

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 2 / Session 2

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 short reading passages * Understand how long /ee/ is pronounced | |
| Success Criteria | By the end of the lesson students will be able to …   * Students will be able to use names of countries * Use names of nationalities * Read short reading passages * identify and pronounce the names of colours * describe flags of other countries * identify, pronounce and spell words with long /ee/ | |
| 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 * Blank white paper – legal or larger if available   *Instructions:*   * Set up the guiding PowerPoint * Photocopy the flag worksheets in colour for the diagnostic assignment * Photocopy the flashcards for the /ee/ sound | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *Colour Slap***  *Activity Overview:*  A busy game of listening and identifying colours. Students will be running in the classroom, so make sure all bags and books are off the floor.  *Instructions:*   1. Draw a line down the centre of the board. On each side write all the names of the colours from the lesson (Red, White, Blue, Green, Yellow, Orange, Purple, Black) 2. Divide the class into two teams and give one person on each time (equidistance from the board) a fly swatter or rolled up piece of paper so that they can swat the board. 3. Explain that you will say a colour and the first person from each team must run to the board and swat that colour. Whoever gets there fastest gets a point for their team. 4. If this is too easy, you may choose to say a colour and they have to run to that colour somewhere in the classroom.   Continue until each class member has gone once. |
| 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: *Guess my flag!***  *Activity Overview:*  Students will use their knowledge of colours to guess which flag their partner has chosen.  *Instructions:*   1. Students will work in pairs. Each will have their own flags on their worksheet and at the bottom a list of all the countries studied so far. 2. Each student will put a little star on one flag. Student A will go first, asking Student B “is your flag (colour of choice)”. Student B will answer yes or no, and then ask the same question to Student A. Once they have enough information they will ask “Is your flag the flag of (country guess)? If they are right, they win that round. 3. Students can play until teacher has been able to hear all groups.   *Diagnostic Assessment:*  *As students complete the activity look for:*   * Students understand what colours their partners are asking about * Students are asking and answering in full/correct sentences |
| 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**  **(45 Minutes)** | **Starter - Activity Title: *Fly your own flag - supported***  *Activity Overview:*  Students will create their personal flags that highlight some of the main points of their personality. They will share these flags and explain what each component means.  *Instructions:*   1. Use the slides in the powerpoint to review likes and dislikes, things that they can do. 2. Students will be given a plain white piece of paper. On the board, list the following: 3. Your favourite colour(s), something you like, and something you can do 4. On the board, draw a sample of your own personal flag. You should sketch your flag using the items listed above so that students understand what their flags should look like. 5. Students will create their own personal flags. When they have completed them, they will show them to a classmate (or two or three) and explain what is on their flag. They can also ask others questions about their flags.   You may choose to take the flags in for marks, or to display them around the classroom. |
| **Experienced - Activity Title: *Fly your own intermediate***  *Activity Overview:*  Students will create their personal flags that highlight some of the main points of their personality. They will share these flags and explain what each component means.  *Instructions:*   1. Students will be given a plain white piece of paper. On the board, list the following: 2. Your favourite colour(s), Your favourite food, sport, or animal, the flag of a country you would like to go to 3. On the board, draw a sample of your own personal flag. You should sketch your flag using the items listed above so that students understand what their flags should look like. 4. Students will create their own personal flags. When they have completed them, they will show them to a classmate (or two or three) and explain what is on their flag. They can also ask others questions about their flags. 5. You may choose to take the flags in for marks, or to display them around the classroom. |
| **Expert - Activity Title: *Fly your own flag***  *Activity Overview:*  Students will create their personal flags that highlight some of the main points of their personality. They will share these flags and explain what each component means.  *Instructions:*   1. Students will be given a plain white piece of paper. On the board, list the following: 2. Your favourite colour(s), Your favourite food, sport, or animal, the flag of a country you would like to go to, optional are likes and dislikes, things that they can do 3. On the board, draw a sample of your own personal flag. You should sketch your flag using the items listed above so that students understand what their flags should look like. 4. Students will create their own personal flags. When they have completed them, they will show them to a classmate (or two or three) and explain what is on their flag. They can also ask others questions about their flags. 5. You may choose to take the flags in for marks, or to display them around the classroom. |
| 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: Long /EE/ Practice**  *Activity Overview:*  Students will practice listening to, pronouncing and writing words with the long /ee/ spelling variation  *Instructions:*   1. Hold up the long /ee/ flashcard for each word, say the word aloud 2. Students will repeat the word, then write a short sentence with the word in it 3. Students will hand in the sentences for the teacher to review |
| 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 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 -**