

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 1 / Session 4

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Understand how likes and dislikes are expressed * Understand abstract concepts (seasons, food, sports) and examples * Understand how short /o/ is pronounced | |
| Success Criteria | By the end of the lesson students will be able to …   * describe what they like and dislike * describe their favourite things * describe their likes and dislikes in full sentences * describe their favourite things in full sentences * identify and pronounce the short /o/ sound. | |
| 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 * BINGO Cards (options 1 and 2 only)   *Instructions:*   * Prepare powerpoint * Print and photocopy enough copies of the BINGO cards for Options 1 and 2 only. | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *Human Go-Fish – Likes and Dislikes***  *Activity Overview:*  Students will have an opportunity to practice vocabulary learned in “ready” through an interactive questioning game.  *Instructions:*   1. Students write down two things that they like and two things that they dislike. 2. Students will walk around the classroom and ask their classmates if they like or dislike the same things. For example, student A has chosen “I like pizza”, they must try to find someone else who also likes pizza. 3. 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 demonstrate their understanding by drawing a picture of what they like/dislike and then discussing it with their classmates.  *Instructions:*   1. Students will take out a blank piece of paper and draw two lines, separating the paper into four equal quadrants. 2. In the top two quadrants, students will write “I like…” 3. In the bottom two quadrants students will write “I dislike…” 4. Students will draw a picture in each of the four quadrants 5. Upon completion, students will discuss with their peers. They will talk to at least four other students and ask “what do you like? What to do you dislike” while answering that question from their peers.   *Diagnostic Assessment:*  As students complete the activity look for:   * Students should ask a full question of their peers in the discussion period * Students should reply in full, accurate sentences during the discussion period |
| 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**  **(20-30 Minutes)** | **Starter - Activity Title: *Human Bingo***  *Activity Overview:*  Students will get to know their classmates better in this interactive game, while practicing their vocabulary words. Students will be required to speak to their peers and walk about the classroom.  *Instructions:*   1. Using the powerpoint, review the conversation on slide 5 if required. 2. Using the powerpoint, review each of the words on the BINGO cards on slide 6 with the students, practicing pronunciation. 3. Hand out the BINGO cards to the students. 4. Using the BINGO cards, students will go around the room, asking their peers “what’s your favourite food?” and other questions as per the squares on the BINGO cards. 5. If a student answers “my favourite food is pizza” then Student A must ask Student B “what’s your name?” and write it in the box that says “favourite food is pizza”. 6. The first student to fill in all the boxes on their sheet wins.   If there is time left over, students can take turns reading out one of their squares aloud ie “Tina’s favourite food is pizza”. |
| **Experienced - Activity Title: *Intermediate Human Bingo***  *Activity Overview:*  Students will get to know their classmates better in this interactive game, while practicing their vocabulary words. Students will be required to speak to their peers and walk about the classroom.  *Instructions:*   1. On the board, draw a large five by five square 2. Write the following topics on the board in the top row FOOD SEASONS SPORTS ANIMALS ACTIVITIES 3. Students will fill in the squares below each heading with vocabulary words from this and previous lessons 4. Students will then fill in their blank BINGO card templates so that they match the one that they did together as a class 5. Using the BINGO cards, students will go around the room, asking their peers “what’s your favourite food?” and other questions as per the squares on the BINGO cards. 6. If a student answers “my favourite food is pizza” then Student A must ask Student B “what’s your name?” and write it in the box that says “favourite food is pizza”. 7. The first student to fill in all the boxes on their sheet wins   If there is time left over, students can take turns reading out one of their squares aloud ie “Tina’s favourite food is pizza”. |
| **Expert - Activity Title: *Truths and a Lie***  *Activity Overview:*  Students will get to know their classmates better in this interactive game, while practicing their vocabulary words. Students will be required to speak to their peers and walk about the classroom.  *Instructions:*   1. Review the vocabulary from the Guiding Powerpoint (slides on your likes and dislikes, and favourites. 2. Students will be given five minutes to write five sentences about themselves. Four of these sentences will be true, and one will be false. The idea of the game is trick/confuse your classmates so that they have a hard time guessing which statement is false. 3. Once students have completed their list, they will find a partner. Student A will read their list out loud to Student B. Student B will guess which statement is not true. Student A will affirm or correct their guess. Student B will then read their list and Student A will guess. Student B will affirm or correct the guess, then they will each find a new partner. 4. Continue until most of the students have talked to each other. 5. Who was the best liar? Debrief. |
| 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 o 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 O 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 /o/. |
| 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) 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 -**