

**Discipline:** Reading, Writing, Speaking and Listening

**Standard Category:** Types of Writing

**Lesson Focus:** Informational writing

<b>PA Standard(s):</b>	<b>Related TESOL Standard(s):</b>
1.4.3B: Write informational pieces such as descriptions, letters, reports, and instructions, using illustrations when relevant.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

**Key Objectives in Accordance with TESOL Level:**

<b>Pre-Conversational/ Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
Students will be able to: • Bring an item from home related to student's culture/family to share with class or listen attentively during others' sharing sessions.	Students will be able to: • Bring in an item and talk to the class about it.	Students will be able to: • Bring in an item, describe orally, and contribute to shared-writing activity.

**Materials:**

1. Chart paper or oak tag
2. Markers
3. An item brought from home by each student

**Procedure:**

1. As part of the everyday curriculum, which respects **everyone's** uniqueness, students are asked to bring in an item, picture, or any artifact of family/ethnic interest to share with the class (example: a matrushka from Russia, a maraca from Mexico, a baseball program of a family's favorite team, etc).
2. In a shared-writing activity, the class will write a "report" on the artifact, asking information from the student "expert", using the following rubric as a guide:
  - Name of student
  - Name of artifact
  - Where the artifact came from
  - What the artifact is used for
  - Why the artifact is special to the student

*Adapt the activity to accommodate different types of ESL students. For those students who are completely non-communicative in English and have no peers able to communicate with them in their native language, if possible, communicate with the parents about*

**Suggested Level:**  
Primary

**Lesson Focus:**  
Informational writing

**Teaching Strategies:**  
Whole group instruction

Partner work

Modeling

Shared writing

**Assessment Strategies:**  
Anecdotal records of participation in listening activity

Oral contribution activity

Written product activity

*the activity and ask for their help. If the parents cannot communicate in English (after several days of writing other students' reports) indicate to the student that s/he is welcome to bring in something. Work with the class and create a modified version of the report, emphasizing the description of the artifact and downplaying the questions that can't be answered at the time.*

3. Create a "family showplace" around the room with the students' stories displayed near their shoebox displays.

**Notes:**

Model respect for anything brought to the class. It is important to have all students participate so that they all understand that each one is unique with something to offer. Be very patient with the ELL students, especially the beginners. *Establish an atmosphere of trust so that they feel secure enough to share with others.*

**Assessment:**

Anecdotal records to reflect appropriate efforts

**Beginning**

Students will bring an item from home related to student's culture/family to share with class and listen attentively during others' sharing sessions.

**Intermediate**

Students will bring in an item, talk to the class about it, and participate in shared-writing activity.

**Advanced**

Students will bring in an item, describe orally, and contribute to shared-writing activity.