

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 1 / Session 1

Developer/Modifier: ABC ABC

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Learning New Words in English * Explain your ideas and stories in writing * Develop critical thinking skills by asking questions | |
| Success Criteria | By the end of the lesson students will be able to …   * Write a blog sharing an experience of a place you have been including words choices that express ideas. {6-10 sentences) * Write about a moment that was meaningful using a specific tone, and proper sentence structure. | |
| 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:*   * Small Objects: erasers, small toys, etc. * Pencils, paper, crayons * Glue, scissors   *Instructions:*   * Prepared Power Point * Blog Worksheet (Resource 1) * Sentences Packages (Resource 2) * Paragraph (Resource 3) | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes**  **(optional)** | **Activity Title: *Now Introducing…***  *Activity Overview:*  This activity is designed to allow students to become familiar with each other in a low risk task that encourages teamwork and collaboration. Students will be in groups of 2-3, and will be assigned a mystery object to introduce. Students will work as a team to decide what aspects of the object they will create (name, age, favourite, lives, etc). Students will focus on expressing ideas about their object by creating meaningful sentences, and using proper constructs of writing. Each group will work on two or three questions they may ask about other groups’ object introductions.  *Instructions:*   1. Assign students into groups of three. 2. Model activity by giving a short introduction for an object. Example: A highlighter- This is Dave. He works in education. He helps students record important information. He dreams about going to Italy. 3. Give each groups a mystery item (in a bag, or box) Items can be small toys, key chains, erasers, markers, etc. 4. Ask students to work together to create an introduction for their object 5. (Support) Observe students while they work together, and ask questions to clarify information they are creating for their work.   \* if students are having problems with structuring sentences, help them with grammar or sentence order.   1. Check to see if students are ready to present after 7-10 minutes. 2. Have each group present their object. Ask questions after presentation to model/encourage students to ask questions after presentations. |
| 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: *Oh the places we go!***  *Activity Overview:*  In this activity student will show their writing skills and understanding of word choices by describing a place that they have visited. Students will write in a blog style, expressing important features of the place, and reason why they enjoyed their visit there.  *Instructions:*   1. Show/ Read example of blog to students. Discuss descriptive language use in blog, and how it highlights features of the place.(Slide 4) 2. Show ways of finding alternative words to describe such as a thesaurus or online dictionaries. 3. Distribute the blog outline worksheet.(Resource 1) 4. As a group: discussion on what type of questions they may want to answer with their writing.   \*What natural features did the place have?  \*What special events where happening?  \*What food is specific to this place?   1. Have students complete the blog worksheet:  * Have students create or obtain a printed picture that shows a feature of the place chosen * Discuss word choices with students while observing them working on blog * Encourage students to use strong, and interesting opening sentences * Help students with grammar, or sentence structures  1. Once done with activity pair students and have them share their blog, or post all blogs for students to read in an area of the room.   Diagnostic Assessment:  *As students complete the activity look for:*   * Brainstorming words, or looking up alternative words in thesaurus to build vocabulary * Proper use of words, and phrase to express ideas * Proper use of questions for creating critical thought on topic |
| 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**  **(25 Minutes each)** | **Starter - Activity Title: *The good, the bad, and the neutral***  *Activity Overview:*  Using the power point, you will show the different adjective that can be used to create tone while describing objects, places, things, and people. The first slide will show an example of positive, negative, and neutral adjectives in the same sentence. The goal is to have students explain what is different in the tone of each sentence. In the next slide have students work together as a group to find the positive, negative for the neutral word.  Instructions:   1. Show three example sentences, and pick three separate students to read one of the three sentences.(Slide 5) 2. Have students work with someone next to them, and discuss what makes each sentence different. (Prompts: What are these sentences different? What sentence would you want/not want said about you?) 3. Discuss in a group how different words that mean the same thing have different tones, and feeling attach to them 4. Use slide 6, which contains a table with neutral words. Have students’ fill in the positive and negative choices for the word. Students’ can work in small groups or as large group.  * Ask questions about words being suggested: Why do you feel this is negative/positive? What experiences have made you think this? |
| **Experienced - Activity Title: *Changing Views***  *Activity Overview:*  This activity is designed to build on students’ understanding of word usage in option one, or to expand on prior knowledge if they have a firm understanding of concept. Students will work on a series of sentences, identifying the tone of sentence: positive, negative or neutral, and then they will change the tone of the sentence by altering word choices in the sentence. By completing this task students will be able to explore editing processes, and the concept of tone in writing. All new sentences must be recorded by the pair, or group with the original sentence used, and their option of its’ tone.  *Instructions:*   1. Use Slide 7 to introduce the topic and task. Discuss how words create a tone for what is being said. 2. Assign, or allow students to create groups( 2-4 students per group) 3. Distribute the sentences packages to each group (Resource 2) 4. Observe groups during work. Ask questions about their word choices, and their feeling of tone in the sentences. 5. Check if students have completed.(15 minutes) 6. Once completed pair groups to share with each other the results of the activity. |
| **Expert - Activity Title: *Setting the Tone***  *Activity Overview:*  As an Expert level activity, students will use their understanding of word usage, and critical thinking skills to create changes to a paragraph for a specific tone. Students will use reading, speaking, and collaboration to complete the work. Students’ will focus on word choices, and how they impact the written piece. They will use critical thinking skills to review work and verify they have made the correct word choices.  *Instructions:*   1. Organize students in groups of 3-4 students. 2. Distribute the paragraph to each group. (Resource 3) 3. Give instructions for each group to:    * First read over the paragraph    * Decide it the paragraph is positive, negative, neutral, or a mix    * Decide as a group what tone the paragraph should have.    * Work together to highlight words that would need to be altered to create tone    * Brainstorm words to use to create tone    * Rewrite paragraph with all changes 4. While students work on task make sure to observe, and ask questions to clarify ideas of the group. Help students by suggesting resources to find new words, or by giving them ways to organize work, if needed. 5. Check if each groups is done. 6. Have two or three groups share their version of the paragraph to group. |
| 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: Tell Me About It**  *Activity Overview:*  This activity is designed to have students use new found descriptions and word choice understanding to tell about an event or moment that was meaningful to them. Students will choose one memory or moment that was important over the last year, and they will use appropriate language to retell the event.(100 words length) Students should have a set tone for the piece and it should be reflected in their word choices.  *Instructions:*   1. Review examples of altered tone previously learned. Discuss brainstorming, and organization tools that can help with creating the writing piece. Give students expectations of the writing:  * Must be focused on an event or memory * Must have a positive, negative, or neutral tone * Must have complete sentences, and proper grammar  1. Ask students to brainstorm ideas. Observe, and clarify information student is working on. 2. Have students create writing piece. 3. Check if each student is done. 4. Have students’ pair up and share their written work. Instruct pair to give feedback, and help each other with any corrections. |
| 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 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 -**