

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 1 / Session 2

Developer/Modifier: ABC ABC

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Understand words for describing the classroom * Understand how ‘s’ is used in English to create plurals | |
| Success Criteria | By the end of the lesson students will be able to …   * identify objects in the classroom * use plurals in speaking and writing * identify and pronounce the short /e/ * discuss classroom objects when given visual aides * use plurals in conversation * identify and pronounce the short /e/ words | |
| Lesson Timeline | Icebreaker (Optional): | 15 Minutes |
| Diagnostic Assessment: | 20 Minutes |
| Enhancement Learning: | 20-30 Minutes |
| Assignment Support: | 15 Minutes |
| Get Ready: | 20 Minutes |
| Teacher Preparation | *Materials Needed:*   * Guiding PowerPoint * Test your Vocabulary! Worksheets * Classroom objects flashcards * Short /e/ story   *Instructions:*   * Set up Guiding PowerPoint * Photocopy class set of Test you Vocabulary! Worksheets * Photocopy one set of classroom objects flashcards * Copy additional short /e/ stories for those who have misplaced them | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *This, these, that, those***  *Activity Overview:*  In this activity, students will have an opportunity to practice “this/that/these/those” through an energetic game.  *Instructions:*   1. On the board, write “this” on one side of the board and “these” on the other 2. Divide the students into two groups and give each of the two “teams” a name 3. Explain to the students that you will hold up a flashcard. If there is only one object on it, one member from each team must run to the board and touch the word “this”. If there is more than one object, they should run and touch “these”. Whoever wins the race gets a point for their team and can answer the question “what is/are this/these?”. If they answer correctly they will get an additional point. 4. Once you have gone through the flashcards, erase the board and write the words “that” and “those”. Repeat the game. |
| Description | *The icebreaker is an optional activity meant to help students engage in the class and feel comfortable. It is a fun, low-risk activity that increases engagement in class before you begin focusing on the main ideas of the lesson.* |

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| **Diagnostic Assessment**  **(20 Minutes)** | **Activity Title: Word Draw**  *Activity Overview:*  In this activity, the students will demonstrate their understanding of the vocabulary introduced to them in the “ready” section of the lesson. Students will work in pairs to support one another.  *Instructions:*   1. Students will work in partners. Give each pair a list of the vocabulary words from the lesson. 2. Together, the students will draw each item and label it with a sentence ie. “These are pens.” 3. The students will draw as many pictures as possible; they will be allowed to ask others once they have completed as many words as they know.   *Diagnostic Assessment:*  As students complete the activity look for:   * Students are able to recognize the word and draw the appropriate matching picture * Students are writing complete sentences * Students are writing sentences correctly |
| Description | *The diagnostic activity is designed to assess the abilities of students before you begin the lesson. It helps tell you what the student already knows and what their capabilities and levels are. The teacher uses the diagnostic criteria in the activity to decide which enhancement activity you want to choose for your students.* |

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| **Enhancement Learning**  **(75 Minutes)** | **Starter - Activity Title: *Supported Plurals T-Chart***  *Activity Overview:*  Students will be supported throughout the process of changing classroom objects from singular to plural and vice versa. They will have the opportunity to practice asking about classroom objects in the singular and the plural.  *Instructions:*   1. Put the vocabulary flashcards on the board in a row at the top of the board 2. Write a t-chart outline on the board. In the heading of one column, write the words ‘this/that’ and in the second column write the words ‘these/those’ 3. Demonstrate the first one: selecting one vocab card (ie pen) and writing “this is a pen” under the ‘this/that’ column. Then write ‘these are pens’ under the plural column. Underline or highlight the “s” in the plural column. 4. Point to the next flashcard. Students will help you to work through the objects completing sentences for each card. 5. Next, put up the slide on the board with the conversation template. Hold up a flashcard and model the conversation.   Students will work in partners and will practice the conversation model in the slide. |
| **Experienced - Activity Title: *Plurals T-Chart***  *Activity Overview:*  Students will be supported throughout the process of changing classroom objects from singular to plural and vice versa. They will have the opportunity to practice asking about classroom objects in the singular and the plural.  *Instructions:*   1. Write a t-chart outline on the board. In the heading of one column, write the words “this/that” and in the second column write the words ‘these/those’ 2. Demonstrate the first one: selecting one vocab card (ie pen) and writing “this is a pen” under the “this/that” column. Then write “these are pens” under the plural column. Underline or highlight the ‘s’ in the plural column. 3. Point to the next flashcard. Students will copy the chart into their notebooks and complete it. 4. Next, put up the slide on the board with the conversation template. Hold up a flashcard and model the conversation.   Students will work in partners and will practice the conversation model. Students should also find items in the classroom that they can incorporate into their conversation. |
| **Expert - Activity Title: *Plurals Conversation***  *Activity Overview:*  Students will be supported throughout the process of changing classroom objects from singular to plural and vice versa. They will have the opportunity to practice asking about classroom objects in the singular and the plural.  *Instructions:*   1. Write a t-chart outline on the board. In the heading of one column, write the words “this/that” and in the second column write the words “these/those” 2. Demonstrate the first one: selecting one vocab card (ie pen) and writing “this is a pen” under the “this/that” column. Then write “these are pens” under the plural column. Underline or highlight the ‘s’ in the plural column. 3. Point to the next flashcard. Students will copy the chart into their notebooks and complete it. 4. Next, put up the slide on the board with the conversation template. Hold up a flashcard and model the conversation.   Students will work in partners and create their own conversation using at least three classroom objects. If time, students can share their conversations with the class. |
| Description | *Chose one of the enhancement learning activities provided based on whether the students work on the diagnostic activity identified them as a starter, experienced or expert. If student needs vary you may want to create small groups of students and have them complete different activities. These activities will help students develop their understanding and build on their prior learning*. |

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| **Assignment Support**  **(15 Minutes)** | **Activity Title: Short E Practice**  *Activity Overview:* Students are given a short paragraph that contains words with short e sounds. Students will identify and pronounce the short a words in the passage, refining their skills with the short /e/.  *Instructions:*   1. Each student is to receive a short paragraph containing a variety of short vowel words. Using a pencil, students will circle all of the SHORT E words. 2. Once they have completed, they should compare with a partner. The teacher may wish to assess this or to share the correct responses on the board. 3. Ask students to keep this in their binder/notebook as they will use it again in the next two lessons. |
| Description | *Assignment support helps students complete assignments found in the Go section of their course. Make sure to always introduce the goals of the assignment, the instructions and what students will need to demonstrate. By the end of assignment support, students should be well on their way to completing an assignment.* |

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| **Get Ready**  **(20 Minutes)** | **Activity Title: Unit 1-Lesson 3 Preview**  Activity Overview: In this activity, students are introduced to the next lesson and the contents within it. Follow the preparation slides.  Instructions:   1. Introduce the next lesson’s learning goals. 2. Introduce the conversation piece to the students by reading it to the students.    1. Students may practice the conversation in pairs 3. Introduce the vocabulary with the grammar.    1. Read each word and have students repeat the pronunciation    2. Ask students a question based on the grammar. The student should respond using the grammar and vocabulary. (Repeat until all the vocabulary has been used or all the students have a chance to repeat. (Correct grammar a pronunciation by repeating a corrected sentence by modeling – do not directly correct student pronunciation or grammar in front of the class.)    3. (Optional) You may want students to use the question and answer to ask each other questions (3-4x) 4. Introduce the conversation piece to the students by reading it to the students.    1. Students may practice the conversation in pairs 5. Introduce the vocabulary with the grammar.    1. Read each word and have students repeat the pronunciation    2. Ask students a question based on the grammar. The student should respond using the grammar and vocabulary. (Repeat until all the vocabulary has been used or all the students have a chance to repeat. (Correct grammar a pronunciation by repeating a corrected sentence by modeling – do not directly correct student pronunciation or grammar in front of the class.)    3. (Optional) You may want students to use the question and answer to ask each other questions (3-4x) 6. Conclude the lesson by prompting students to preview the next lesson on Moodle. |
| Description | *Get ready introduces the key concepts and learning within the Ready section of the course. Explain the parts of the ready section found here and show what is on the course website. By the end of this activity, students should know the basics of the learning goals in the next online lesson.* |

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**- END OF LESSON -**