

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 2 / 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 how phone numbers are pronounced * Understand how time is said in English * Understand how /oo/ is pronounced | |
| Success Criteria | By the end of the lesson students will be able to …   * count objects * ask about ages * ask about phone numbers * give an accurate telephone number, and record one given to them * tell time in English * identify and pronounce the /oo/ sounds | |
| 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 * Telling time and listening worksheets for the Diagnostic Assessment (pages 7-10) * /oo/ sound flashcards   *Instructions:*   * Set up the guiding PowerPoint * Photocopy a class set of the handouts on pages 7-10 * Print a set of the /oo/ sounds flashcards | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *Telephone***  *Activity Overview:*  A classic game of telephone will allow students to practice both their listening and speaking skills for numbers.  *Instructions:*   1. Review the numbers on slide 2. In each row, the person at the front will be given a telephone number on a piece of paper. They must read the paper, then turn and whisper the number to the person behind them. 3. Each person in the row will whisper to the person behind them. The last person in the row will say the number aloud. 4. The teacher will write the number on the board as the student says it. The student at the front of the row will then bring the number to the front and write it under the teacher’s number. 5. Each row will have an opportunity to play telephone. 6. If the rows do well, try it as a whole class! |
| 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 have listen to the time and to phone numbers spoken by both the teacher and their peers. A listening and pronunciation activity.  *Instructions:*   1. Hand out the two sets of worksheets. 2. Students will listen as the teacher reads out the time. Students will fill in their sheets. 3. Handout the pairs worksheets. Students will work together, with Student A reading their sentences first, and student B filling in the answers. Student B then reads their sentences and Student B listens.   *Diagnostic Assessment:*  As students complete the activity look for:   * Students are able to write the correct time during the listening activities. * Students are able to clearly pronounce numbers so that partners can understand |
| 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: *Classroom Survey***  *Activity Overview:*  Students will learn more about their classmates through graphing.  *Instructions:*   1. Show slide 10. As a class, think of ten survey questions. 2. Write the questions on the board. 3. Ask the class to copy the questions down. 4. Ask the class each question, and have the students count the hands in the air and write their own totals beside each question. 5. Now, working with a partner, students will turn their data into a chart. 6. Once students have completed their charts, they should show their classmates to compare. |
| **Experienced - Activity Title: *Interviews***  *Activity Overview:*  Students will learn more about their classmates through graphing.  *Instructions:*   1. Show slide 10. As a class, think of ten survey questions. 2. Write the questions on the board. 3. Ask the class to copy the questions down. 4. Ask the class each question, and have the students count the hands in the air and write their own totals beside each question. Make sure they count the number of boys and girls separately. 5. Now, working with a partner, students will turn their data into a chart. 6. Once students have completed their charts, they should show their classmates to compare. |
| **Expert - Activity Title: *5 Questions***  *Activity Overview:*  Students will learn more about their classmates through graphing.  *Instructions:*   1. Show slide 10. Divide the class into four groups. 2. Each group will think of five questions for their survey and will write them down. 3. Each group will ask the class their questions, and students count the hands in the air and write their own totals beside each question. Students in the groups should compare their answers to make sure they have the right totals. 4. Now, working in their group, students will create a chart to show their survey results. 5. Once students have completed their charts, they can show the rest of 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: Vowel Pairs /oo/**  *Activity Overview:*  Students will practice listening to, pronouncing and writing words with the /OO/ spelling variation  *Instructions:*   1. Hold up the /OO/ 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 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 -**