

Equipped for the Future

USA in My Pocket

Project writer

Sandy Wagner

“Project-based activities provide an effective and meaningful learning experience for ESOL students. It allows them to incorporate their ideas, learn new vocabulary, and apply grammar skills in a meaningful activity. Their eagerness to get started and the extra pages completed were a testimony to their pride in the creation and completion of the project.”

Equipped for the Future

Project Based Lesson Plan XII - 149

Project Title: USA in My Pocket	ESOL Language Focus: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening Level(s): High Beginning/Intermediate/Advanced
Florida Adult ESOL Course Competencies: Competencies are listed on ATTACHMENT	EFF Standards and Roles: EFF Standards and Roles are listed on ATTACHMENT
Classroom Activities/Procedures: (Project includes attachments) 1. Generate enthusiasm and interest in the project by determining why it is needed and information that would be good to know. 2. Place students into collaborative learning groups 3. Outline rules and procedures 4. Select with class Project day or days and book title. 5. Complete Team Profile to include team members, roles, and topics for content pages. 6. Teacher role as facilitator, mentor, and resource provider. 7. Progress update report at the start of each class on Project Day. 8. Students work in groups to research, resource, and create content pages. 9. Pages are created on Microsoft Word and submitted to teacher. 10. First drafts are edited by other classmates and submitted for final revision and printing. 11. Maintain a "Page Progress" book to display student work that has been edited and is ready for printing. 12. Pages are printed and made into a book for distribution.	Vocabulary: collaborative learning facilitator secretary/recorder reporter encourager Pagemaster (techie) resources Varies with choice of topics for content pages.
	Resources: Word by Word Picture Dictionary A Conversation Book Phone book: White & Yellow pages Public Library Knowledgeable sources
Out of Class Assignment(s): 1. Complete any research for the following week. 2. Computer work that couldn't be completed in class 3. Optional meetings or email with other class members to work on their portion of the project.	Materials Needed: 1. Thesaurus, Bilingual, English to English, Picture Dictionaries 2. Internet Access 3. Texts with content page information 4. Phone Book - white and yellow pages 5. Resources for information on chosen topics 6. Notepads and pens 7. Floppy disks and blank CDs

SUMMARY

Project: “USA IN MY POCKET”: an information and resource book for ESOL students

Level: High Beginning/Intermediate/Advanced

Duration: 10 weeks (one 2 hour class session per week)*

Language Focus: Listening, Speaking, Reading, Writing

Competencies:

Depending on content pages chosen, all competencies may in part be addressed; specifically:

Workforce Skills:

- Applied Technology

Life Skills:

- Telephone Communication
- Consumer Education
- Government and Community
- Environment and the World
- Academic Skills
- Interpersonal Communication

Academic Skills:

- English skills necessary to listen, speak, read, and write effectively
- English skills necessary to apply standard grammar structures

Project Goal:

- To provide students with a project-based learning activity that incorporates EFF content standards and Florida’s Curriculum Frameworks for Adult ESOL.
- To provide a learning environment that includes a collaborative approach and the use of authentic language to accomplish the task
- To involve learners in all aspects of the planning, design, implementation, and completion of the project
- To incorporate technology skills in the project development
- To create a project that fulfills a need and is utilized by many learners

Project Objectives:

- Students create an information and resource booklet for second language learners
- Students work in collaborative groups to implement all phases in the creation of the booklet.
- Students use technology to create content pages
- Students utilize English language skills in all communication and implementation activities

Summary:

Getting Started

The initial class meeting to discuss the project focused on generating interest and enthusiasm in creating a resource and information booklet. I presented the idea to my class and we brainstormed ideas for the project. Students were asked to respond to the following questions:

1. What information was important for you to know when you first came to this country?
2. How did you find out this information?
3. What information would be important to include in an information booklet for ESOL students who have just arrived in the United States?

Outcomes:

- Agreement that there was a need for the booklet
- Excitement about creating a booklet as a class project
- Scheduling of a “Project Day”
- Creation of ground rules to include “English only”

Organization

At meeting two, students formed collaborative learning teams. Their first assignment was to complete a team profile to include:

- Name of each team member and email address
- Team role – facilitator, secretary/recorder, reporter, encourager, and pagemaster (techie)
- Team Name

Each team also brainstormed ideas for content pages and a title for the book. Title suggestions were posted on the board and the class selected by majority rule which title would be used. Content page ideas were also posted for the class to select their pages to design in order to avoid overlap of topics.

Implementation

On “Project Day” students broke into their team groups to research their topics and begin creating content pages. Texts, dictionaries, and other resource materials were available through the instructor, the Internet, and a field trips that students requested. In addition, students were encouraged to email team members and the instructor for assistance, questions, or resource information. Completed pages were emailed to instructor to be printed and entered into a “Pages for Editing” book and, after editing, in a “Page Progress” book that was displayed at each class meeting. Class agenda included:

- Team meeting and completion of update report
- Team report to class
- Research and creation of content pages

Project Completion

All content pages from each team were submitted via email or on a disk to instructor to be printed and made into a booklet for everyone in the class. Book was organized according to the following categories:

- Grammar pages
- Vocabulary pages
- Local area information (Florida Information, for example)
- Survival pages (useful words, phrases, etc.)

Copies will also be available for all ESOL students in the program.

Hints for Teachers:

- Assume the role of facilitator and resource provider. Let students take control of all aspects of the project. Make suggestions but defer to team decisions regarding topics for content pages.
- Outline rules and organizational strategies with class at onset of project. Provide guidelines for completion dates and Project Day agenda

- Outline categories for selection of content pages.* Encourage the use of graphics and visuals in the creation of pages, emphasizing that the book is for all levels of English proficiency.
- Bring the class together for updates at the beginning of each Project session
- Try to group students from different countries, especially where their native languages are different
- Keep a “Page Progress” book so students can see their completed work and show it to others. This also provides positive feedback and a sense of accomplishment.
- Find a student or students to design the cover and assist with the publishing portion of the project
- If possible, provide access to a computer or computer lab
- Organize the layout of the book into meaningful sections such as Grammar pages, Vocabulary pages, Helpful expressions, Local area information. Include an index and acknowledgement page
- Have fun and enjoy the personal interactions with students. As each page was completed the sense of pride and accomplishment was evident. Students were eager to display their pages. The use of Microsoft Word to create the pages and download clipart was also a learning experience they were able to master with a sense of pride and accomplishment. It also enabled those students who were computer proficient to assist their classmates and demonstrate their expertise.

- Appendices included

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Appendix I

SCHEDULE

<u>Project Date</u>	<u>Hours</u>	<u>Activity</u>
Week 1	1	Orientation
Week 2	2	Organization
Week 3	2	Update/Implementation
Week 4	2	Update/Implementation
Week 5	2	Update/Implementation
Week 6	2	Update/Implementation
Week 7	2	Update/Implementation
Week 8	2	Update/Implementation
Week 9	2	Update/Implementation
Week 10	2	Update/Completion
Week 11	1	Distribution of Book/Evaluations
Total = 20 Hours		

Appendix II

GETTING STARTED



PLEASE COMPLETE THIS FORM FOR YOUR TEAM

TEAM NAME _____

<u>TEAM MEMBER</u>	<u>ROLE</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

ROLES:

Facilitator: Leads discussion, brings group together, keeps everyone on topic

Recorder: Takes notes, writes down important information

Reporter: Reports team information and updates, gathers materials

Encourager: Encourages all team members to contribute, gives praise

Pagemaster: Assists with computers, emails pages or transfers files to disk to give to instructor, page layout and design

TITLE SUGGESTIONS

Please write down suggestions for a book title.

1. _____
2. _____
3. _____

TOPICS FOR CONTENT PAGES

Please write down your ideas for pages that should be included in a book of information and resources for ESOL students. Each team will choose at least 6 pages to create.

Category: Vocabulary (fruits, vegetables, emotions, weather, etc.)

1. _____
2. _____

Category: Grammar (irregular past tense, important phrases, etc.)

3. _____
4. _____

Category: Community (libraries, area codes, government offices, etc.)

5. _____
6. _____

Category: Your choice

7. _____

Appendix III

EVALUATION



Name _____

Team _____ Role _____

Pages Completed _____

Team Participation

Use of English Skills

Comments:

Instructor: _____

Date: _____

ATTACHMENT – USA in My Pocket

Florida Adult ESOL Course Competencies:

38.0, 55.0, 72.0, 89.0 Demonstrate English skills necessary to access applied technology

39.0, 56.0, 73.0, 90.0 Demonstrate English skills for effective interpersonal communication

40.01, 40.03, 40.04, 57.01, 74.02, 74.03, 91.01, 91.02 Demonstrate English skills necessary for effective Telephone communication

42.01 Demonstrate English skills necessary to understand U.S. concepts of Time and Money

43.02, 43.05, 77.04 Demonstrate English skills necessary to access Transportation and Travel

45.04, 79.04 Demonstrate English skills necessary to understand Consumer Education Issues

46.01, 46.04, 63.01, 63.02, 80.01, 80.02, 97.01 Demonstrate English skills necessary to utilize Government and Community Resources

47.01, 47.02 Demonstrate English skills necessary to understand issues relative to Environment and the World

49.01, 49.02, 49.10, 49.11, 66.01, 66.02, 66.03, 66.06, 66.12, 66.14, 83.01, 83.08, 83.10, 83.13, 100.01, 100.03, 100.05, 100.06, 100.19 Demonstrate English skills necessary to listen, speak, read, write effectively

50.0, 67.0, 84.0, 101.0 Demonstrate English skills necessary to apply Standard Grammar Structures

EFF Standards and Roles:

Worker Role: do the Work-organize, plan, prioritize, use technology resources, take responsibility for assuring work quality, safety, and results, respond to and meet new work challenges

Worker Role: Work with Others-communicate with others inside and outside the organization, give assistance, motivation, direction, seek assistance, motivation, direction, value people different from yours

Worker Role: Work within the Big Picture-respect organizational goals, balance individual roles and needs with those of the organization

Worker Role: Plan and Direct Personal and Professional Growth-learn new skills

Citizen/Community Member Role: Become and stay informed-identify community needs, strengths, and resources

Citizen/Community Member Role: Form and Express Opinions and Ideas-learn from others' experiences and ideas, communicate so that others understand

Citizen/Community Member Role: Work Together-respect others, define common values, visions, and goals, participate in group processes and decision making

Citizen/Community Member Role: Take Action to Strengthen Communities-educate others

Communication Skills:

1. Read with Understanding-Determine the reading purpose, analyze information, integrate with prior knowledge to address reading purpose

2. Convey ideas in Writing-Organize and present information to serve the purpose, pay attention to conventions of English language usage, seek feedback and revise

3. Listen Actively-Integrate information from listening with prior knowledge to address purpose

Decision-Making Skills:

1. Solve Problems and Make Decisions-Generate alternative solutions, select alternative that is most appropriate to the goal

2. Plan-Set and prioritize goals, develop an organized approach of activities and objectives, actively carry out the plan, monitor the plan's progress, evaluate its effectiveness

Interpersonal Skills:

1. Cooperate with Others-interact with others in ways that are friendly, courteous, and tactful, seek input from others offer input, take into account needs of others and task to be accomplished

Lifelong Learning Skills:

1. Take Responsibility for Learning-Identify and use strategies appropriate to goals, tasks, context, and resources available for learning, test out new learning in real-life applications

2. Learn through Research

3. Use Information and Communications Technology-computers and the Internet

Final Teacher Report

EFF Project-Based Classroom Project

Name: Sandy Wagner
Institution: Piper Community School
Topic: USA in My Pocket

1. Explain how the project improved your students' English language acquisition? Which activities were most helpful?

USA in My Pocket is an information book for ESOL students created by the High Beginning/Intermediate level class. The implementation and creation of this project improved students' English language acquisition in the following ways:

- Incorporation of listening, speaking, reading, and writing skills.

Listening – Brainstorming sessions on ways to implement the project, decide on a name for the book, and communication with collaborative group members. Students also gave progress updates to the class

Speaking – Brainstorming sessions, progress updates, collaborative group discussions to decide on page topics and content

Reading – locating information to include on pages from Internet resources, text, library, and realia materials

Writing – creation of pages for information book. Pages were submitted to instructor, printed, and brought back to class for editing and verification of information

- Creation of pages that could be understood by even the least English proficient user, utilizing graphics as much as possible with text. English usage had to be grammatically correct and information had to be accurate. By locating information on their own using resources and updating with instructor, students became experts on the content included in their group pages.

- Editing pages created by other groups. This activity gave them knowledge of other topics and learning through mistakes by correcting grammar usage and punctuation.

Helpful Activities:

- Collaborative groups and assignment of roles. The informal nature of the group created a comfortable environment for students to express ideas and opinions and not be afraid to make mistakes.
- Exchange of email addresses
- Project start up assignments. Students conducted brainstorming sessions within each group and then came together as a class to decide on title of book and content pages to be included
- Weekly update reports presented orally and in written form.
- Utilization of Internet for resource information
- Completed pages binder. As pages were completed, instructor printed them and maintained them in a notebook that was available for viewing in class each day.
- Use of the Internet to locate information and Microsoft Word to create pages

2. How was student attendance impacted by the project? Explain.

One day each week was designated as Project Day. Student attendance was higher and more consistent on that day. Those students that couldn't attend emailed their portion of the project for that week to the instructor or a classmate in their group. The class decided what day would be the most convenient for Project Day as many students had hectic work schedules and could not attend every day.

A few students arrived early to use the computer lab and work on their page. Collaboration also continued outside of class. Students were encouraged to email instructor with pages that were then corrected and sent back.

3. Describe how the students organized to accomplish team goals.

Students worked in collaborative groups and together decided on the roles of facilitator, secretary/recorder, reporter, encourager, and pagemaster (to coordinate and facilitate creation of content pages).

On project day, each team prepared an update report for the class and discussed any problems or ideas. The remainder of class time was spent researching, writing, and creating pages on the computer.

Each group chose a minimum of one page per team member to complete and then worked as a group on each page to review information and grammar. Pagemaster assisted with graphics and computer functions to complete pages. Final pages were submitted to instructor.

4. Would you initiate another project-based activity in your class? Why or Why not?

I would definitely initiate another project-based activity in my class.

Project-based activities provide an effective and meaningful learning experience for ESOL students. It allows them to incorporate their ideas, learn new vocabulary, and apply grammar skills in a meaningful activity. When completed, printed, and bound into a book, USA in My Pocket gives students a useful reference without having to search in other books or ask someone for the information. As each page was created and added to the completed folder, students were able to see a product that they created from beginning to end utilizing English skills previously taught or that they learned along the way.

Their eagerness to get started, the time put in outside of class, and the extra pages completed were a testimony to their pride in the creation and completion of the project.

This project will be incorporated in future classes for editing and expanding content pages.

5. Additional comments on the project and its impact on students.

Our project-based activity was a welcome alternative to books, worksheets, and discussion groups. It provided a blend of collaboration, independent work, and a completed product created by the class. Students entering the program were placed in a group. Group members provided orientation to the project and mentoring for the new student.

The project not only required the use of English skills, but promoted effective interpersonal communication and technology skills. Students improved English skills through hands-on application and a goal-directed task, all strategies that have proven to be effective in the acquisition and retention of English language skills.

Additionally, the project provides an activity that can be used in future classes to build on the original product as each class adds new content pages, revising and adding pages.

Project-Based Classroom Activities

based on

Equipped for the Future Standards

Online resources via:

WWW.Floridaliteracy.org

[WWW. Floridaadultesol.org](http://WWW.Floridaadultesol.org)