

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLAO / Unit 2 / Session 4

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * All unit 2 concepts and vocabulary * use nationality, countries, numbers, food and colors | |
| Success Criteria | By the end of the lesson students will be able to …   * demonstrate understanding of Unit 2 concepts through listening and speaking activities * use concepts (nationalities, countries, favourite colours and foods) in both speaking and writing * demonstrate that they understand time by writing the correct time during listening activities | |
| 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:*   * Flashcards from lessons 1, 2 and 3 of unit 2. * Guiding PowerPoint * My secret identity (1, 2, or 3 depending on ability level)   *Instructions:*   * Set up guiding PowerPoint * Ensure flashcards from lessons 2 & 3 are prepared, print flashcards for lesson 1 * Print class set of My Secret Identity (1, 2 or 3) depending on ability level | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes** | **Activity Title: *Flashcard Race Review***  *Activity Overview:*  The students will compete to pronounce the phonics words on the unit flashcards.  *Instructions:*   1. Put all of the flashcards that you have printed from the past three units on the desk, as well as the cards in this lesson, shuffled well. 2. Divide the students into two teams. Students will take turns, in their seating order in the rows might work best. 3. Hold up one flashcard. Whichever student answers first gets the point for their team. If neither of the students can answer, allow the students behind them to have a turn. 4. Continue holding up the flashcards, shuffling them as you go, until all students have gone. |
| 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: *Memory Game***  *Activity Overview:*  Students will play an interactive game of memory to practice countries and nationalities.  *Instructions:*   * Hand out the flashcards game to the students. * Ask students to cut up the cards, shuffle them, and place them face down on the desk in three rows of four. * Students will try to match the country with the nationality. When they make a match, they will write a sentence in their notebook: “I am from China. I am Chinese.” * The student with the most correct matches wins.   *Diagnostic Assessment:*  As students complete the activity look for:   * Students are correctly matching the countries with the nationalities * Students’ sentences are correct |
| 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: *My Secret Identity***  *Activity Overview:*  Students will create an alternate identity and present it to their small group.  *Instructions:*   1. Handout My Secret Identity (1) 2. Put slide 5 up on the board. Tell students this is your pretend bio. 3. Students will complete the bio summary handout. 4. Students will then introduce themselves to a partner, sharing their alter ego. 5. Students are expected to make conversation about their new identities |
| **Experienced - Activity Title: *My Secret Identity***  *Activity Overview:*  Students will create an alternate identity and present it to their small group.  *Instructions:*   1. Handout My Secret Identity (2) 2. Put slide 5 up on the board. Tell students this is your pretend bio. 3. Students will complete the bio summary handout. 4. Students will then introduce themselves to a partner, sharing their alter ego. 5. Students are expected to make conversation about their new identities |
| **Expert - Activity Title: *My Secret Identity***  *Activity Overview:*  Students will create an alternate identity and present it to their small group.  *Instructions:*   1. Handout My Secret Identity (3) 2. Put slide 5 up on the board. Tell students this is your pretend bio. 3. Students will complete the bio summary handout. 4. Students will then introduce themselves to a partner, sharing their alter ego.   Students are expected to make conversation about their new identities |
| 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: Race Against Time**  *Activity Overview:*  Students will listen to various times of day and will take turns writing the time on the board in a race.  *Instructions:*   1. Divide the class into three or four teams (whichever is most manageable). 2. Draw three or four blank clocks on the board. 3. The students will line up behind one another in front of their clock. 4. Each team will rotate so that each member of the team gets a turn. 5. Read out the times from the handout below. 6. Students will put the hands on the clock- whoever does it the fastest wins. |
| 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 3-Lesson 1 Preview** *(Optional if students are progressing to Module 2)*  *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 -**