and academic purposes. 2. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, and community and academic topics. 3. Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. 4. Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. 5. Negotiate and manage interactions to accomplish social and academic tasks. 6. Apply self-monitoring and self-correcting strategies in social and classroom interactions. 		
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Unit Descriptions

The first unit, *Families, Schools, and Communities* was developed by Professor Guadalupe Valdés, the Bonnie Katz Tenenbaum Professor of Education at Stanford University, Amanda Kibler at the University of Virginia, and Maneka Brooks at Stanford University, based on Valdés's *Include and Accelerate approach*. It emphasizes the development of students' use of metacognitive and metalinguistic strategies for reading and listening to oral and written texts. This first unit is significantly different from the other two because it introduces students to life in English in situations where interlocutors do not necessarily monitor their speech to make it more accessible to immigrant students. The development of learner skills is central here, and it is carried out with significant use of the students' family language. By the end of the first lesson, students are reading mentor texts and producing their own from these models. The initial emphasis on receptive listening and reading is designed to develop language skills fundamental to beginning and early intermediate ELLs' success in subject-area

courses. Over the next two lessons students focus on learning about US high schools, reading about school, course work, and schedule descriptions of different types of high schools. Students again use mentor texts—descriptions, schedules, and school maps—as models for developing parallel texts. The final lesson in Unit 1 focuses on communities within New York City itself. Strategies for reading and listening model uses of language which are developed and deepened within and across lessons. Each lesson engages students in learning and applying listening/reading/writing strategies to make meaning of the language and patterns in oral and written texts in order to produce oral and written texts. At the end of each day, students deliberately reflect and assess their own use of strategies.

Unit 2, *Challenges and Solutions*, developed by QTEL professional staff, under the direction of Dr. Aída Walqui, builds directly from Unit 1. In this unit, beginning to early intermediate English Language Learners continue to develop their English reading, writing, listening, and speaking skills while also expanding the metacognitive use of strategies for reading and listening introduced in Unit 1. The theme of the unit is the cultivation of robust learning dispositions. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. The first lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. The second lesson introduces students to the genre of biography. Students work collaboratively to read and analyze biographies about prominent Americans, both immigrants and US born, who have overcome challenges to achieve important personal and professional, and social goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in self-reflection and assessment of their own learning processes throughout the lesson. In the final lesson of the unit, students apply what they have learned in the first two lessons to write a short essay about a problem they have encountered, how they solved it, and what they learned from the experience.

Unit 3 *Human Migration*, invites beginning to early intermediate ELLs to examine concepts related to history, geography, economics and environment through a spiraling curriculum which deepens their understanding of human migration. Students build knowledge of migration via texts, maps and charts. The unit spirals and revisits key ideas such as “What is migration?” and “Why do people migrate?” At each step in the lessons, students are supported in learning academic language and practices in context and participating in linguistically rich discussions, so that they become active participants in class discussions and activities. Finally, students are able to apply newly gained knowledge to establish their own interpretations on the migrations of humans and support them with evidence.

UNIT 2

Challenges and Solutions

UNIT OVERVIEW

Unit 2, *Challenges and Solutions*, developed by QTEL professional staff, under the direction of Dr. Aída Walqui, builds directly from Unit 1. In this unit, beginning to early intermediate English Language Learners continue to develop their English reading, writing, listening, and speaking skills while also expanding the metacognitive use of strategies for reading and listening introduced in Unit 1. The theme of the unit is the cultivation of robust learning dispositions. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. The first lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. The second lesson introduces students to the genre of biography. Students work collaboratively to read and analyze biographies about prominent Americans, both immigrants and US born, who have overcome challenges to achieve important personal, professional, and social goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in self-reflection and assessment of their own learning processes throughout the lesson. In the final lesson of the unit, students apply what they have learned in the first two lessons to write a short essay about a problem they have encountered, how they solved it, and what they learned from the experience.

New York State Department of Education English as a Second Language Learning Standards

Standard 1: Students listen, speak, read, and write in English for information and understanding

Performance Indicators:

- Identify and use reading and listening strategies to make text comprehensible.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic and content areas from various sources.
- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
- Present information clearly in a variety of oral and written forms for different audiences and purposes related to all content areas.

- Convey and organize information, using facts, illustrative examples, and a variety of patterns and structures.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.
- Consult print and non-print resources in the native language when needed.
- Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Standard 4: Students will listen, speak, and write in English for classroom and social interaction

- Request and provide information and assistance orally or in writing, for personal, social, and academic purposes.
- Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.
- Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes.
- Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.
- Negotiate and manage interactions to accomplish social and academic tasks.

New York State Common Core Standards for English Language Arts

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Integrate visual information with other information in print and digital text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

Lesson 1

Understanding and Overcoming Problems Experienced in a New Country

Overview

Oftentimes American teenagers encounter problems that must be overcome in order to succeed in life. Problems become even more complex, however, when secondary students immigrate to the United States without speaking English and with little or no knowledge about American schools.

These teenagers must learn a new language while negotiating a new school system and new cultural customs. Newcomers to English and to US middle and high schools have a number of resources they can draw from, including knowledge and experiences from their home countries. Beginning adolescent English language learners can use their native language as a resource for learning English, especially if the two languages share cognates. They can compare English and their home language and use this knowledge to help them learn English. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. This lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. This lesson builds from Unit 1 and continues the development of students' listening, speaking, reading, and writing skills in English, as well as their strategic use of their native languages in solving problems.

Lesson 2

New Yorkers Overcoming Challenges

Overview

This lesson introduces students the cultivation of robust learning dispositions. Students work collaboratively to read and analyze informational texts about prominent New Yorkers who have overcome challenges to achieve important personal and professional goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in an activity that promotes metacognitive development by asking them to reflect on their own learning processes throughout the lesson.

Lesson 3

Writing About Our Challenges

Overview

This lesson introduces students to writing, with a focus on structure and the presentation of relevant information to convey an idea or an event. Students first read two short essays that follow the same structure (problem, solution, and lesson learned). While the structure and flow of these essays may be a new genre for the student, the content reflects information, language, and concepts already experienced in the first ESL Unit, as well as the two preceding lessons in this unit. In this way, students both reinforce as well as build on prior lessons as they learn to write in English.

UNIT 2

Lesson

1

Course: ESL

Unit 2: Challenges and Solutions

Lesson 1: Understanding and Solving Problems

Experienced in a New Country

LESSON INTRODUCTION

Oftentimes American teenagers encounter problems that must be overcome in order to succeed in life. Problems become even more complex, however, when secondary students immigrate to the United States without speaking English and with little or no knowledge about American schools. These teenagers must learn a new language while negotiating a new school system and new cultural customs. Newcomers to English and to US middle and high schools have a number of resources they can draw from, including knowledge and experiences from their home countries. Beginning adolescent English language learners can use their native language as a resource for learning English, especially if the two languages share cognates. They can compare English and their home language and use this knowledge to help them learn English. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. This lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. This lesson builds from Unit 1 and continues the development of students' listening, speaking, reading, and writing skills in English, as well as their strategic use of their native languages in solving problems.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Four 50 minute periods

INSTRUCTIONAL SEQUENCE

Preparing Learners

- Sort and Label: Pictures and Caption Cards
- Viewing and Listening with a Focus

Interacting with Texts

- Reading with a Focus: Skim and Scan
- Reading with a Focus: Question Matrix

Extending Understanding

- Testing the Appropriacy of Strategies

Objectives/Disciplinary Practices

Understand varied approaches to developing robust learning dispositions

Demonstrate understanding of visual and written descriptive texts using a variety of modes

Present a synthesis of ideas from two or more texts to show a coherent understanding of ideas and concepts

Share information in a variety of formats

UNIT 2

Lesson

1

Course: ESL

Unit 2: Challenges and Solutions

Lesson 1: Understanding and Solving Problems

Experienced in a New Country

Preparing Learners

- ✿ Sort and Label
- ✿ Viewing and Listening with a Focus

Objectives/Disciplinary Practices

- Understand varied approaches to developing robust learning dispositions
- Demonstrate understanding of visual and written texts
- Engage effectively in collaborative discussions

Sort and Label

(bridging, contextualization, schema building)

Tell students that in this lesson, they will learn about different ways to solve problems and be successful, especially at school. Tell them the lesson will begin by looking at pictures and talking about some common situations at school. Ask students to sit in groups of four. Try to group students who speak the same native language together. Form dyads of students who speak the same native language if it is not possible to group four students.

Distribute a set of pictures from *Handout 1.1 Sort and Label Pictures* to each pair or group of four. Project the pictures and describe each one succinctly in one or two sentences at most. The goal of these descriptions is to scaffold the rest of this task. For this reason, judiciously choose distinct descriptions for each picture. For example, if the picture shows three students and a teacher working together, you might say, “This picture shows a teacher helping three students with their classwork.” Write the sentence on chart paper, repeat it, and ask students to read it with you chorally. Now distribute one envelope of *Caption Cards A, B, or C* from *Handout 1.2* to each group. Choose cards based on the level of text difficulty and student need (see options for scaffolding on the following page for more information). For example, Card A contains single sentence descriptions of the pictures using words introduced in Lesson 1 of Unit 1. Project the caption cards and explain to students that they are going to match each caption card to its corresponding picture. Read one caption card from *Caption Card A* and ask students to read it chorally with you. Then ask students to read it together with the student sitting next to them. Repeat with each card.

State again that students in each group will work together to match the caption cards to the picture. Model the process by drawing one card from the envelope, displaying it, and reading it aloud. Use one of the language expressions below to match the card to the corresponding picture. Emphasize that if students want to use their home languages to discuss the pictures and captions, they should use this resource. Tell students, however, that they must use English to share out with another group or the class. Provide students with language expressions to use as they negotiate their agreement and to share out.

Possible formulaic expressions:

- I think this card goes with the picture of the teacher and three students because the card has the word(s) _____ on it.
- The picture shows ... The caption card matches the picture because the card says ...
- I agree with you. The picture and card match because...
- I disagree with you. The picture and card do not match because...
- We decided that the caption that says...matches the picture that shows... because....

Options for Scaffolding

Maximal scaffolding: Select Caption Cards A for students who need maximal support. The sentences in this group describe the pictures using numbers and words introduced in Unit 1. These sentences are written to ensure success for students who know the language introduced in Lesson 1 of Unit 1.

Moderate scaffolding: Select Caption Cards B for students who need support but are able to make meaning of sentences that include space and location words introduced in Lessons 2 and 3 of Unit 1.

Minimal scaffolding: Use Caption Cards C for students who can make meaning of new phrases that elaborate on familiar words and terms.

Viewing and Listening with a Focus

(bridging, contextualization, schema building)

Explain that students will be learning about ways to solve problems they may encounter living and going to school in a new country while learning English. Distribute *Handout 1.3 Learning to Solve Problems Strategy Card*. Review the card, reading the strategies aloud. Ask students to discuss the strategies in their group and talk about strategies that they have used in Round Robin format.

Select several of the pictures from the earlier activity that illustrate one or more of the problem-solving strategies. Tell students they will discuss what type of strategy the students in the pictures might be using. You can model this using one or two pictures, then students do the same for each of the remaining strategies. Before students begin work, provide formulaic expressions such as:

- I think this picture shows the strategy ‘ask for help’ because...
- The picture shows the strategy ‘help yourself’ because the students...

Additional Scaffolding: As described in Lesson 1 of Unit 1, if teacher and students share a first language (L1), these strategies can be given in that language. For group-work, if students do not have same-language partners in the class, they can listen to the audio recording of the card being read aloud if such a recording is available. The card, “Learning to Solve Problems Strategy Card,” is available in students’ home languages.

UNIT 2
Lesson
1

Course: ESL
Unit 2: Challenges and Solutions
Lesson 1: Understanding and Solving Problems Experienced in a New Country

Interacting with Texts

- ✱ Reading with a Focus: Skim and Scan
- ✱ Reading with a Focus: Question Matrix

Objectives/Disciplinary Practices

Read informational texts closely and support analyses with evidence

Participate in purposeful collaborative conversations with partners as well as in small and large groups

Comprehend information presented in oral, written, and visual modes

Identify and use reading and listening strategies to make text comprehensible and meaningful

Communicate orally and in writing ideas, concepts, and information about strategies students may use in school

Recognize vocabulary that has been learned in new contexts

Reading with a Focus: Skim and Scan (modeling, contextualization, schema building)

Review *Handout 1.4 Reading Strategies Card* used in Unit 1, reading the strategies aloud. Tell students to read the card as a group and discuss when they used one or both strategies in Unit 1. After students have discussed the reading strategies they have used, distribute and project the article *Handout 1.5, Strategies for Solving Problems Experienced in a New Country*. Show that the text is composed of parts. The goal is to make sure that students review and apply strategy one, skimming a text.

Skimming

Review the strategy of skimming the parts of texts to help understand what a reading is about. First, point out that the title tells the reader a lot about a reading's topic. Then, explain that this reading is about solving problems that students might experience. Draw students' attention to the subheadings of the article and tell students that subheadings can give them information about a paragraph's or a section's topic. Ask students to use what they have learned thus far in the lesson to work in their

groups to predict what each paragraph will be about by looking at each subheading. After students have done this in their groups, remind students that they have just practiced the reading strategy called “skimming.”

Scanning

Remind students that the next step is to scan, or look for information without reading every word. Review this strategy by reading the reading strategies card to students and explaining it as you read. Then, apply it to the article modeling a think aloud strategy. For example, you might say:

The title of this article is “Strategies for Solving Problems Experienced in a New Country.” I wonder how many problem-solving strategies will be discussed in this article? We usually find that type of information in the introduction. Let’s scan the paragraph to see if we can find that information. Do we see any numbers or words for numbers? Here is the number 3. I think the article will talk about three different strategies.

After you have modeled this, tell students they will practice the strategies. Tell students you will put some questions on the board, and they will work in pairs to scan the text and find information in response to your questions. Questions you might provide include the following:

- What are challenges?
- Who can give you advice about school?
- What does “perseverance” mean in this text?

Before students share their answers to these questions, provide them with formulaic expressions to use when they share out, for example:

- We found the answer to the question in line ___. It says, “....”

Reading with a Focus: Question Matrix

(schema building, contextualization)

Ask students to number the paragraphs in the article. Distribute and project *Handout 1.7: Question Matrix*. Review the questions and the paragraphs where the answers can be found. Emphasize that answers must come from the text. Point out that students already understand a lot about the reading. Invite students to work in pairs to respond to the question. One student will read the question aloud and both students will look for the answer. If both members of the dyad agree, students write down the line number(s) in the matrix and copy the text. If one student disagrees, that student finds a different answer in the text and explains why s/he thinks the second choice answers the question. Both partners have to agree before they write down an answer. Encourage students to use their home language to discuss the questions and answers if needed. However, they must write down the phrase or sentence that they select in English. Provide students with formulaic expressions to use as they engage in the activity. Possible expressions are:

Student A: I will read question _____. It says, "_____."

Student B: Let's look for the information in paragraph _____.

Student A or B: I think I found the answer in lines _____. It says, "_____." Do you agree or disagree?

Student A or B: I agree/disagree with that answer.

Note to Teachers

If students are not able to work together to scan for the information, complete the activity as a whole class, or group students who need extra support together so that you can work through the questions as a small group.

UNIT 2

Lesson

1

Course: ESL

Unit 2: Challenges and Solutions

Lesson 1: Understanding and Solving Problems

Experienced in a New Country

Extending Understanding

✱ Testing the Appropriacy of Strategies

Objectives/Disciplinary Practices

Share information in a variety of formats

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas

Testing the Appropriacy of Strategies

(text re-presentation, schema building)

This task allows students to extend their understanding of strategies for overcoming challenges by applying what they have learned in these units to novel situations. There are three stages to this activity.

In the first stage, give one set of 12 cards to a dyad (see *Handout 1.7: Challenge Cards*). Two sets of cards have been provided on one sheet for ease of copying, but you will give only one set to each dyad. Also give each student one copy of the *Handout 1.8: Challenge-Strategy Matrix*.

Each *Challenge Card* provides one challenge that requires a strategy to solve it. Invite students to work with their partners. One student will choose a card and read the challenge. Then, students will work together to decide on one or two possible strategies to solve the problem. Tell students they will then both write the strategy they have chosen on their own *Handout 1.8* in the cell across from the challenge that they have just read. Ask students to do this for four cards, working together to read challenges and write strategies.

In the second stage, tell students that one student will individually take a *Challenge Card* and read the card without showing it to his or her partner. Explain that the partner will then provide a strategy starting with the formulaic expression “One thing you could do is...” Both students write their strategy down in the appropriate cell on the *Challenge-Strategy Matrix*. Ask students to do this for four cards, with students taking turns picking up a card and reading it.

In the third stage, you will ask students to stop working with the cards and turn their attention exclusively to the *Challenge-Strategy Matrix*. Students work together to think of a challenge that they or someone they know have faced and together decide on an appropriate strategy to address that challenge. Ask students to write their ideas in the last two rows of the *Challenge-Strategy Matrix*.

Note to Teachers

You will need to model the three-stage process that you want students to engage in at the beginning of the task. In particular, you will need to draw students' attention to the formulaic expression used in the second stage "One thing you could do is..." You may want to provide each dyad with a sentence strip that with this expression written on it.

Moderate scaffolding: The task, as written, is minimally scaffolded. To moderately scaffold the task for students with lower English proficiency, it may be necessary to break the task into the three stages and model the steps of each stage before students begin each stage of the activity.

Maximal scaffolding: If students have difficulty understanding the situations written on the cards, the cards may be translated into the students' native languages. In this case, students should work in dyads with students who speak the same language.

This task has students using only 8 of the 12 cards in their deck. If some students finish earlier than others, they can continue with the task, working on the remaining 4 cards in their deck and following the procedure outlined for either the first stage or the second stage of the task.

UNIT 2

Lesson

1

Course: ESL

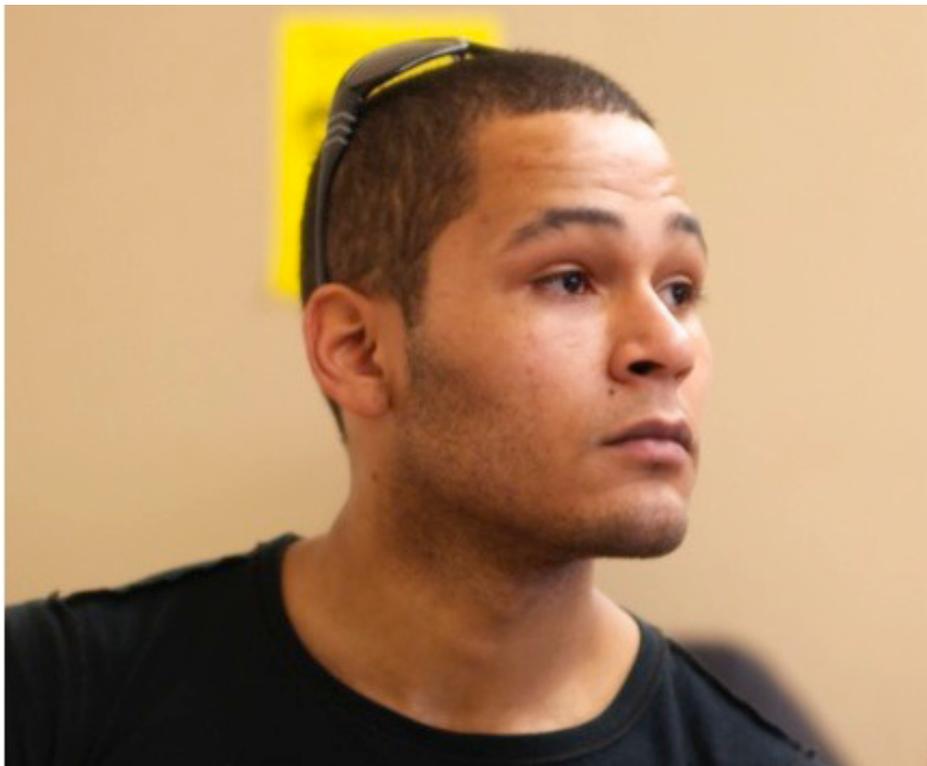
Unit 2: Challenges and Solutions

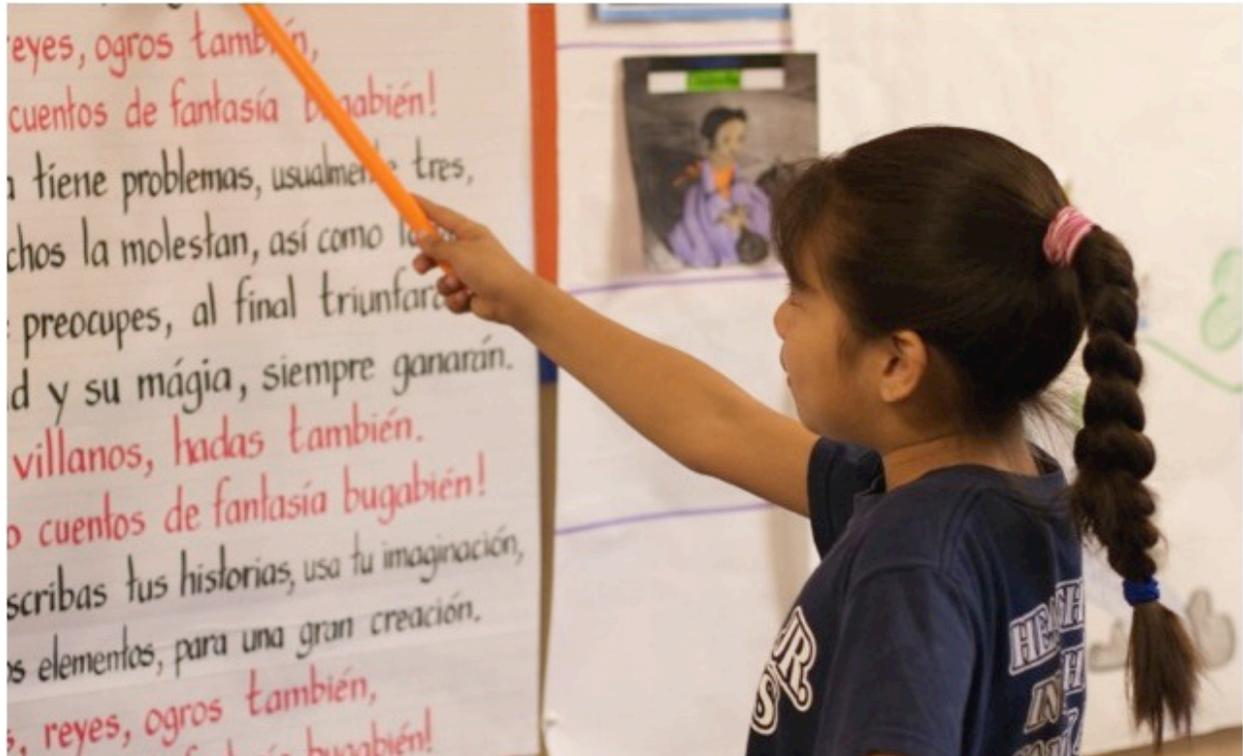
Lesson 1: Understanding and Solving Problems

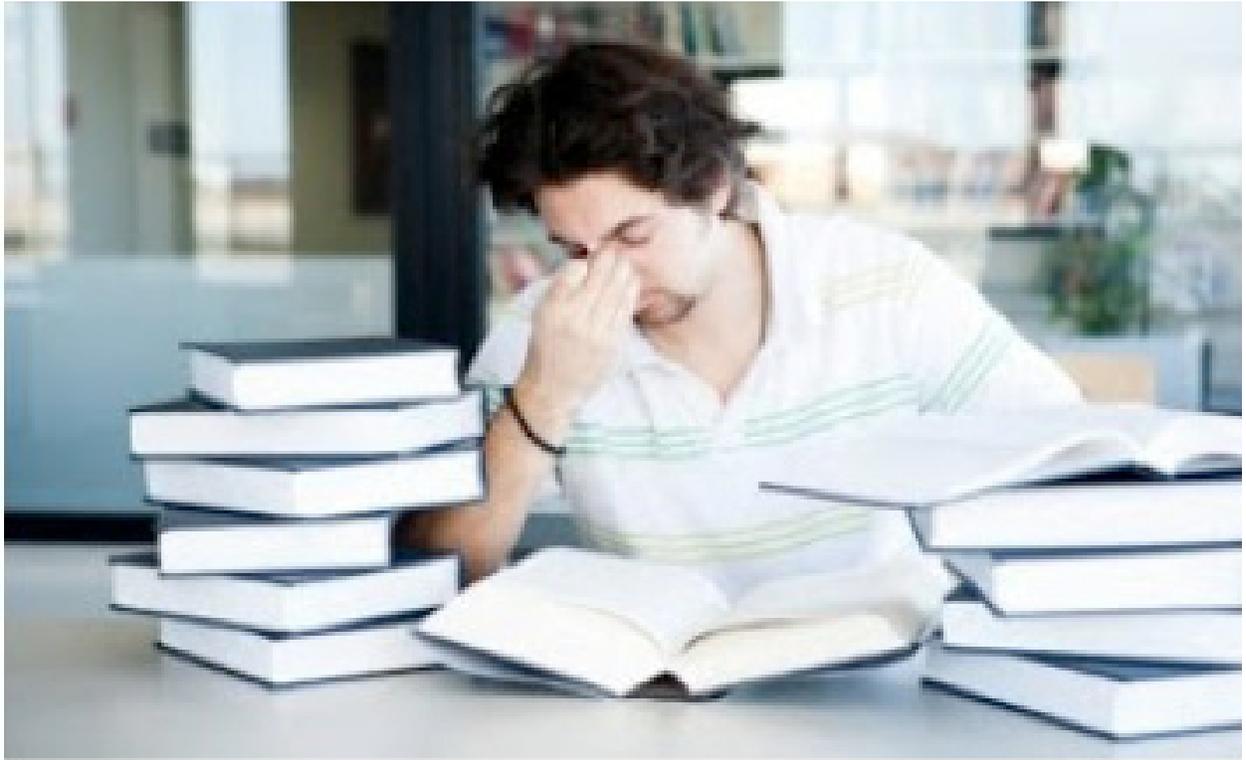
Experienced in a New Country

Handout #1.1 Sort and Label: Pictures









UNIT 2

Lesson

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Course: ESL
Unit 2: Challenges and Solutions
Lesson 1: Understanding and Solving Problems
 Experienced in a New Country

Handout #1.2: Sort and Label Caption Cards

Caption Cards A

One student listens in school. He seems to be listening to the teacher.	One student listens in school. He seems to be listening to the teacher.
Four students study together. They are looking at a computer.	Four students study together. They are looking at a computer.
One girl reads in Spanish. She seems to be reading what a teacher wrote.	One girl reads in Spanish. She seems to be reading what a teacher wrote.
One teacher helps a boy. They are looking at his writing.	One teacher helps a boy. They are looking at his writing.
One student reads. He seems to be studying.	One student reads. He seems to be studying.
One teacher helps four students. They seem to be listening to the teacher.	One teacher helps four students. They seem to be listening to the teacher.

Caption Cards B

<p>A male student listens actively in class. He seems serious.</p>	<p>A male student listens actively in class. He seems serious.</p>
<p>A girl reads in Spanish in the classroom. She points to the words she reads.</p>	<p>A girl reads in Spanish in the classroom. She points to the words she reads.</p>
<p>Four students study together in front of a computer. A boy and girl sit at the table, and two girls stand.</p>	<p>Four students study together in front of a computer. A boy and girl sit at the table, and two girls stand.</p>
<p>A male student studies his books sitting at a table. He seems tired.</p>	<p>A male student studies his books sitting at a table. He seems tired.</p>
<p>A male teacher helps students sitting at a table. They keep working as he helps them.</p>	<p>A male teacher helps students sitting at a table. They keep working as he helps them.</p>
<p>A female teacher and a boy are sitting at a table. She is helping the boy with his writing.</p>	<p>A female teacher and a boy are sitting at a table. She is helping the boy with his writing.</p>

Caption Cards C

<p>A male student listens actively in class. He is anticipating what the teacher will say next. He is practicing his listening strategies.</p>	<p>A male student listens actively in class. He is anticipating what the teacher will say next. He is practicing his listening strategies.</p>
<p>A young girl reads in Spanish in front of the class. She is reading what the teacher wrote using a pointer.</p>	<p>A young girl reads in Spanish in front of the class. She is reading what the teacher wrote using a pointer.</p>
<p>Four students study together in front of a computer. The students are helping each other learn. Two students are sitting and two are standing.</p>	<p>Four students study together in front of a computer. The students are helping each other learn. Two students are sitting and two are standing.</p>
<p>A male student studies his books sitting at a table. He is tired. His book is open and he will continue studying. He seems to be studying very hard.</p>	<p>A male student studies his books sitting at a table. He is tired. His book is open and he will continue studying. He seems to be studying very hard.</p>
<p>A male teacher helps four students in his class. The students are sitting at a table and working together. They keep working as the teacher helps.</p>	<p>A male teacher helps four students in his class. The students are sitting at a table and working together. They keep working as the teacher helps.</p>
<p>A female teacher and a boy sit next to each other next at a table. The teacher is helping the boy with his writing. The boy seems young.</p>	<p>A female teacher and a boy sit next to each other next at a table. The teacher is helping the boy with his writing. The boy seems young.</p>

UNIT 2

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Unit 2: Challenges and Solutions

Lesson 1: Understanding and Solving Problems

Experienced in a New Country

Handout #1.3: Learning to Solve Problems Strategy Card

1. Ask for Help

- Ask for help and advice from family, friends, and community members who speak your home language.
- Ask a teacher for help. Bring a friend, community member, or teacher who speaks English and your home language if you need extra support.

2. Help Yourself

- Keep trying and do not give up.
- Believe in yourself. Think of all of the activities you learned to do well because you did not quit doing them.
- Use your experiences and knowledge from life in your home country to help you in your new country.
- Make comparisons between your home language and English. Ask yourself how the two are different and similar.
- Learn from mistakes. Every person makes mistakes. Think about what you will do differently next time.

3. Learn from Others

- Watch a video in your home language to learn how to do something in school or in everyday life. If you cannot find the information in your own language, use subtitles in your home language.
- Find the information you need in your home language on the Internet and in the library.
- Learn from a friend or family member who knows how to do what you need to learn. Practice with them.

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Handout #1.4: Reading Strategies Card

You are going to learn various important strategies to read in English. Your success in school depends on you developing the ability to read quickly to find information and understand ideas.

There are two main strategies that are going to help you begin to read with confidence:

Skimming (the process of looking at a text rapidly to get a general idea of what it is about)

Scanning (reading quickly to find specific information)

“Skimming”

Before reading, look at the whole reading. Do not begin to read word for word.

1. Look at the title. What does the title tell you about what you are going to read?
2. Look at the parts of the text. How many paragraphs are there? If there are headings, what do they tell you about the text you are going to read? Does the text have pictures?
3. Give the text a quick look. Do you see any words that are like those in your home language? Decide if these words can help you understand what the theme or main idea of the reading is.
4. Anticipate (or try to figure out) what the text is going to be about.

“Scanning”

To read quickly looking for specific information, remember:

1. To use this strategy, you have to read with a purpose.
2. Think about the specific or concrete information that you need.
3. Look only for that information.
4. Anticipate (or try to figure out) what part of the reading you will find that information in.

Estrategias para Leer

Vas a aprender varias estrategias importantes para leer en inglés. Tu éxito en la escuela depende de que desarrolles la capacidad de leer rápidamente para encontrar información y para comprender ideas.

Hay dos estrategias principales que te van a ayudar a empezar a leer con confianza:

Skimming (El proceso de examinar una lectura rápidamente para darte una idea general de su contenido)

Scanning (Leer rápidamente para encontrar información específica)

“Skimming”

Antes de leer, examina toda la lectura. No empieces a leer palabra por palabra.

1. Examina el título. ¿Qué te dice el título sobre lo que vas a leer?
2. Examina las partes del texto ¿Cuántos párrafos hay? Si hay encabezados, ¿qué te dicen sobre el texto que vas a leer?
3. Da un vistazo rápido. ¿Ves palabras que se parecen al español? Decide si estas palabras pueden ayudarte a entender cuál es el tema de la lectura.
4. Anticipa de qué se va a tratar el texto.

“Scanning”

Para leer rápidamente con el objetivo de buscar información específica recuerda:

1. Para utilizar esa estrategia tienes que leer con un propósito u objetivo.
2. Piensa en la información que necesitas.
3. Busca solamente esa información.
4. Anticipa en qué parte de la lectura se encuentra la información.

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Handout #1.5: Article: Strategies for Solving Problems Experienced in a New Country

Introduction

1 Every student who immigrates to a new country faces many challenges because everything is
2 new and different. Challenges are problems that need to be solved. For example, you might
3 need to understand basic directions and be able to request them. You might also need help
4 with everyday problems such as taking the subway. You might need extra help with writing in
5 English or understanding how to complete a project for a class. There are many ways to solve
6 problems. In this article, you will learn three different ways, or strategies, to overcome or
7 solve problems you might have in a new country.

Ask for Help

8 One way to solve problems is to ask for help. Parents and family members can support you
9 by helping you find a solution to your problems. They may know how to solve it. They may
10 also know people in the community or neighborhood who speak your home language and can
11 help with the challenges. Teachers can also be helpful with challenges in everyday life and in
12 school. They can give you advice about studying for a class, or provide extra support, or help,
13 with learning how to write in English, for example. They can tell you about resources or help
14 that you can find in school or in the community. Your friends can also help you. Many times,
15 if you have a problem, it just helps to talk with a friend who lives in the United States or in
16 another country.

Help yourself

17 A second way to overcome problems you encounter in a new country is to help yourself. For
18 example, one important way that you can help yourself is to not give up, to persevere. Perse-
19 verance means you keep trying, even when what you are doing is hard. For example, learning
20 a new language and using that language to learn school subjects at the same time is exhaust-
21 ing. One way to deal with this challenge is to use the resources that you already have. You can
22 use your knowledge and experiences from your home country as resources for learning in
23 English. Ask yourself, “Do I know something about this subject in my own language?” This

24 will help you persevere. You can also use your home language as a resource. For example,
25 compare your home language with English to understand how the two languages differ or
26 how they are similar. Sometimes new words in English look like words in your own language.
27 Noticing these similar words can also help you to learn and improve in English. You can also
28 learn a few phrases you can use to explain to people when you are facing a challenge. To suc-
29 ceed in life, it is important to find your inner strength, keep trying, and persevere. Tell your-
30 self, “I can do this!”

Learning from other people

31 Another good way to overcome a problem includes learning from other people. For example,
32 if you do not know how to take the subway to Brooklyn, travel with a friend or adult who is
33 going there and observe what they do. After you observe somebody else, you can apply what
34 you observed to the solution of your challenge. Here is another example of how you may
35 learn from other people: If you are not sure how to use American money, practice with some-
36 one who speaks your home language and is familiar with American money. Practicing with
37 someone who knows how to do what you need to learn is a good way to solve problems. You
38 can also watch a video on the Internet in your own language to learn how to do something
39 for school or everyday life. When you learn from other people, you will learn new ideas about
40 how to solve the problem you are facing.

Conclusion

41 Now, you have read about different strategies or methods for solving problems that you can
42 use as student who is new to English and to New York City. Remember that you do not have
43 to use all of the strategies all of the time. You can select and use strategies that work for your
44 situation. As you become more comfortable with speaking, listening, reading, and writing
45 in English and going to school and living in New York City, your strategies may change. The
46 most important thing about strategies is that strategies will help you solve a problem and to
47 succeed at what you do.

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Handout #1.6: Reading with a Focus: Question Matrix

	Questions about the text	Line numbers and evidence from the text
Paragraph 1	1. What is one problem you might have as an immigrant student in New York City?	
Paragraph 2	2. What is one way that a teacher can help you?	
Paragraph 3	3. What is one way you can help yourself to overcome or solve problems?	
Paragraph 4	4. How can your home language help you learn from others?	
Paragraph 5	5. What is the purpose of using strategies?	

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Handout #1.7: Challenge Cards

Situation or Challenge	Situation or Challenge
The teacher explained the homework for next time and I did not understand what to do.	The teacher explained the homework for next time and I did not understand what to do.
I got off at the wrong stop on the subway, and now I do not know where to go. I am lost.	I got off at the wrong stop on the subway, and now I do not know where to go. I am lost.
I think some students in my class are laughing at me.	I think some students in my class are laughing at me.
It is too hard to learn English. I don't think I can make it.	It is too hard to learn English. I don't think I can make it.
It's hard for me to wake up for school in the morning, so sometimes I'm late to school.	It's hard for me to wake up for school in the morning, so sometimes I'm late to school.
I got a low grade on my last test. I want to get better grades in school.	I got a low grade on my last test. I want to get better grades in school.

My younger brother interrupts me when I'm trying to do my homework.	My younger brother interrupts me when I'm trying to do my homework.
I've been getting sick a lot lately.	I've been getting sick a lot lately.
I feel lonely. I'd like to make more friends at school.	I feel lonely. I'd like to make more friends at school.
I miss the food from my home country.	I miss the food from my home country.
My friend says bad things to me about a girl in our class. It makes me feel uncomfortable.	My friend says bad things to me about a girl in our class. It makes me feel uncomfortable.
I can't fall asleep at night, so I'm not getting enough sleep.	I can't fall asleep at night, so I'm not getting enough sleep.

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Handout #1.8: Challenge-Strategy Matrix

Situation or Challenge	Strategy
The teacher explained the homework for next time and I did not understand what to do.	
I got off at the wrong stop on the subway, and now I do not know where to go. I am lost.	
I think some students in my class are laughing at me.	
It is too hard to learn English. I don't think I can make it.	
It's hard for me to wake up for school in the morning, so sometimes I'm late to school.	
I got a low grade on my last test. I want to get better grades in school.	

My younger brother interrupts me when I'm trying to do my homework.	
I've been getting sick a lot lately.	
I feel lonely. I'd like to make more friends at school.	
I miss the food from my home country.	
My friend says bad things to me about a girl in our class. It makes me feel uncomfortable.	
I can't fall asleep at night, so I'm not getting enough sleep.	

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Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

LESSON INTRODUCTION

This lesson introduces students to concepts involved in the cultivation of robust learning dispositions. Students work collaboratively, using key reading strategies, to read and analyze informational texts about prominent Americans, both immigrants and U.S.-born, who have overcome challenges to achieve important personal, professional, and social goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in an activity which promotes metacognitive development by asking them to reflect on their own learning processes throughout the lesson.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Five 50 minute periods

INSTRUCTIONAL SEQUENCE

Preparing Learners

- * Quick Write
- * Round Robin
- * Anticipatory Guide
- * Round Robin

Objectives/Disciplinary Practices

Understand the power of robust learning dispositions through reading and analysis of texts

Analyze informational texts with understanding to learn about factors involved in overcoming challenges

Explain to others the content of text the student has read by systematically organizing and synthesizing textual evidence both orally and in writing

Understand one's own learning processes through activities that develop metacognition around learning

Interacting with Texts

- * Reading with a Focus: Skim and Scan
- * Reading with a Focus: Question Matrix
- * Double Entry Journal
- * Storyboard
- * Semantic Flower

Extending Understanding

- * Collaborative Poster
- * Self-Assessment with Rubric

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Lesson 2: Engaging in Inquiry: New Yorkers
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Preparing Learners

- ✱ Quick Write
- ✱ Round Robin
- ✱ Anticipatory Guide
- ✱ Round Robin

Objectives/Disciplinary Practices

Introduce topic and activate students' background knowledge on the topic

Engage students in discussion with others on topics related to problem solving in preparation for reading texts on these topics

Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group or full-class discussions

Quick Write

(bridging, contextualization)

This task helps students activate their background knowledge about solving problems and overcoming challenges by thinking about a problem that they have solved in their own lives and writing about how they solved it. Students use their first language for this activity.

Place students into groups of four, grouped by first language. In this way, all of the students in a group can use their first language to carry out the task. Then, present a prompt to students in their first language (*Handout 2.1*), going over it as a class in English and giving students time to read and understand it in their first language, as well. You can then invite students to write individually in their first language for 3-5 minutes about a problem in their lives that they have solved.

Note to Teachers

If students are not able to write in their first languages, they can discuss the question in their first languages rather than write. The important thing is that the students explore the ideas that the question brings out.

Round Robin

(bridging, contextualization)

This task allows students to verbalize what they have already written about in their first language by discussing a problem in their lives and how they solved that problem.

To engage in this activity, each student talks about what he or she wrote during the Quick Write, using *Handout 2.2: My Turn Cards*. Students take turns sharing their information. Nobody should interrupt the person who has the floor. The teacher may model formulaic expressions in English like:

- I'll go first. The problem I had was...
- I'll go next. The problem I had was...
- Who's next?
- It's your turn.
- It's my turn.

Nobody can pass on their turn. If a student's answer is similar to or the same as prior ones, the student has to start by acknowledging peers who had similar ideas:

I had the same problem as Alicia.....(explains problem)

Note to Teachers

This version of the task is minimally scaffolded. Scaffolding can be modified in the following ways if needed:

Moderately scaffolded: Students are given "My Turn" cards to scaffold their turn-taking in English (see *Handout 2.2*). Students may work in pairs in their language group, or continue to work in their groups of four. If students are working in pairs, use the two-card set. If they are working in groups of four, use the four-card set. Each student takes a card and then reads his or her card. There is a first card and a last card, and those must be read first and last respectively. The cards can be laminated and used in any activities that require students to take turns speaking in groups until students learn the formulaic expressions and begin to use them spontaneously.

Maximally scaffolded: Students engage in the Round Robin using their first language.

Anticipatory Guide

(bridging, contextualization, schema building)

This task invites students to explore common beliefs about overcoming challenges by deciding whether they agree or disagree with the beliefs.

Distribute *Handout 2.3: Anticipatory Guide*, to students. Explain that they need to check whether they agree or disagree with the statements. Read the statements to the students. Give the students time to re-read the statements in the Anticipatory Guide to themselves and decide whether they agree or disagree with the statement. In the last column of the Anticipatory Guide, they are asked to briefly explain why they agree or disagree with the statement. Students may use their first language to write their response.

Note to Teachers

This version of the task is minimally scaffolded. Scaffolding can be modified in the following ways if needed:

Moderately scaffolded: Students are given five minutes to use dictionaries or ask their groupmates or teacher for clarification if they have difficulty understanding the statements.

Maximally scaffolded: The teacher provides translations of the statements in the students' native languages.

Round Robin

(bridging, schema building, contextualization)

This task gives students an opportunity to verbalize their opinions about the statements in the Anticipatory Guide. They will also listen to other students' opinions. This introduces students to the practice of expressing opinions on academic topics in the classroom.

To engage in this activity, each student talks about his or her answers to the Anticipatory Guide. Students take turns sharing their information. Nobody should interrupt the person who has the floor. The teacher may model formulaic expressions in English like:

- I agree because...
- I disagree because...

Nobody can pass on their turn. If a student's answer is similar to or the same as prior ones, the student has to start by acknowledging peers who had similar ideas:

I wrote the same thing as Alicia.....(explains what he or she said)

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Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

Interacting with Texts

- ✱ Reading with a Focus: Skim and Scan
- ✱ Reading with a Focus: Question Matrix
- ✱ Double Entry Journal
- ✱ Storyboard
- ✱ Semantic Flower

Objectives/Disciplinary Practices

Identify and use reading and listening strategies to make text comprehensible and meaningful

Convey information and ideas through spoken and written language using appropriate conventions

Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group or full-class discussions

Reading with a Focus: Skim and Scan

(modeling, contextualization, schema building)

Students have engaged in this task on earlier occasions and thus should be familiar with the task by now. Begin by telling students that they are going to use reading strategies to read a biography. Review the *Reading Strategies Card* used in Lesson 1 of this unit. Read the strategies aloud. Then, tell students you will use these strategies on the set of readings in this lesson. Project the article *Reading 1: Hilda Solís* and distribute it to students. Indicate to students that the text is composed of parts. Tell them that the first thing you will do as a class with this article is apply strategy one, skimming a text.

Skimming

Review the “Skimming” section of the *Reading Strategies Card* and explain to students that doing these actions will help them to understand the reading. Point out that the title tells the reader a lot about what a reading is about. You can tell students that this reading is probably about a person because there is a name in the title. You should also tell them that this is likely to be a biography since texts with a name in the title tend to be biographies. You can also draw students' attention to the picture and ask them who the woman in the picture might be. Then, draw students' attention to the subheadings and read them out loud. Ask students to work in pairs to use what they have learned so far in these lessons to predict what the paragraph following each subheading will be about. Once students have finished predicting what each paragraph will be about, end this part of the lesson by reminding students that the reading strategy they have just practiced is called “skimming.”

Scanning

Remind students that the next step is to scan or look for information without reading every word. Review this strategy by reading the “Scanning” section aloud on the *Reading Strategies Card*. Now apply it to the article using a “think aloud.” For example, you might say:

I wonder who this person is. Maybe she’s important because she is sitting in front of a flag, like a government official. Let me scan the introduction to see if I can find out what her job is. Do we see any words that tell us about her job or profession? Here is the word “politician,” so maybe she’s a politician. If she’s a politician—if she’s in politics—she may be a president or another kind of leader. I wonder where she’s from. Does the introduction tell me anything about this? Here it says “Mexico” and here it says “Nicaragua.” Who is from Mexico? I see—it says that her father is from Mexico, and her mother is from Nicaragua.

After you have modeled this, tell students they will practice the strategy. Tell students you will put some questions on the board, and they will work in pairs to scan the text and find information in response to your questions. Questions you might provide include the following:

- Where was Hilda Solís born?
- Which universities did Hilda Solís attend?
- When did Hilda Solís become Labor Secretary of the United States?

Before students share their answers to these questions, provide them with formulaic expressions to use when they share out, for example:

- We found the answer to the question in paragraph _____. It says, “....”

Reading with a Focus: Question Matrix

(schema building, contextualizing)

This task allows students to practice scanning for information with a partner.

Students are sitting in their original group of four. Give each group a text to read, either *Reading 2: Sonia Sotomayor* or *Reading 3: Edwidge Danticat*— the teacher will decide which groups read which text. To read (scan) their assigned text, each group of four students divides into two pairs. Give each pair a *Handout 2.4: Reading with a Focus: Question Matrix*. Ask students to work with their partner and scan the reading to find the answers to the questions in their pairs and fill out the matrix.

Double Entry Journal

(schema building, text re-presentation)

This task helps students to 1) focus on key ideas in a text and 2) learn how to support their claims with information from a text.

Distribute *Handout 2.5A* to each group. Model for students how to engage with the Double Entry Journal by projecting *Handout 2.5A: Double Entry Journal: Hilda Solís*. Guide students through the cells in the matrix, making clear the expectations for successfully completing each section.

Now, distribute *Handout 2.5B* or *2.5C* to each group, depending on the text each group has read (*Sotomayor*—*2.5B* or *Danticat*—*2.5C*). Students will use this to analyze the text and understand the challenge that the person they read about encountered and overcame. They then identify the factor, approach or process that helped the person to overcome these challenges. Students are asked to provide the number of the paragraph where they found the answers. You may want to remind students to do this as a collaborative activity, rather than working alone, so that interaction is encouraged.

Storyboard

(text re-presentation, contextualization, schema building)

This task allows students to arrive at a full understanding of the events that the article discusses and thereby gain a deeper understanding of the text.

Using the Hilda Solís article, model for students how to draw or write a few key words for each moment in the person’s life on the Storyboard. Use *Handout 2.6A*. As much as possible, elicit the events from the person’s life from students and use student responses when modeling how to complete the Storyboard.

Distribute to students *Handout 2.6B* or *2.6C*, depending on the text they read. Students are asked to represent key moments in the individual’s life in sequence. Students decide collaboratively on the main episodes of the person’s life and then draw them or write key words that represent them. Students’ pictures or written representations can later be displayed on the bulletin board, or students can use the pictures as a scaffold when they do other related tasks.

When giving students an option to draw or not, it is helpful to downplay the artistic effort and to emphasize the understanding of the text.

Semantic Flower

(schema building, metacognitive development)

This task allows students to 1) explore the meanings of words and ideas in the readings now that they have read them in context and 2) categorize them meaningfully.

Model for students, using *Handout 2.7A: Semantic Flower: Hilda Solís*, how to complete the Semantic Flower, using the *Hilda Solís* article. As much as possible, use student responses when modeling how to complete the Semantic Flower.

Students are given the Semantic Flower corresponding to the text that they read (*Handout 2.7, B or C*). A word representing a semantic or conceptual category is written on each petal of the flower. Students work together to find words in the article that meaningfully cluster around the words in the petals. For example, students with the word “school” on one petal of their flower might find the words “student,” “study” and “books” in the text they read and write those words next to that petal on the flower.

Students may produce some of the following answers, but it is not necessary for them to produce all of them.

Hilda Solís

Petal 1: School: high school, studied, counselor, school, college, university, educational, graduated, degree

Petal 2: Family: family, parents, father, mother, children

Petal 3: Professions: counselor, secretary, foreman, labor secretary

Petal 4: Ways to overcome challenges: worked hard, insisted on going to college

Sonia Sotomayor

Petal 1: School: high school, learning, books, college, writer, school, university, graduating, writing, studied, student

Petal 2: Family: parents, grandmother

Petal 3: Professions: lawyer, judge, Justice, nurse, factory worker, attorney

Petal 4: Ways to overcome challenges: studied very hard, decided to try very hard

Edwidge Danticat

Petal 1: School: writing, student, students, wrote, learn, school, college, graduating, university

Petal 2: Family: parents, aunts, family, family members, brother

Petal 3: Professions: writer, author, artists

Petal 4: Ways to overcome challenges: learned a new language, learned new customs, learned new ways of doing things, helped herself, remembering the stories her aunts told her, continuing to write her stories

UNIT 2
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Course: ESL

Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

Extending Understanding

- ✱ Collaborative Poster
- ✱ Self-Assessment with Rubric

Objectives/Disciplinary Practices

Engage in collaborative activities to read, gather, share, discuss, interpret, organize analyze, synthesize and present information

Develop and present clear interpretations, analyses, and evaluations of ideas, texts and experiences

Collaborative Poster

(text re-presentation)

This task helps students to synthesize what they have learned about the person they read about.

Have students create a poster in which they identify the person they read about, draw a picture that relates to the person's life, write a sentence or phrase about what his or her challenge was, and write another sentence or phrase about the strategy or approach the individual used to overcome his or her challenge. The discussion of the strategy or approach encourages students to make connections to concepts learned in Unit 2, Lesson 1. To do so more explicitly, you may wish to ask students to look again at *Handout 1.3: Learning to Solve Problems Strategy Card* in Unit 2, Lesson 1.

Invite students to work in groups of four to create the poster. To encourage creativity in students who are new to collaborative posters, it is helpful to show an example of one (see "Note to Teachers").

To ensure that all students participate equally in the task, ask students to each use a particular color of marker when writing on the poster. This ensures that you can identify which students wrote which portion of the poster and in that way ensure equitable participation as well as identify students who may need additional help.

Once students have created a poster, have them present it to the class. If students in the class have enough proficiency in English to ask questions, invite students to ask questions about their classmates' posters to encourage interaction.

Students can be taught the following formulaic expressions to use during their presentations:

- We read about _____
- His/Her challenge was _____
- He/she overcame that challenge by _____
- His/her problem was _____
- He/she solved that problem by _____

Students in the audience can be taught the following formulaic expressions:

- Can you repeat that?
- Can you talk more about?
- Can you explain....?
- Can you give an example?

Note to Teachers

If no examples of collaborative posters are available, create a poster about yourself that depicts a challenge you have encountered and the approach you used to overcome it.

Self-Assessment with Rubric

(developing metacognition)

This task promotes the development of metacognition by asking students to reflect on their experience with the lesson and identify areas that they can work on in the reading and understanding of texts.

Distribute *Handout 2.8: Self-Assessment with Rubric* and go over the cells in the matrix with students interactively (e.g., ask students to read the information in the matrix and/or explain in their own words what it means). Students then take 5-7 minutes to rank how they did on each of the four categories (Understanding the Text, Cooperating with Classmates, Asking for Help and Helping Others). Students can then circle the cell that corresponds to their own experience with the lesson and turn it in to the teacher so that the teacher can gain a greater understanding of the students' experience and perception of the lesson.

UNIT 2

Lesson

2

Course: ESL

Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

Reading 1: Hilda Solís

Introducing Hilda Solís

Who is Hilda Solís? What does she do?

Sometimes life presents many obstacles or challenges not just to immigrants but also to their children. Although it is difficult to live with challenges, people can face them with success if they work hard. Hilda Solís, a U.S. politician and the daughter of a father from Mexico and a mother from Nicaragua, is a very good example of how people can overcome life challenges. Ms. Solís is also an excellent example of somebody who works not only for her own benefit, but for the benefit of her community, and for all working people in the United States.



Early Years

What are some of the characteristics of Hilda Solís's early years?

Hilda Solís was born in Los Angeles to two immigrant parents on October 20, 1957. Her father, mother, and seven children – Hilda was the third – lived in a modest house east of Los Angeles near a very big landfill. Landfills are places where garbage is collected and processed. Landfills are typically built in poor neighborhoods because poor people do not always have the voice to protest. Rich people and people who know how to protest do not allow landfills to exist in their neighborhoods.

From a very early age, since she was a young child, Hilda wanted to make things better for hard-working, poor people. Her family had the same dream. Her father worked very hard as a foreman in a factory and her mother worked in a toy factory, sometimes standing on her feet for 10 hours a day. Both her father and mother always asked for better working conditions for all factory workers. The family's dream was justice for all.

Overcoming Challenges

What big challenge did Hilda face in school? How did she respond?

One challenge children from immigrant families sometimes face is the low expectations of some people who have power. These people wrongly think that because students are poor or because they

do not speak English well, they are not capable of great things. With her hard work and dedication, Hilda Solís proved that this was not the case. She met the challenge with hard work and perseverance.

Hilda was a very good student in her high school, La Puente High School. She wanted to go to a university, but a counselor told her mother: “Your daughter is not college material. Maybe she should follow the career of her older sister and become a secretary.” Hilda, supported by her parents, insisted on going to college. Their hard work met the challenge, and Hilda, with the help of the Educational Opportunity Program, went to California State University, Pomona for four years, where she studied Political Science. After four years at Cal State Pomona, in 1979, she got her Bachelor’s Degree. She then continued her studies, this time at the University of Southern California. There she studied Public Administration and graduated with a Master’s Degree.

When Jimmy Carter was president of the United States, Hilda became an intern at the White House. An intern is a person who works with professional people, helping them with their work, and in the process, learning a lot about the profession. Hilda learned a lot about administration and how to pay for good programs. After her internship, Hilda was offered a job with the U.S. Office of Management and Budget.

Important Successes or Accomplishments

What kinds of jobs and accomplishments did Hilda Solís get?

During her professional life, Hilda Solís has had many important jobs. In all of them, she worked hard to make life better for people, to create good working conditions for workers, to obtain better pay for the working poor, and to have healthy citizens and neighborhoods. First, she was elected to the U.S. House of Representatives. On December 18, 2008, President Obama named her Labor Secretary, one of the highest positions in the country. A Labor Secretary – other countries call this position Minister of Labor – works on improving both productivity and working conditions around the country. Currently, she is a member-elect of the Los Angeles Board of Supervisors.

Ms. Solís has also received many honors in her career. She was the first Latino woman to serve in the California State Senate, and the first woman to receive the John F. Kennedy Profile in Courage Award in 2000. She received this award because she worked very hard to pass laws that respected environmental justice. Remembering the landfills in her hometown, she had to do something to ensure that unfair practices did not fall on poor people. Caroline Kennedy, speaking about how difficult it was for Hilda Solís to pass this law said: “The bill (law) did not succeed the first time, but she came back and worked with the business community and...ultimately succeeded.”

Ms. Solís’s life is a bright example that challenges, or obstacles, can be overcome with hard work and perseverance. As she said with humor during a speech she gave at Hunter College during graduation in 2009, referring to her high school counselor’s words: My counselor suggested I become a secretary, and I did become a secretary – the nation’s labor secretary!” The audience celebrated, laughed, and applauded.

UNIT 2

Lesson

2

Course: ESL

Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

Reading 2: Sonia Sotomayor

Introducing Sonia Sotomayor

Who is Sonia Sotomayor? What does she do?

Sonia Sotomayor is famous for being the first Latino woman Justice on the U.S. Supreme Court, the highest court in the United States. She was nominated to the position of Justice by President Obama in 2009. She is of Puerto Rican descent—both of her parents came from Puerto Rico. Sonia faced several challenges when she was growing up, so she knows how important it is for people to have the protections that the law can give. She is an excellent example of someone who has overcome challenges and who wants to help people by ensuring that they have legal protections and equality. As a Supreme Court Justice, Sonia Sotomayor works to protect the rights of the American people.



Early Years

What are some of the characteristics of Sonia Sotomayor's early years?

Sonia Sotomayor's parents, Juan and Celina, left Puerto Rico and moved to New York City during World War II, in the 1940s. Juan was a factory worker, and Celina was a nurse. They lived in New York for some years. Then, in 1954, Sonia was born in the Bronx, New York. When Sonia was nine years old, her father died. This meant that Sonia's mother had to work very long hours and spend a lot of time away from Sonia. This was difficult for Sonia, but she had the love and support of her grandmother, who often took care of her.

Overcoming Challenges

What big challenge did Sonia Sotomayor face as a child? How did she respond?

Sonia also had diabetes, a serious health condition, as a child. Because of diabetes, she needed shots, or injections, of medicine every day. Her mother could not help her because she had to work so many

long hours to support the family, so Sonia learned to give herself the shots. She took very good care of herself, even though she was a young girl of only six or seven years. Everyone noticed how strong, brave and courageous Sonia was. At a young age, she decided to always try very hard so that she could succeed and make a difference in the world.

Sonia knew that one way to make a difference in the world was to study the law and become a lawyer, or attorney. Sonia was only 10 years old when she decided to become a lawyer who would help people find justice. “I was going to college and I was going to become an attorney, and I knew that when I was ten. Ten. That’s no jest,” said Sonia Sotomayor many years later. Knowing that she wanted to study law, Sonia studied very hard in school. She stayed after school for hours, studying and learning more and more. She graduated as valedictorian from Cardinal Spellman High School in New York. A valedictorian is the student who has the highest grades in a high school. After high school, Sonia went to college at Princeton University, where she worked very hard and was successful.

Important Successes or Accomplishments

What kinds of jobs and accomplishments did Sonia Sotomayor get?

After Princeton, Sonia wanted to continue studying, so she went to law school at Yale University. When she graduated from law school, Sonia was immediately hired as an Assistant District Attorney in Manhattan. As a district attorney, Sonia worked to make sure that the streets of Manhattan were safe from violent crimes, like murders, robberies and child abuse. She worked tirelessly to prosecute, or bring to justice, violent criminals and ensure that people in New York had safe places to live and work.

In 1991, Sonia was nominated by President George H.W. Bush to become a judge on the U.S. District Court for the South District of New York. Sonia Sotomayor was the youngest judge in that Court and the first woman of Puerto Rican descent to be named as a judge in New York. She continued to work diligently, or very hard, as a judge. In 1998, President Clinton nominated her to the U.S. Court of Appeals for the Second Circuit. While she was there, she ruled, or made decisions, on many important cases. In one case, she delivered a ruling that protected Chinese women from being sent back, or deported, to China because they faced violations of their rights there. Once again, Ms. Sotomayor showed her strong commitment to protecting people’s rights.

In 2009, President Obama nominated Sonia Sotomayor to the U.S. Supreme Court, the highest court in the country. Sonia was the first Latino woman nominated to the Supreme Court, and only the third woman to be appointed in U.S. history. As a Justice on the Supreme Court, Ms. Sotomayor has continued to protect the poor and people who need a voice. For example, she voted against a bill, or a law, passed in Arizona that was harmful to immigrants there. Today, she continues to fight for justice and protect the rights of the American people.

UNIT 2
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Course: ESL

Unit 2: Challenges and Solutions

Lesson 2: Engaging in Inquiry: New Yorkers
Overcoming Challenges

Reading 3: Edwidge Danticat

Introducing Edwidge Danticat

Who is Edwidge Danticat? What does she do?

Sometimes when children arrive in a new country, they experience discrimination from other children in their new schools. Edwidge Danticat, who moved to New York City from Haiti when she was twelve years old, experienced discrimination from her classmates. They did not accept her or make her feel welcome. Edwidge Danticat is a good example of how young people, even children, can overcome problems they face in a new country by using the resources they bring from their home countries. Today, Ms. Danticat is an award-winning writer who brings fresh and interesting ideas to people through her writing.



Early Life

What are some of the characteristics of Edwidge Danticat's early years?

Edwidge grew up in Port-au-Prince, Haiti, in a family with many good, kind, and supportive family members who loved her very much. Edwidge enjoyed spending time with her family. She especially loved her aunts, who told wonderful, interesting and fascinating stories. Edwidge could listen to her aunts for hours as they told their tales, stories, and fables. Edwidge had a very happy childhood, surrounded by people who loved her.

When she was 9 years old, Edwidge started writing her own stories. Edwidge's stories were so good that she started to have a reputation as a very good writer, and some adults in her neighborhood even asked her to write letters for them. Writing felt good to Edwidge, and in her stories, she wrote confidently about her life and about what was important to her. Edwidge wanted to use her writing to help people understand important concepts about life in Haiti.

Overcoming Challenges

What challenge did Edwidge experience in school? What did she do to help herself?

When Edwidge was 12, she and her brother moved to New York to be with their parents, who had immigrated several years before. When Edwidge arrived in the U.S., she spoke Creole, the language of Haiti, as well as French, but she did not speak any English. New York City was very different from Haiti. It was big, and Edwidge thought people were not friendly. She missed her aunts, uncles, and cousins. She missed her country. Living in New York, Edwidge began to learn English, new customs, and new ways of doing things.

Edwidge worked hard to learn English, and she learned a lot. She was a very good student and she always succeeded in school. But there were some problems. Some of the other students teased her. They made fun of her because her clothes were different. Sometimes, they made fun of her accent and her way of speaking in English, because she did not sound the same as the other students in the school. Edwidge stopped speaking to her classmates, and if she had to speak in class to the teacher, she spoke very quietly because she did not want other students to hear her accent and make fun of her. She was very sad.

Then Edwidge remembered the stories her aunts had told her in Haiti. This made her feel better. She also helped herself by continuing to write her stories. She started to write her stories in Creole, like she had done in Haiti, as well as in English. Two years after moving to New York, Edwidge's first short story, called "A Haitian-American Christmas: Cremace and Creole Theatre," was published in a magazine for teenagers in New York called *New Youth Connections*. Then she wrote another story for *New Youth Connections*, called "A New World Full of Strangers" about her life as an immigrant in New York. As a result of these experiences, Edwidge said, "Writing... had given me a voice. My silence was destroyed completely, indefinitely." Never again would Edwidge allow herself to remain silent.

Important Successes or Accomplishments

Where did Edwidge go to school? What successes did she have?

Edwidge knew she had talent as a writer, so she decided to go to Barnard College to study French literature, and to Brown University to study writing. She published her first book at age 25. It was about a young woman who immigrates to the United States from Haiti. Edwidge received the *Best Young American Novelists* prize for writing it. Since then, she has won many prizes and awards for her writing. In 2009, she received the MacArthur Fellows Program Genius Grant, a prestigious and respected award given to people who are creative artists and writers. Most of Ms. Danticat's books have been about Haiti and the lives of people who live there. She has been called a "great, new world-class writer," and people from all over the world read her ideas and her writing. Her books have been translated into many languages, including Korean, Italian, French, German, Spanish, and Swedish. Now the stories that gave Edwidge Danticat strength can be loved by all.

UNIT 2
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Course: ESL

Unit 2: Challenges and Solutions

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Overcoming Challenges

Handout #2.1: Quick Write

Think about a problem in your life that you solved. What was the problem, and how did you solve it?

Piensa en algún problema que hayas solucionado. ¿Cuál fue el problema y cómo lo solucionaste?

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Handout #2.2: “My Turn” Cards

For students who are working in pairs.

Set A	Set B
I'll go first. The problem I had was.... It's your turn.	I'll go first. The problem I had was.... It's your turn.
Okay. The problem I had was.... I think we're done.	Okay. The problem I had was.... I think we're done.

For students who are working in groups of four.

Set A	Set B
I'll go first. The problem I had was.... Who's next?	I'll go first. The problem I had was.... Who's next?
I'll go next. The problem I had was.... Who's next?	I'll go next. The problem I had was.... Who's next?
I'll go next. The problem I had was.... Who's next?	I'll go next. The problem I had was.... Who's next?
It's my turn. The problem I had was... I think we're done.	It's my turn. The problem I had was... I think we're done.

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 Overcoming Challenges

Handout #2.3: Anticipatory Guide

Statement	Agree	Disagree	Why do you agree? / Why do you disagree?
It is easy to find people who will help us solve our problems.			
People who have problems or difficulties can be successful in a new country.			
Our families help us overcome challenges and solve problems.			
It is often impossible to find solutions to problems.			

I agree because....

I disagree because....

UNIT 2

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Course: ESL
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 Overcoming Challenges

Handout #2.3: Spanish Anticipatory Guide

Statement	Agree	Disagree	Why do you agree? / Why do you disagree?
Es fácil encontrar personas que nos puedan ayudar a solucionar nuestros problemas.			
Las personas que tienen problemas o dificultades pueden tener éxito en un país nuevo.			
Nuestras familias nos ayudan a superar los retos y resolver problemas.			
A menudo es imposible encontrar soluciones a los problemas.			

I agree because....

I disagree because....

UNIT 2

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Handout #2.4: Reading with a Focus: Question Matrix

Paragraph	Question	Evidence from the text
1	What is one fact you learned about this person?	
2	What is one activity this person enjoyed in her early life?	
3	What is one challenge this person overcame?	
4	What is one accomplishment of this person?	

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 Overcoming Challenges

Handout #2.5A: Double Entry Journal: Hilda Solís

What challenge did Hilda Solís overcome?	How did she overcome this challenge?
The challenge Hilda Solís overcame was _____ _____ _____ _____ _____ _____	She _____ _____ _____ _____ _____ _____
Paragraph # _____	Paragraph # _____

One important thing I learned about Hilda Solís 's life is _____

UNIT 2
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Handout #2.5B: Double Entry Journal: Sonia Sotomayor

What challenge did Sonia Sotomayor overcome?	How did she overcome this challenge?
The challenge Sonia Sotomayor overcame was _____ _____ _____ _____ _____ _____ _____	She _____ _____ _____ _____ _____ _____ _____
Paragraph # _____	Paragraph # _____

One important thing I learned about Sonia Sotomayor’s life is _____

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Handout #2.5C: Double Entry Journal: Edwidge Danticat

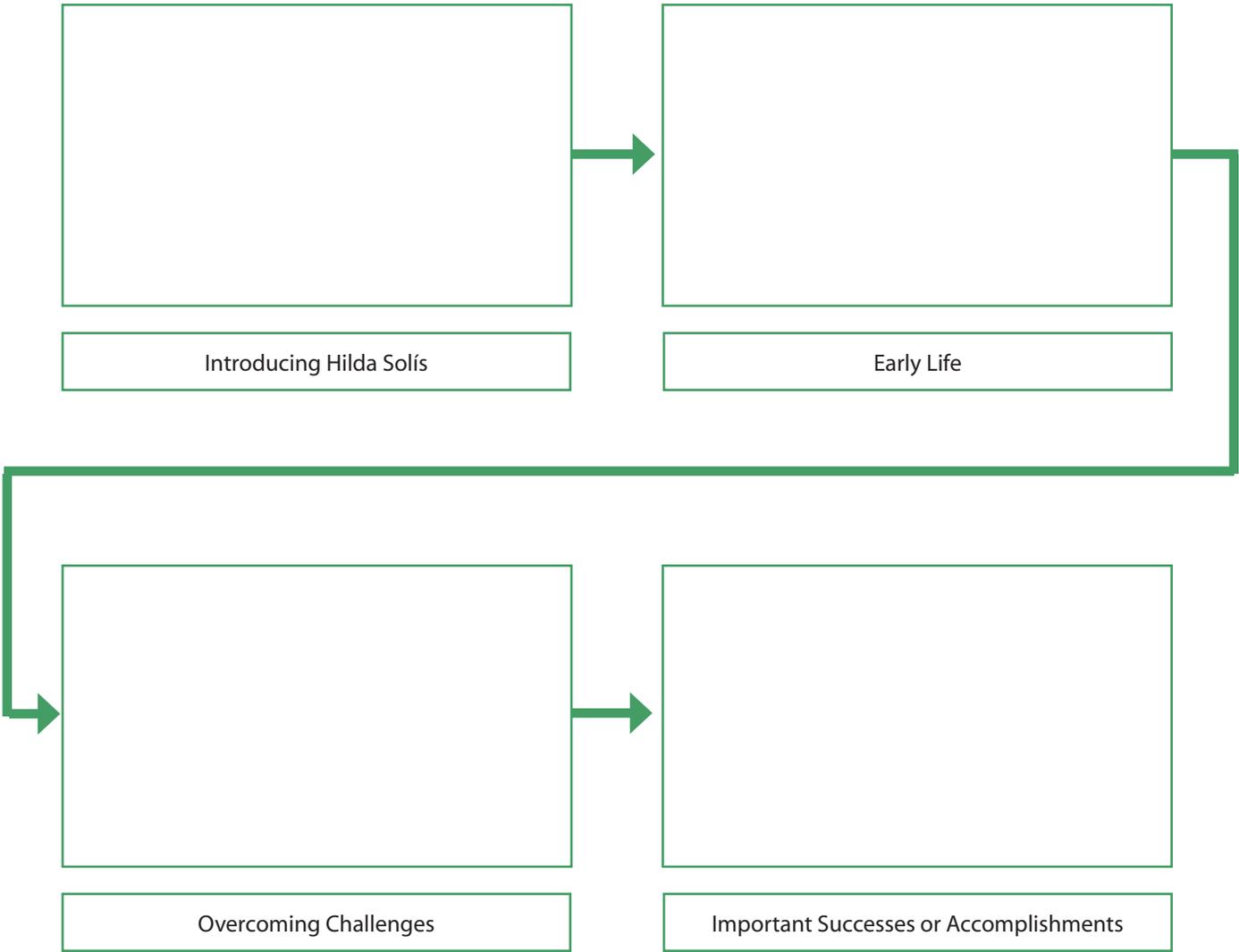
What challenge did Edwidge Danticat overcome?	How did she overcome this challenge?
The challenge Edwidge Danticat overcame was ----- ----- ----- ----- ----- ----- -----	She ----- ----- ----- ----- ----- ----- -----
Paragraph # _____	Paragraph # _____

One important thing I learned about Edwidge Danticat’s life is -----

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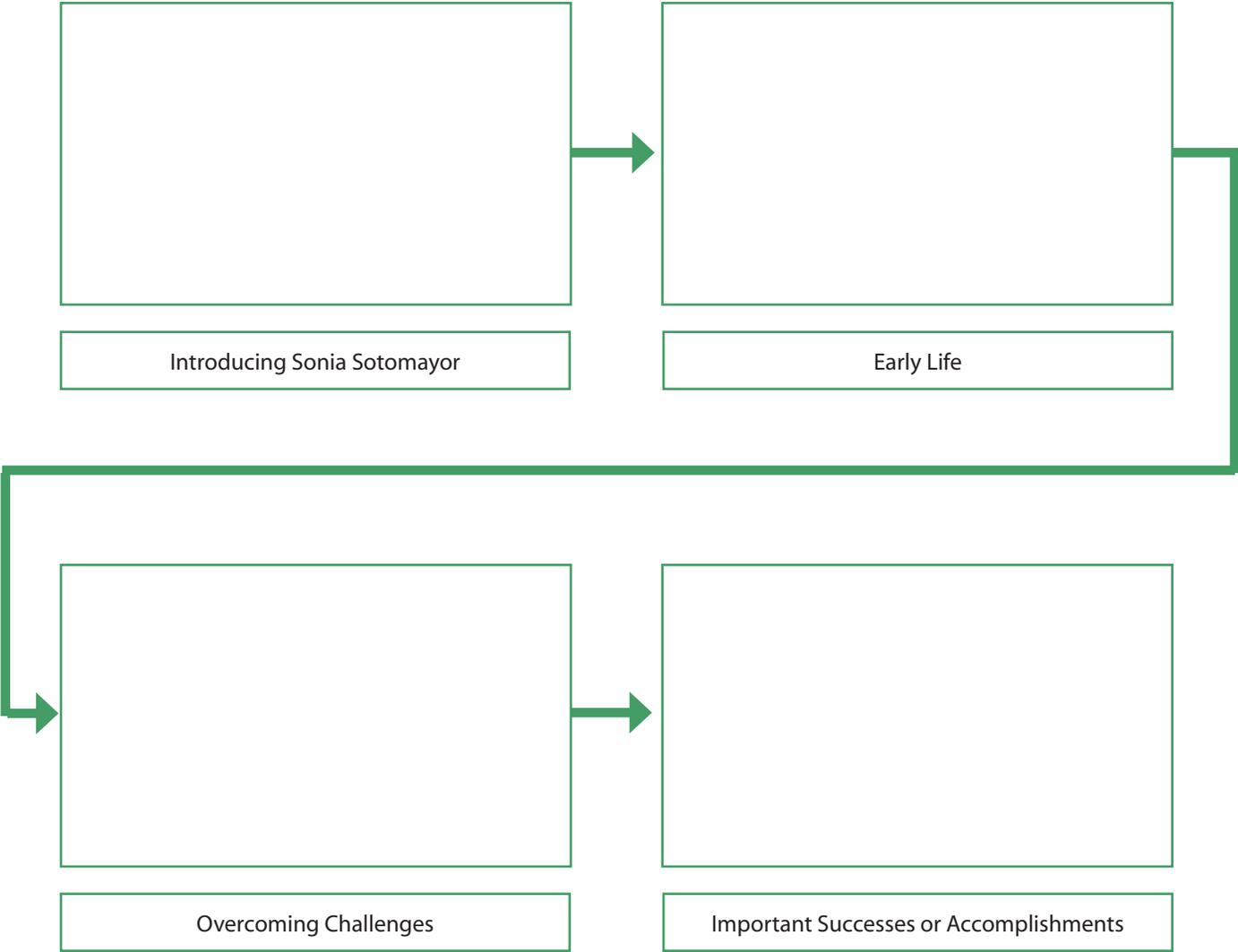
Handout #2.6A: Story Board: Hilda Solís



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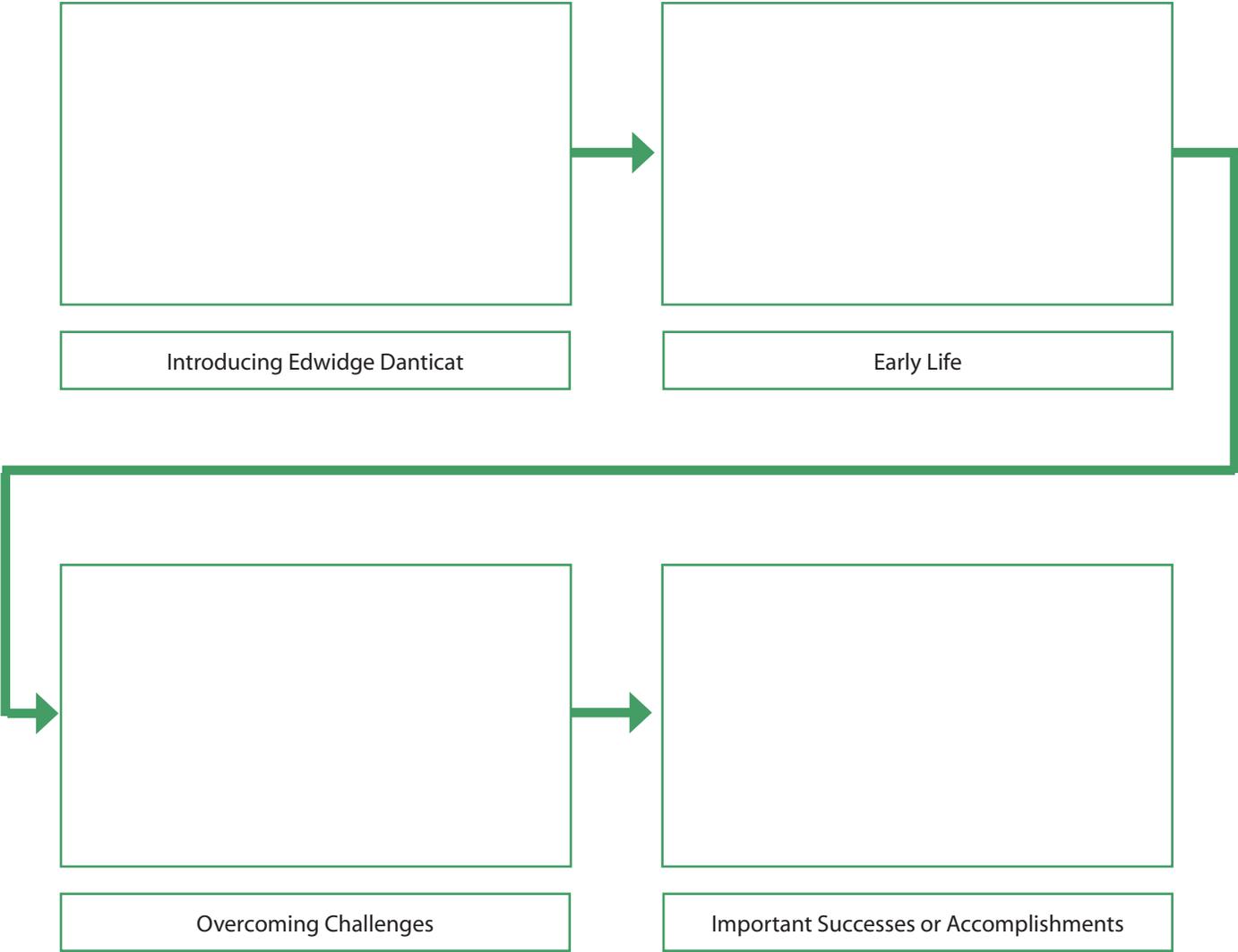
Handout #2.6B: Story Board: Sonia Sotomayor



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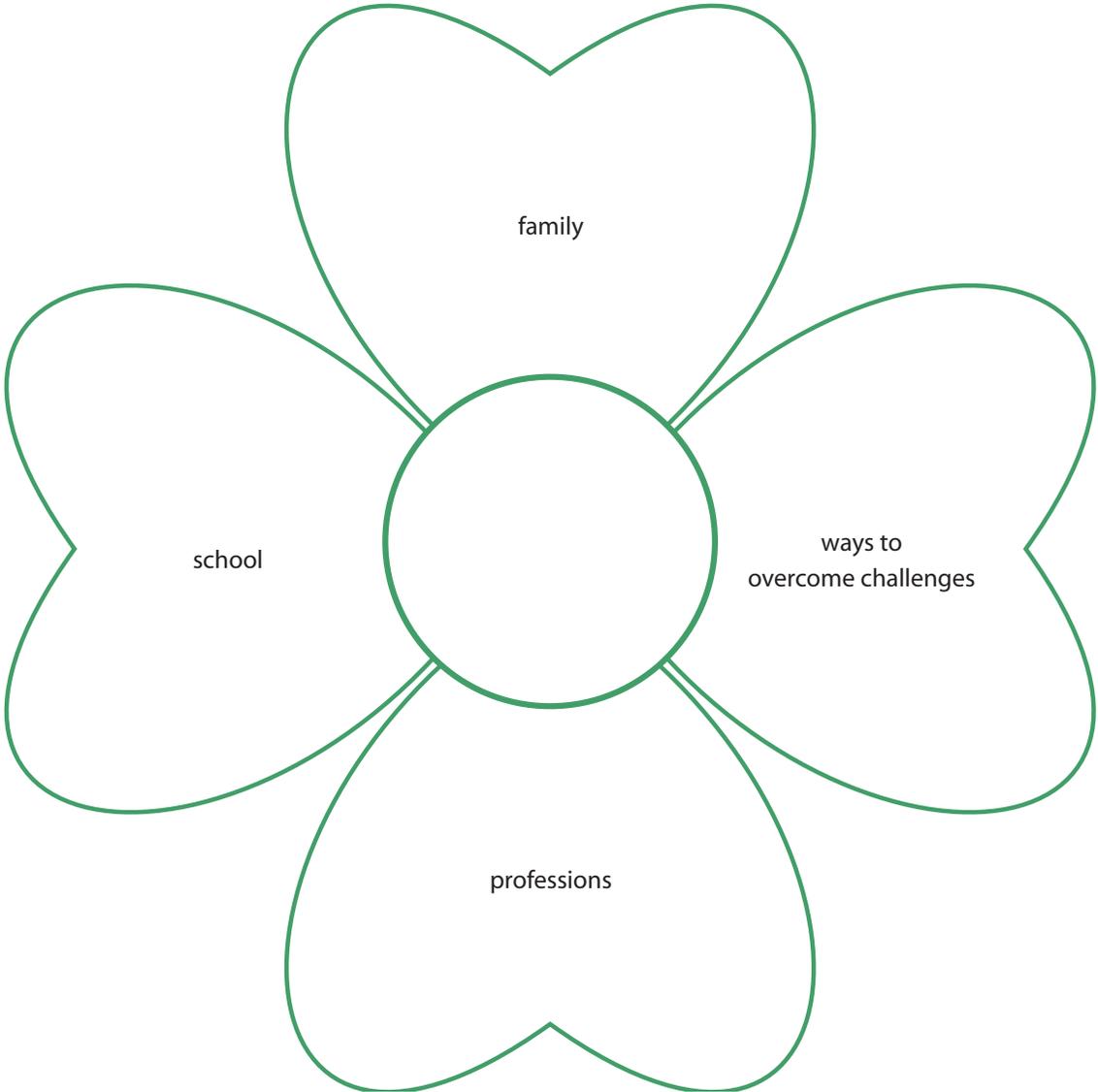
Handout #2.6C: Story Board: Edwidge Danticat



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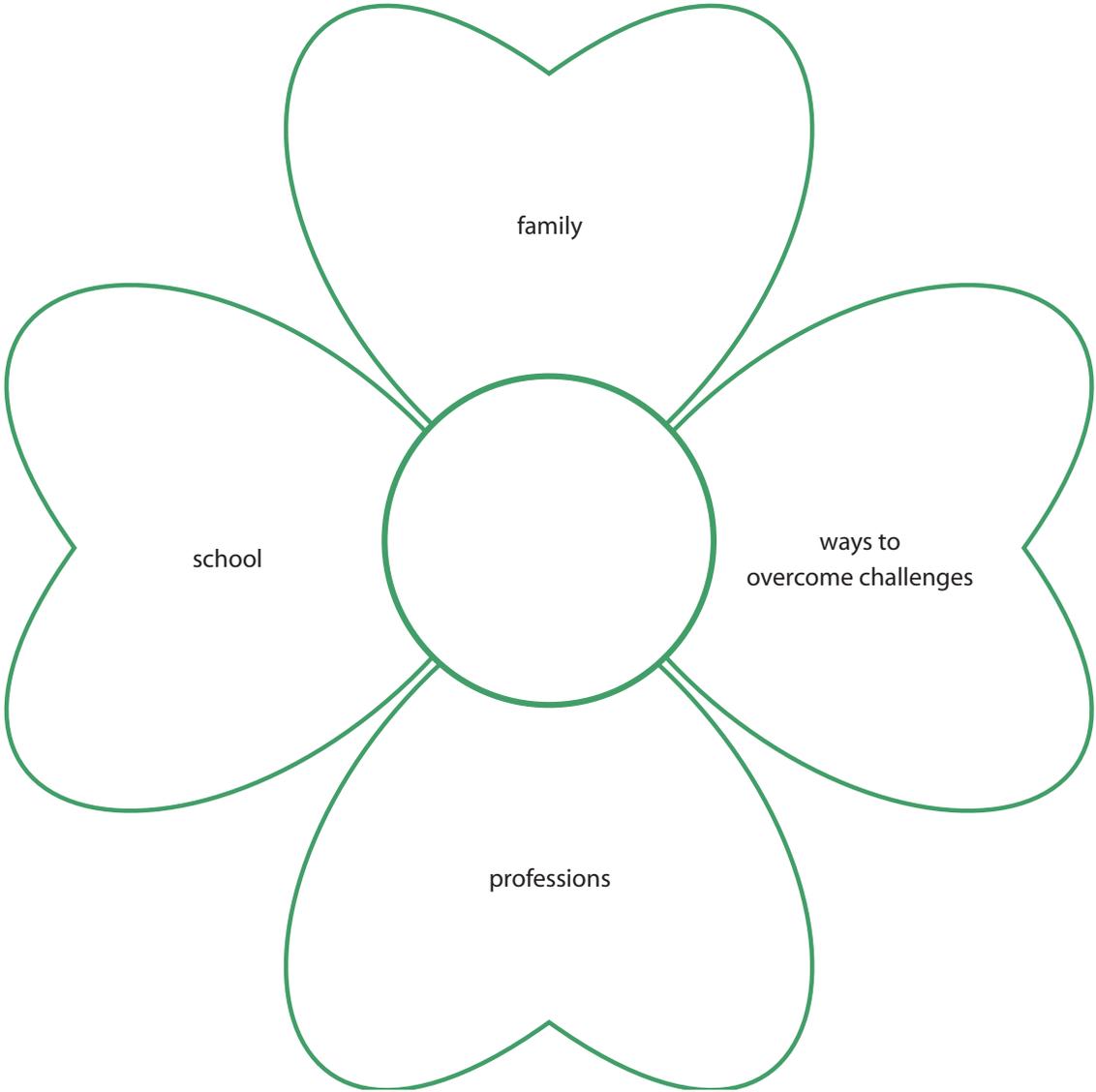
Handout #2.7A: Semantic Flower: Hilda Solís



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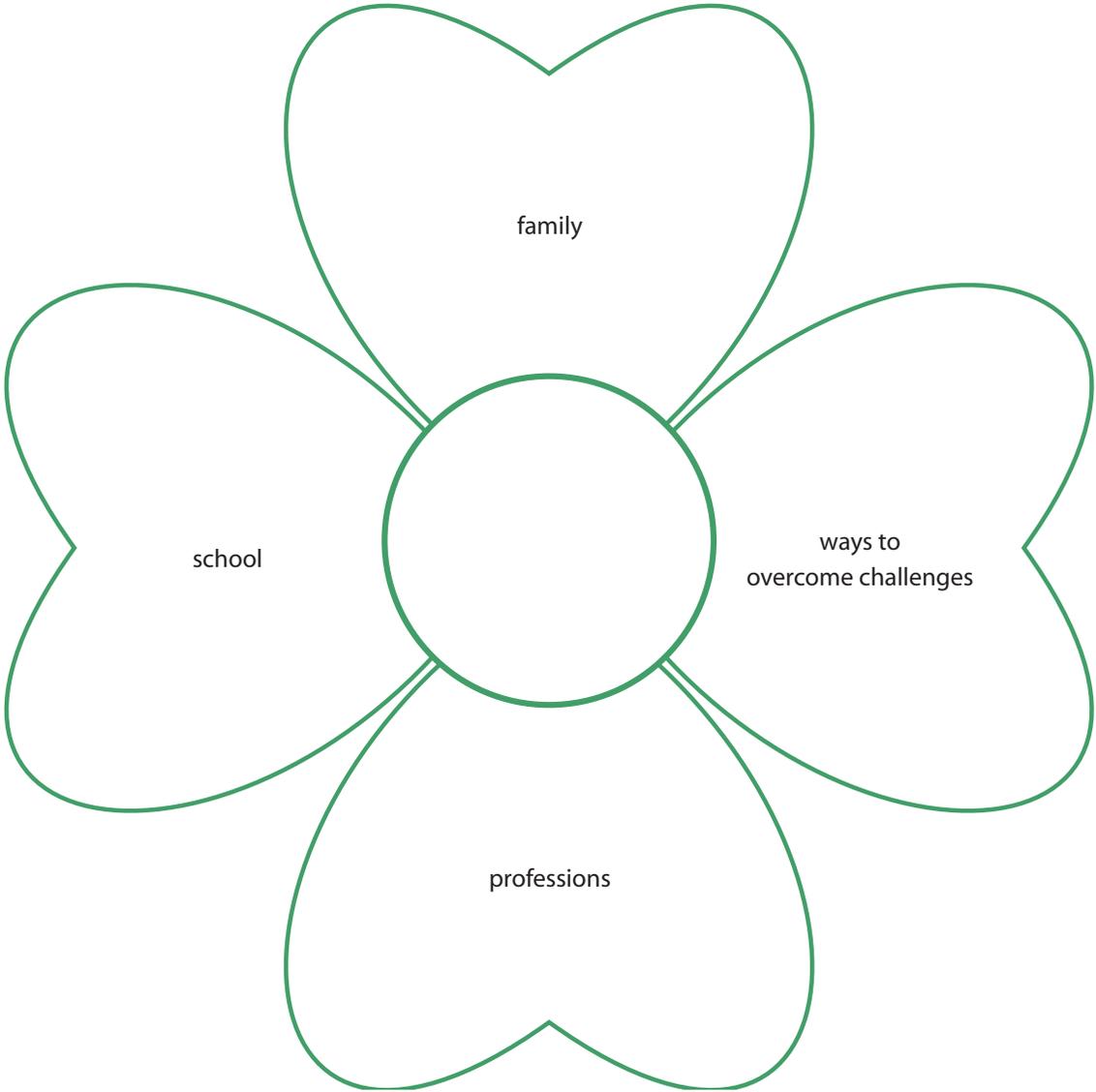
Handout #2.7B: Semantic Flower: Sonia Sotomayor



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Handout #2.7C: Semantic Flower: Edwidge Danticat



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Overcoming Challenges

Handout #2.8: Self-Assessment with Rubric

	Understanding the Text	Cooperating with Classmates	Asking for Help	Helping Others with Ideas
3	I understood the text.	I worked well with my classmates.	I asked for help when I needed it.	I helped my classmates.
2	I somewhat understood the text.	I sometimes worked with my classmates.	I sometimes asked for help when I needed it.	I sometimes helped my classmates.
1	I didn't understand the text.	I didn't work well with my classmates.	I didn't ask for help when I needed it.	I didn't help my classmates.

UNIT 2
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3

Course: ESL
Unit 2: Challenges and Solutions
Lesson 3: Writing About our Challenges

LESSON INTRODUCTION

This lesson focuses on the structure of texts and the ways ideas are put together to facilitate understanding. Students first read two short essays that follow the same structure (problem, solution, and lesson learned). While the structure and flow of these essays may be a new genre for the student, the content reflects information, language, and concepts already experienced in the first ESL Unit, as well as the two preceding lessons in this unit. Students then apply this structure to their own writing in highly supported ways. In this way, students both reinforce as well as build on prior lessons as they learn to write in English.

Audience

6-12th grade beginning to early intermediate ELLs

Classroom time frame

Five 50 minute periods

INSTRUCTIONAL SEQUENCE

Preparing Learners

- * Think Pair Share
- * Novel Ideas Only

Interacting with Texts

- * Challenges and Solutions Model Essay Read Aloud: Lost on the Subway
- * What's the Gist?
- * Challenges and Solutions Model Essay Reading with a Focus: Lost on the Subway
- * Challenges and Solutions Dyad: My Best Friend

Objectives/Disciplinary Practices

Identify the structure of a text, and understand how the structure facilitates understanding in reading and writing.

Use background knowledge to understand a text and to write an original text.

Learn and use planning tools in generating well organized and coherent texts.

Extending Understanding

- * Semantic Map
- * Challenge and Solution Scenario Cards
- * Dyad Share
- * Personal Semantic Map
- * Semantic Map Pair Share
- * Personal Challenge Writing Guide
- * Writing About Personal Challenges

UNIT 2
Lesson
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Course: ESL
Unit 2: Challenges and Solutions
Lesson 3: Writing About our Challenges

Preparing Learners

- ✱ Think Pair Share
- ✱ Novel Ideas Only

Objectives/Disciplinary Practices

Build background knowledge around the topic.
Listen attentively, take turns speaking, and build on each others' ideas when engaged in pair, group or full-class discussions.

Think Pair Share

(bridging, schema building)

Ask students to think silently for one minute and jot down some ideas about the following prompt:

Think about one challenge or problem you have (or had) as a teenager in New York City.

Direct students to turn to a partner and share their experience. Remind students that they must listen carefully to what their partner says, because if called on by the teacher, they will share their partner's experience, not their own.

Additional Scaffolding: If students would like to share with a partner who speaks in their first language, they may do so. *Handout 3.1* has the prompt in English, as well as in several other languages. Encourage students to practice sharing their experiences in English as well, using the Formulaic Expressions provided in the handout.

Allow about one or two minutes of sharing per partner. If students would like to share out with the class, they may share out a challenge they have had, using the prompt in English on the handout. If students are hesitant, ask students to share out in their first language, and then help the student form a response in English, using the prompt provided.

Novel Ideas Only

(bridging, schema building)

Distribute *Handout 3.2: Novel Ideas Only* to students. Read the prompt aloud to students (“*One challenge teenagers have is...*”), and alert students to the numbers 1-8 written on the left hand side of the paper. Explain that students will have three minutes together to brainstorm challenges or problems they have as teenagers. The process is as follows: as each idea is offered, a second student echoes the idea and all group members add it to their individual lists. It is important that all lists in a group be the same. After three minutes, students are asked to draw a line under the last item in their group’s list and to stand.

Call on one student from a group to read the prompt “*Some challenges teenagers face are...*” and the group’s brainstorm list. Other groups should listen, checking off any duplicate items, so that the groups that follow contribute “Novel Ideas Only.” When a group is finished presenting, all members sit down and individual members write novel ideas contributed by other groups below the line on their lists.

Course: ESL

Unit 2: Challenges and Solutions

Lesson 3: Writing About our Challenges

Interacting with Texts

- ✱ Challenges and Solutions Model Essay
Read Aloud: Lost on the Subway
- ✱ What's the Gist?
- ✱ Challenges and Solutions Model Essay
Reading with a Focus: Lost on the Subway
- ✱ Challenges and Solutions Dyad: My Best Friend
- ✱ Semantic Map
- ✱ Semantic Map Partner Share

Objectives/Disciplinary Practices

Convey information and ideas through spoken and written language using appropriate conventions.

Learn and identify the structure of a text, and how each piece of a text works together to create the whole.

Learn and apply strategies for planning and outlining written texts.

Challenges and Solutions Model Essay Read Aloud: Lost on the Subway

(modeling, contextualization, schema building)

Tell students that you are going to read an essay together called, “Lost on the Subway.” Explain to students that this essay is about a challenge, or a problem, that a teenager had in New York City. As they listen, students should focus on the gist of the story. What is the challenge that the author faces? Tell students that you will read the story twice; during the first read of the essay, you will read aloud, and students will listen. They will have an opportunity to examine the essay more deeply and critically during the second reading in the next task.

Before you begin reading, tell students that many of the words and phrases in the story are ones that they experienced in Unit 1 as well as in Lessons 1 and 2 of Unit 2, and should be familiar to them.

Additional Scaffolding: Invite students to skim and scan the text and highlight words that they have learned in the previous lessons. Teacher may ask students to share out their findings to the class, so

that all students are reminded of the words and phrases that should be familiar to them from earlier lessons.

Note to Teachers: A color copy of the essay is provided in *Handout 3.3: Challenge and Solution Model Essay*. Ideally, this handout is to be shown to students using a Document Camera; if one is not available, students may receive a color copy of this handout to reference as you read the text aloud. Before beginning their own writing process, students will read and engage in two short color-coded essays that follow the same pattern (RED for challenge, BLUE for solution, and GREEN for lesson learned). Students will use this same pattern when they write their own essay at the end of this lesson.

What's the Gist?

(schema building)

Remind students that it is okay if they do not understand everything. Even if students do not know all of the words in the story, they can still understand the gist of the story. Tell students that for this first reading, you are going to state the gist of the story; in the subsequent reading, they will work with a partner to identify the gist.

Note to teachers: If needed, model for students the thought process needed in order to identify the gist of a story. Ask yourself aloud, “What is the story about?” Model the language you can use to identify the gist. You may use the script below, if necessary:

“I think this is a story about two brothers who get lost on the subway. One brother stays calm, and he solves the problem and finds the correct train and subway stop on the map. So, I can say that this is the gist of the story.”

Challenges and Solutions Model Essay Reading with a Focus: Lost on the Subway

(modeling, schema building)

Tell students that you will now read the story a second time. For this reading, you should provide students with a copy of the text, in color, if possible. Again, you should project the color-coded text on the Document Camera. Tell students that each color points to a different purpose in the essay: RED for Challenge or Problem, BLUE for Solution, and GREEN for Lesson Learned.

Distribute *Handout 3.4: Formulaic Expressions*. Whether students are sharing with a partner, or sharing with the class, they should use the Formulaic Expressions. If students are not yet ready to speak with a partner during this task, let them know that they will have an opportunity to use the expressions with a partner in the next task, and should follow along. The Formulaic Expressions are color coded to match the paragraph in which they are to be used.

Read the first paragraph aloud. Ask students to follow along with their own copy of the text. Stop at the end of paragraph one and ask students, “What is the challenge or problem that the brothers have? We know that the problem is in the first paragraph. What is it?” Follow this same process for the next two paragraphs, providing students with more or less scaffolding, as needed, to identify the PROBLEM, SOLUTION, and LESSON LEARNED.

Minimal Scaffolding: After you have read the paragraph aloud, ask students to work with a partner and find where in the paragraph the CHALLENGE or PROBLEM is stated. Ask students to circle the sentence(s) where the challenge is found. Alert students that as they work together to decide the answer, they should use *Handout 3.4: Formulaic Expressions*.

Moderate Scaffolding: Guide students through the first paragraph, stopping every few sentences. Ask students guiding questions, such as, “Is this a problem? What is this sentence about? Is that a problem, or is that just information about the writer?” and so on. When you reach the problem, (*Suddenly, we realized we were lost!*), ask students what is happening at this part of the paragraph. Alert students through your voice that this is the problem, and circle it on the model copy, displayed on the Document Camera. Use the Formulaic Expressions as you make your way through the text, noting which expression you are using in each paragraph.

Maximal Scaffolding: As you read the sentences aloud in each paragraph, draw what is happening on the board or on a piece of paper under the Document Camera. Each sentence adds more to the situation, and by providing a visual as you read, students can follow the story, even if they do not understand many or most of the words. Can they identify the problem, using the picture(s) as a guide? Encourage students to try using the expressions in *Handout 3.4* once they have formulated a decision, based on the drawings.

Challenges and Solutions Dyad: My First Year Learning English

(schema building, bridging)

Distribute *Handout 3.5: My First Year Learning English*. If possible, the handout should be in color. If this is not possible, be sure to display the color copy on the Document Camera. Tell students that you will read the essay aloud. After you have read it aloud once, ask students to work together in pairs to identify the PROBLEM, SOLUTION, and LESSON LEARNED. As much as possible, encourage students to work together with a partner and to help each other, no matter what level of scaffolding below they might need. Remind students of *Handout 3.4*.

Note to teacher: use the same scaffolding techniques described in the previous task, if needed.

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Extending Understanding

- ✱ Challenge and Solution Scenario Cards
- ✱ Dyad Share
- ✱ Semantic Map
- ✱ Personal Semantic Map
- ✱ Semantic Map Pair Share
- ✱ Personal Challenge Writing Guide
- ✱ Writing About Personal Challenges

Objectives/Disciplinary Practices

Apply planning and writing strategies to an original piece of writing.

Construct a written text that follows expected conventions and structure.

Challenge and Solution Scenarios

(bridging, schema building)

Tell students that they will now work with a partner to read and discuss two of four *Challenge and Solution Scenarios*. Each table group of four students will receive two scenarios (*Handout 3.8: Challenge and Solution Scenario Cards*): Dyad A will receive the two Scenario A Cards and Dyad B will receive the two Scenario B cards.

Ask students to work with their dyad partner taking turns to first read aloud a scenario and discuss with each other what the challenge is. After identifying the challenge, partners will work together to brainstorm possible solutions to the challenge.

To model, share with students the scenario below, and then brainstorm aloud what the challenge may be and a possible solution. You may also ask students to help you brainstorm:

Pedro is on his school's soccer team. The team practices every day after school, and they have games almost every weekend. Pedro really likes playing on the soccer team; he enjoys his teammates, and his coach is very nice and supportive. The team takes a lot of commitment in terms of time and effort. Lately, Pedro has been feeling like he does not have enough time to do his homework, and twice he has forgotten to do an assignment. His mother wants him to quit the soccer team and spend more time focused on school.

Additional Scaffolding: If needed provide students with some possible formulaic expressions to use during each of the two phases of the task. When you model how to brainstorm the scenario above, use some of the formulaic expressions below.

Identifying the Challenge:

- I think the challenge is _____ because _____
- One possible challenge might be _____
- It says right here that _____, so I am going to say that the challenge is _____.

Brainstorming Possible Solutions:

- One solution might be _____.
- I think one solution is _____.
- If I were this person, I would _____.

Dyad Share

(schema building)

Ask dyads to now share with each other. Each partner will select one of the two scenarios, sharing first the challenge the person faced, and then the proposed solution, so that each member of the table group shares one scenario.

Semantic Map

(bridging, schema building, text representation, modeling)

Tell students that they are going to write a short text about a problem or challenge they have faced. In order to help them organize their ideas, they can use a Semantic Map as a brainstorming tool. On the Document Camera, show students *Handout 3.6: Lost on the Subway Semantic Map*. Tell students that the writer first thought of three challenges, and then chose one challenge to expand. Similarly, the writer of *Handout 3.7: My First Year Learning English* went through the same process.

Personal Semantic Map

(schema building, bridging)

In order to consider their own challenges that they have experienced, students will first brainstorm three challenges, using *Handout 3.9: Personal Essay Semantic Map*. Remind students that they have already thought quite a bit about their own experiences, in the Think Pair Share as well as in the Novel

Ideas Only tasks. Tell students they may refer to this work, or brainstorm new ideas. Tell students to choose three challenges, and write one in each of the three circles. Alert students to *Handout 3.10: Semantic Map Pair Share*. Tell students that they are going to share all three challenges with a partner, and then select one challenge to examine in more depth. For this one challenge, students will think of a solution and a lesson learned. Students may use *Handout 3.10* for the next task.

Semantic Map Partner Share

(schema building, bridging)

Ask students to share their three challenges with a partner. Tell students that if they need to, they may share their choices in their native language first, and then use the Pair Share Prompts in *Handout 3.10*. They will be able to use these sentence in their writing later. Some students may only be able to use the first prompt (the challenge), others may be able to use the second and third prompts as well. Tell students they can try to use all three, but that they must use the first prompt.

After students have had a chance to share with each other, ask for volunteers to share out some of their challenges, using the prompts in *Handout 3.10* to do so. If students used more than one prompt from *Handout 3.10*, they may share those as well.

Personal Challenge Writing Guide

(bridging, schema building)

Distribute *Handout 3.11: Personal Challenge Writing Guide* and *Handout 3.12: Writing About Personal Challenges*. Explain to students that the Writing Guide follows the same format as the sample essays they read, and is color-coded to help them know which information goes in which part.

Tell students that they may choose one formulaic expression for each section of their paper from the *Writing About Personal Challenges Handout* (if they choose to use only one formulaic expression, they must choose the colored phrase; the others are available to use if students want to write more), and they may also choose to elaborate and use more than once sentence (elaboration phrases have been provided for students to use in *Handout 3.12*; students may use one or more of these phrases in their writing). Students may use their *Personal Semantic Map* to help them with the first circle, *My Challenge*.

Minimal Scaffolding: Distribute *Handouts 3.11* and *3.12* and ask students to work on their own to write their personal essay. The teacher may circle the room, assisting students as needed.

Moderate Scaffolding: Guide students in their writing by modeling for students each section of the Writing Guide. Display the Guide on the Document Camera, and ask students to complete one section at a time, as you do the same, selecting the mandatory phrase from the *Writing About Personal Challenges Handout*, and then elaborating with at least one additional sentence. Tell students that they

may choose to use one or more sentences to elaborate on their initial sentence in each section. Do not move on to the next section of the writing until all students have had a chance to write their own section on their Writing Guide, using the mandatory sentences and one additional sentence.

Maximum Scaffolding: Tell students that as a class, you will first complete the Writing Guide collaboratively (thus, creating a class example of the essay). Later, students can complete their own essay, using the instruction for the Moderate Scaffolding above for this step of the process. For this sample class essay, you can select one of the student examples from the *Novel Ideas Only* task, or create one of your own. As you select the phrases to use from *Handout 3.12*, ask students to volunteer and help co-construct the class essay. Make explicit to students how you are using the Writing Guide, and which phrases may be used in which sections.

Student Essay Partner Share

(bridging, schema building, modeling)

Ask students to read their essay aloud to a partner. Each student will read their essay twice. First, their partner will simply listen to the entire story. The second time, the listening partner will focus on listening for the CHALLENGE and one SOLUTION. The listening partner will then report back to their partner what they understand the Challenge and the Solution to be, using the following language:

- Your challenge was _____
- Your solution was _____

Each partner then has an opportunity to validate or, if incorrect, to reiterate their challenge and solution.

Select or request a volunteer to read their essay aloud to the class. Ask for volunteers in the class to state the challenge and the solution, using the sentences above to do so.

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Handout #3.1: Think-Pair-Share

Think about one challenge or problem you have as a teenager in New York City.

Piense en un reto o problema que tenga en su adolescencia en la ciudad de Nueva York.

Pensez à un défi ou un problème que vous avez comme un adolescent à New York.

Reflechi sou yon sèl defi oswa yon pwoblèm ou gen kòm yon tinedjè nan New York City.

One challenge I have is _____

One problem I have is _____

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Handout #3.2: Novel Ideas Only

One challenge teenagers have is...

1.

2.

3.

4.

5.

6.

7.

8.

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Handout #3.3: Challenge and Solution Model Essay

Lost on the Subway

One day, my little brother and I were on the subway. We were going to visit our grandmother, who lives in Brooklyn. We had to take three different trains to reach our grandmother's house. On the subway, we were talking and laughing, and we were not paying attention to where we were going. Suddenly, we realized we were lost! We did not know where we were.

At first, we were very scared. My brother started to cry. But then I remembered two things: First, I needed to stay calm. Second, I could look on the subway map to find my way. I found the map and showed my brother. Together, we found where we were on the map, and where we needed to transfer to our next train.

My brother and I were both scared, but I knew that I could help myself by staying calm and by looking on the subway map and finding the correct stops. I learned to think about the resources that I have to help me solve problems.

1. Circle the sentence where the writer writes about **the challenge or the problem**.
2. Circle **the solution**.
3. Circle **the lesson learned**.

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Handout #3.4: Formulaic Expressions

CHALLENGE

I think the writer's challenge is _____

SOLUTION

One solution to the challenge was _____

LESSON LEARNED

The writer learned _____

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Handout #3.5: Search and Find

My First Year in America

When I was twelve years old, my family left Somalia and came to New York City. We moved to an apartment in the Bronx. In school, I started learning English in my *English as a Second Language* class. I liked that class. Everyone was very nice and helpful. Mr. Ramos was a very good teacher, and I felt comfortable and confident in his class. But I did not like my other classes. When I tried to speak English with my classmates in my science class, two girls who sat near me laughed at the way I spoke. They said that they could not understand what I was saying because my accent was so strong. They said that I should not talk until I could speak English correctly. I did not know what to do. How could I learn to speak English in school, when my classmates laughed at me?

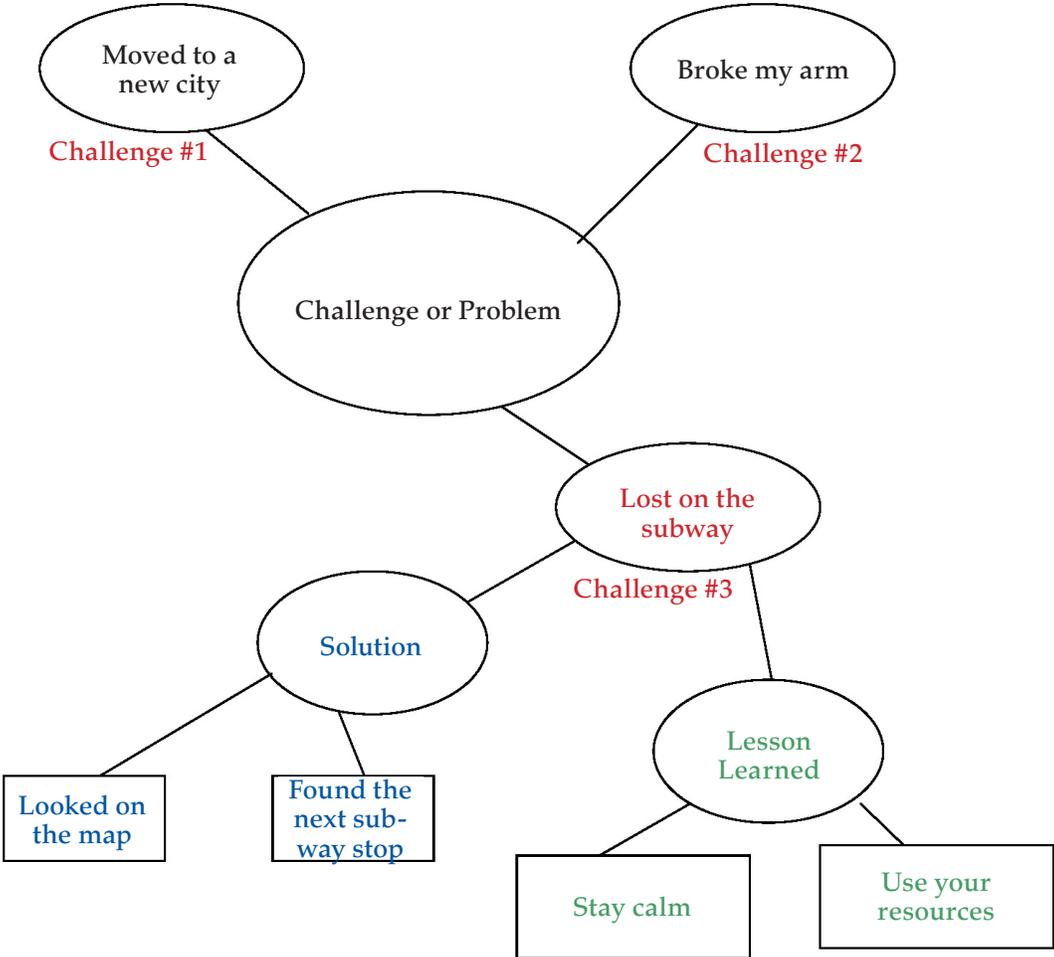
I decided to ask Mr. Ramos for advice about my accent. He said, "Everyone has an accent. I am going to teach you and your classmates how to defend yourselves when someone makes fun of the way you speak." That day, we had a special lesson on what to say when classmates are impatient with the way we speak English. I tried out the strategy the next day. When the same girls laughed at me, I turned to them and said, "I know my English is poor right now, but I am trying my very best. Can you help me?" The two girls said they would help me, and they did.

Now I am 17 years old. Everyone understands my English. I even go with my parents to the doctor to translate, so the doctor and my parents can communicate. I learned that in order to learn a new language, I had to be brave and stand up for myself in uncomfortable situations. I also learned that the more people were willing to help me, the faster I was able to learn and become a confident English speaker.

1. Circle the sentence where the writer writes about **the challenge or the problem**.
2. Circle **the solution**.
3. Circle **the lesson learned**.

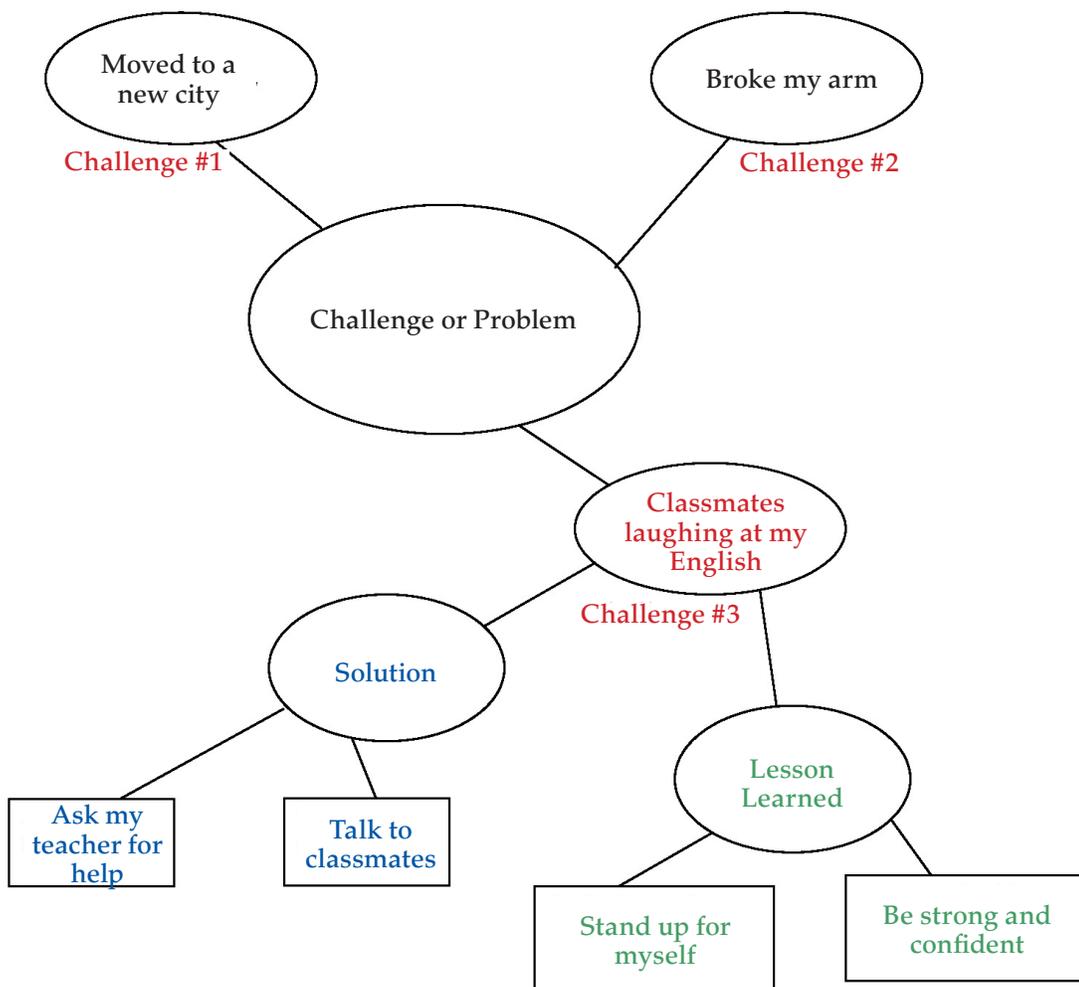
Handout #3.6: Lost on the Subway Semantic Map - Brainstorming

Before you write, brainstorm – think of ideas that you will write about in your essay. One way to brainstorm is to use a semantic map.



Handout #3.7: My First Year Learning English Semantic Map - Brainstorming

Before you write, brainstorm – think of ideas that you will write about in your essay. One way to brainstorm is to use a semantic map.



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Handout #3.8: Challenge and Solution Scenario Cards

Dyad A, Scenario I

Jacob has a job after school working in a store downtown. He must take two subway trains to get to work. Jacob has one hour to get to work after school, but after he has finished talking to his classmates and saying goodbye to all of his friends, he has to run to the subway station in order to catch the train. For the past month, Jacob has been late to work every day. Yesterday, his boss told him that if he is late again, he will be fired. He really needs the money from his job, and he cannot be late again!

Dyad A, Scenario II

Lola's parents had to move to Queens because of their jobs. Lola did not want to leave her school and her friends, so she asked her parents if she could stay in Brooklyn with her aunt. Her parents agreed, and at first, Lola was very happy. She could continue going to her school, Washington High School, and see her friends every day! But now, after two months, Lola really misses her parents; she only sees them on the weekend. At first, Lola thought that living with her aunt was a good idea, but now she realizes that she feels sad most of the time. She does not want to leave her school and her friends, but she wants to live with her parents.

Dyad B, Scenario I

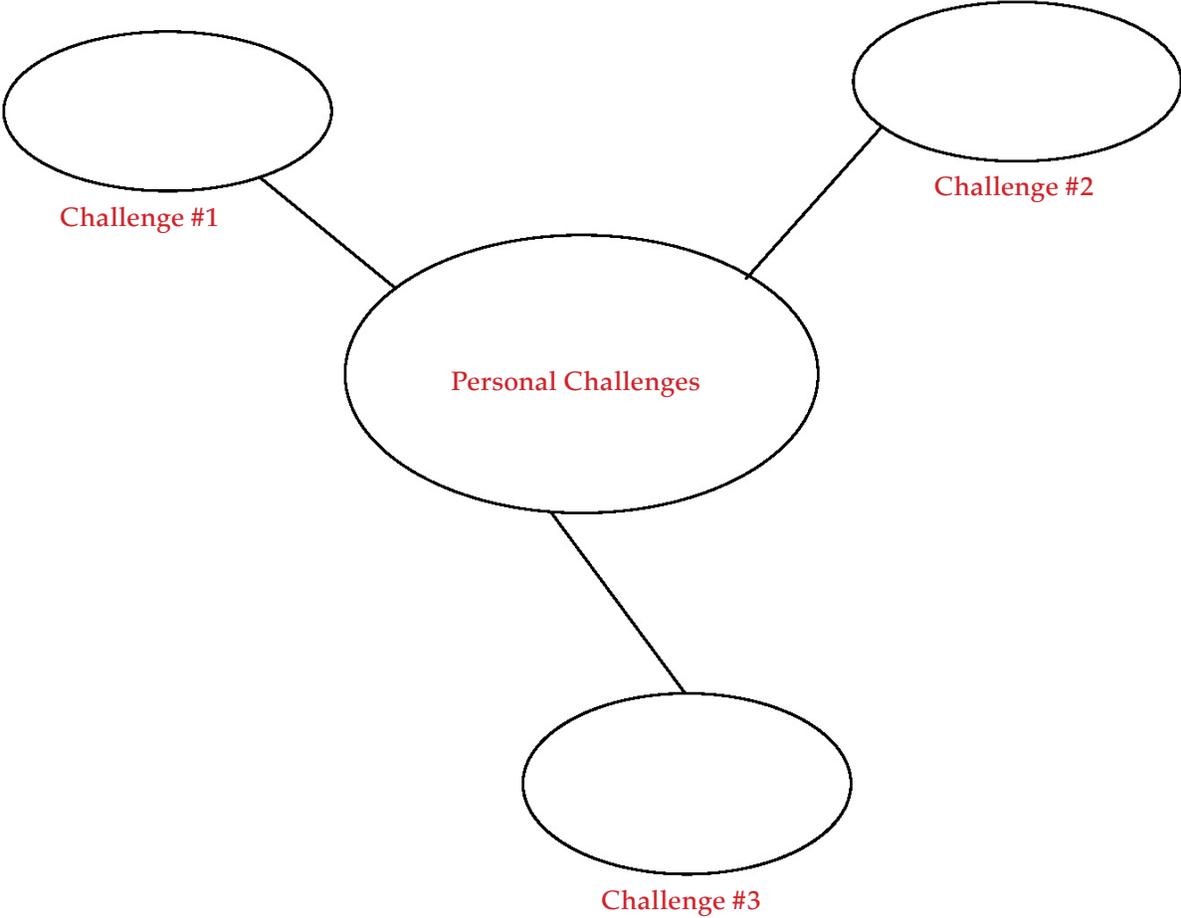
Maya is doing really well in her English class. She loves to write, and she has been practicing speaking a lot with her teachers and friends. But lately, Maya has been having a lot of difficulty in her math class. She pays attention in class, and does her homework every day, but she does not understand. Yesterday, she failed a test! Maya wants to do well in all of her classes, and even though she studies very hard, she is always confused in her math class.

Dyad B, Scenario II

Luis has an opportunity to take a writing class during the summer. His teachers tell him that he is a very good writer, and are encouraging him to take the class. They tell him that he will become an even better writer if he takes the class; he may even be able to publish something in the school newspaper! Luis is excited about the class, but he is afraid that he does not know how to spell well enough, and is embarrassed that he sometimes makes mistakes with grammar.

Handout #3.9: Personal Semantic Map - Brainstorming

Think of THREE personal challenges you can write about.



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Handout #3.10: Semantic Map Pair-Share

Share your semantic map with a partner. Explain to your partner the different challenges you have identified. Which challenge will you write about? Which does your partner find the most interesting?

Language you can use:

- One **challenge** I had was _____
- One **solution** to my challenge was _____
- One **lesson** I learned was _____

Handout #3.11: Personal Challenge Writing Guide

Challenge:

Possible Solution(s):

Lesson(s) Learned:

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Handout #3.12: Writing About Personal Challenges

Paragraph One: The Challenge or Problem

One challenge I had was _____

This was a challenge for me because _____

This made me feel _____

Paragraph Two: The Solution

I solved this problem by _____

Another way I solved this problem was _____

I think this was a good solution because _____

Paragraph Three: Lessons Learned

The life lesson that I learned from this experience was _____

I learned a lot from this experience. First, _____

The second lesson I learned was _____

Today I feel _____

