

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 2 / Session 1

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Understand the names of different countries * Understand the different nationalities of people * Understand how short /u/ is pronounced | |
| Success Criteria | By the end of the lesson students will be able to …   * ask and answer questions about place of origin * ask and answer questions about destinations * identify and pronounce the short /u/ sound. * produce three short sentences about their travel plans * Given a short text, students will identify and pronounce the short u 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 * pages 8-11 for the icebreaker and diagnostic assignment * Page 12 for option 1 * Pages 12 & 13 for option 2 * Pages 12 & 14 for option 3 * Short U story   *Instructions:*   * Prepare the guiding PowerPoint * Photocopy enough copies of ALL of the handouts pages 8-11 class members. Cut up the sentence strips for the icebreaker activity. * Ensure you have scissors and glue in the class for the diagnostic activity * Select your Option (1, 2 or 3) and copy enough of only pages 12-14 for your class * Print and photocopy short u story – enough for all class members | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *Where are you from? Human Chain***  *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: *World Map Matching***  *Activity Overview:*  Students will work in pairs to label a world map with sentences that use the lesson’s vocabulary.  *Instructions:*   1. Ask students to find a partner they want to work with 2. Hand out blank world maps and worksheets to each pair. 3. Students will fill in the blanks on the worksheet, cut out the squares, and glue or tape them to the map. 4. Students should have the teacher check for correctness before gluing anything down. 5. If students complete early they can help other groups work on theirs and/or colour their maps.   *Diagnostic Assessment:*  As students complete the activity look for:   * Students fill in the blanks correctly * Students label the map accurately |
| 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: *Lost Passport (supported)***  *Activity Overview:*  Students will ask and answer questions related to their place of origin, birthdate and other identifying details in order to find their missing passports.  *Instructions:*   1. Using the PowerPoint, review slide 6 2. Ask – who is he? Where is he from? What’s his birthday? Where was he born? Review numbers 1-100 if needed. 3. Write these guiding questions on the board. 4. Hand out the blank passports handout. Students will fill in the passports as best they can. They can work in partners to help each other. LEAVE THE NAME BLANK 5. Students will hand in their sheets to the teacher. The teacher will hand the passports back to the students making sure students don’t get their own. Students will then find the owner of the passport by asking people identifying questions, such as “where do you want to go?” “when is your birthday?”. Once they have their passport and returned the one they “found” they can sit down.   Do the activity again if students need additional practice. |
| **Experienced - Activity Title: *Lost Passport***  *Activity Overview:*  Students will ask and answer questions related to their place of origin, birthdate and other identifying details in order to find their missing passports.  *Instructions:*   1. Using the PowerPoint, review slide 6, 7 and 8. 2. Students will create the questions for each of the sections on the passport “Where is he from, what’s his birthday” etc. 3. Hand out the blank passports and blank airline tickets handout. Students will fill in the passports as best they can. They can work in partners to help each other. LEAVE THE NAME BLANK 4. Students will fill in their airline tickets with the country they want to “go” to. LEAVE THE NAME BLANK 5. Students will hand in their sheets to the teacher. The teacher will hand the tickets back to the students making sure students don’t get their own. Students will then find the owner of the ticket and passport by asking people identifying questions, such as “where do you want to go?” “when is your birthday?”. Once they have found their passport and returned the one they found they can sit down.   Do the activity again if students need additional practice. |
| **Expert - Activity Title: *Lost Travel Documents***  *Activity Overview:*  Students will ask and answer questions related to their place of origin, birthdate, travel plans and other identifying details in order to find their missing travel documents.  *Instructions:*   1. Review slides 6, 7, 8, and 16. 2. Hand out the passport, airline ticket and destination explanation sheet. 3. Students will fill in the passport and airline ticket with their personal details. They will choose the country that they want to travel to. Below the ticket there are three lines. Students will write three sentences about why they want to go to the destination they have selected. **DO NOT PUT NAMES** 4. Students will hand in their sheets to the teacher. The teacher will hand the tickets back to the students making sure students don’t get their own. Students will then find the owner of the ticket and passport by asking people identifying questions, such as “where do you want to go?” “when is your birthday?”. Once they have found their passport and returned the one they found they can sit down. 5. Do the activity again if students need additional practice. |
| 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 u 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 U 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 U. |
| 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 2-Lesson 2 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 -**