

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 1 / Session 3

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE** **THE LESSON** | Learning Goals | The students will understand…* Understand a variety of verbs to describe common actions
* Understand negations in spoken and written English
* Understand how short /i/ is pronounced
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| Success Criteria | By the end of the lesson students will be able to …* describe what they can do
* use simple present and present continuous
* say what they can and cannot do in full sentences
* use present continuous to describe an action in a full sentence
* recognize and produce the short /i/ sound
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| 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
* Diagnostic Assessment worksheets
* Blank charades cards printout, cut into squares (Option 2 only)

*Instructions:** Prepare PowerPoint
* Print enough copies so that each student in the class has a copy of the Diagnostic Assessment worksheet
* Print out and cut up blank charades cards if choosing Option 2
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\* Special Comments: Write Comments Here

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| **Icebreaker****15 Minutes** | **Activity Title: *Human Go-Fish****Activity Overview:* Students will have an opportunity to practice the simple present by asking “can you…” questions as well as answering “can you…” questions. *Instructions:*1. Using the ppt, review the conversation pattern “what can you do” on slide 3
2. Students write down three things that they can do on a piece of paper ie play, write, dance, etc.
3. Students will walk around the classroom and ask their classmates if they can do the same things. For example, student A has chosen “I can dance”, so they will ask others “can you dance”?

If they find someone who has something in common they write that person’s name down next to that activity and get one point. The person with the most points wins! |
| 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: Introduce your classmates***Activity Overview:*Students will work in small groups to practice conversation patterns learned in “Ready”. They will implement the vocabulary in the lesson.*Instructions:*1. In partners students will have a list of all of the vocabulary words (attached in the resources section). Student A will ask Student B “can you…?” for each of the vocabulary words on the cards. Student B will respond in a complete sentence. Student A will check “yes” or “no” for each item.
2. Once they have asked all of the questions, they will introduce their partner to another group so four students will be working together.
3. Student A will then say “This is (STUDENT B NAME). S/he can…” and will list three or four of the things that Student B can do. Students in the other group will respond with “nice to meet you, {Student B NAME}. And might ask more questions about what that student can do.
4. More advanced students are invited to add items to the list, and to get more creative with the dialogue.
5. Students who complete the activity early can swap groups.

*Diagnostic Assessment:*As students complete the activity look for:* Students should be using complete sentences in answering questions.
* Sentences and questions should be in the correct word order.
* Students should respond appropriately to the questions being asked.
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| 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: *Modified Simon Says****Activity Overview:*Students will experience TPR learning for present continuous through an active miming game. *Instructions:*1. Write the following words on the board: Run, Talk, Jump, Listen, Write, Walk
2. Ask one (BRAVE!) student to come and volunteer. Have the student mime “walk”. Ask the other students “What is s/he doing?”. Students should call out “walking”. Demonstrate on the board how to add “ing”.
3. Repeat with each of the words listed. Explain how the rule for dropping the “e” and adding “ing”.
4. Once you have completed all of the words, ask students to stand up. Explain that you will say a sentence and they will mime it. If they do it wrong, they must sit. The last one standing wins. Start slowly by saying “you are walking”. Students should mime walking. Repeat, getting faster each time, until the game is won.

If there is time, students will break into smaller groups of about ten and students will direct the game. |
| **Experienced - Activity Title: *Charades for Beginners****Activity Overview:*Students will experience TPR learning for present continuous through classroom charades.*Instructions:*1. Write the vocabulary words on the board “write, jump, etc”. Have students add to this list if they can.
2. Student volunteers will be called upon to write the vocabulary words into present continuous sentences one at a time.
3. Once you have a long list of correctly written present continuous sentences, quickly write the words down that students have suggests onto the blank charades cards printed from the Blank Charades Handout.
4. Divide the class into two teams and explain that one at a time, one member from their team will come up, select a card, and act out the action. Their team will have ten seconds to yell out, in a complete sentence “you are \_\_\_\_\_ing” to get a point. For an additional point, whoever yells it correctly can write the complete sentence on the board. A correct sentence gets one additional point for the team.

Continue until all words have been used twice or until you feel that the students have mastered the concept. |
| **Expert - Activity Title: *Expert Charades****Activity Overview:*Students will work together to correctly write out sentences in this interactive game. They will then have slight time pressure to correctly use the present continuous in a game of charades. *Instructions:*1. As a class, write out a list of infinitive verbs on the board that the students can do. This will likely include the nine verbs covered in the lesson plus some others.
2. Each student will take out a piece of lined paper. Leaving two lines between each sentence, the students will put each verb from the board into a sentence using first person singular and present continuous (ie I am eating). They should have ten or more sentences on their paper. The students will then be put in groups of four or five and will edit their sentence strips. They will write out one good copy and cut the sentences into strips.
3. They will then be paired against another team to play charades. Team A students will take turns selecting and acting out sentence strips from Team B and vice versa. Teams will be given ten seconds (or more if they need more time) to answer in complete sentences “she is eating”. If they are correct, they get a point, if not, no point is awarded. Teams take turns acting out the sentence strips with each team member having a turn.
4. If students finish early, have them play against another team.
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| 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 I sounds. Students will identify and pronounce the short a words in the passage, refining their skills with the short a.*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 I 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 three lessons.
4. If students want a challenge, invite them to write our additional sentences using short /i/.

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| 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 4 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)
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	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.
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| 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 -**