

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 1 / Session 2

Developer/Modifier: ABC ABC

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| **BEFORE** **THE LESSON** | Learning Goals | The students will understand…* Ask who, what, where, when and why questions.
* Use conjunctions to explain events
* Use timelines to organize events and ideas
* Arrange and Generate ideas for writing
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| Success Criteria | By the end of the lesson students will be able to …* Organize the sentences in a pre-created story, and use proper conjunction words.
* Create an email telling someone about an event that will be happening, and use conjunction words to indicate time.
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| 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:** Pencils, paper

*Instructions:** Prepared Power Point
* Print story worksheets for other students
* Print Sentence Puzzle Package
* Print List of Events
* Print Timeline worksheet
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\* Special Comments: Write Comments Here

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| **Icebreaker****15 Minutes****(optional)** | **Activity Title: *And then…****Activity Overview:* This activity is designed to allow students to become familiar with asking before, after, and other important questions that should be answered by a story in a low risk task that encourages forming questions and deeper thinking. Students will be in groups of 2-3, and teacher will show/tell a short story that omits many details. Students will work as a team to decide what questions they should ask to obtain more information. (Instruct: who, what, where, when, why and how) Each group will take turns asking questions, with each question teacher will ask an “AND Then...” statement to the story. Students will focus on expanding details and researching the important facts of the story. At the end, tell the story that has been created from the activity.*Instructions:*1. Assign students into groups of three.
2. Model activity by giving a short introduction. Give an example of questions that can be asked to gather more information. Pick two students to give two more examples.
3. Read, and display the story to students. (Story will be on power point slide)
4. Ask students to work together to create 2-3 questions they can ask to get more details about the story.
5. (Support) Observe students while they work together, and ask questions to clarify understanding.

\* if students are having problems with structuring sentences, help them with grammar or sentence order.1. Check to see if students are ready - 7 minutes.
2. Have each group take turns asking questions, until all questions are done. Record new information from questions with “And then..” sentences. ( Slide on power point to use for recording of questions, and “And Then..” Sentences)
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| 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: *Story Edit****Activity Overview:*In this activity student will show their writing skills, and understanding of sentence structure and sequence of story. Students’ will take the “And Then…” story they created and organize the story with new details. Students will be instructed to remove “And Then..” from the beginning of each sentence and find alternative words to introduce, or join ideas. Give examples such as “ And then, we ran away! (change) After, we ran away!”*Instructions:*1. Give students instructions to create a story using the “And then..” Story, and added details. (talk about using time line organization)
2. Show ways of finding alternative words to connect ideas in story instead of using “And then…”
3. Distribute any materials needed for task.
4. Have students complete the story.
	* Make sure as they work students are organizing story events.
	* Discuss word choices with students and if using the same words suggest new words. Discuss how repeating the same word can change the sound of a story.
	* Help students with grammar, or sentence structures
5. Once done with activity, pair students and have them share their version of the story.

*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 to add information into the story(while, then, after, before,etc)
* Logical sequence of ideas in story
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| 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: *Connect the thoughts*** *Activity Overview:* Using the power point, you will show 3-4 sentences that have many words missing. Students will be instructed to use the words to fill in the blanks. As a group you will complete the activity to demonstrate the next task. Next, students will be given a short story with words missing.( Story worksheet with vocabulary words sheet hand-out) Students will work in groups of 3-4 to complete the work sheet. They will pick words to fill the story. The goal is to have students use new words to create meaning in writing.*Instructions:** Show example story, and demonstrate how to fill in the blanks by modeling chosen words. (Model by: I am picking before,(read sentence with the word) ask: does this make sense, or is there a better word.
* Give each student a chance to try this process with group.
* Organize students in groups of 3-4.
* Distribute story with vocabulary word sheet. (resource 1)
* Give instructions:
* Fill in the missing words
* Use the vocabulary word sheet for word ideas that can be used, but you can use other words as well.
* Read the sentence aloud when you have filled in the word.
* Ask the question: Does it sound right? Should I use another word?
* If it does not sound right, start process again.
* (Support) Observe students while they work together, and ask questions to clarify understanding.
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| **Experienced - Activity Title: *Puzzle Sentences****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 that are cut in half. The goal of the activity is to use vocabulary understanding to create logical sentences that contain a complete idea. By completing this task students will be able to explore sequencing of ideas, and the concept of conjunctions. The pair, or group will record sentences, and each group will share sentences.*Instructions:*1. Use Slide to introduce the topic and task. Discuss how conjunctions work in sentences.
2. Assign, or allow students to create groups (2-4 students per group)
3. Distribute the puzzle packages to each group (Resource 2)
4. Observe groups during work ask questions about their choices, and have them read sentences, and ask questions to clarify understanding.
5. Check if students have completed. (15 minutes)
6. Once completed, pair groups to share with each other the results of the activity.
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| **Expert - Activity Title: *Arranging Events****Activity Overview:* As an Expert level activity, students will use their understanding of conjunction usage, and sequences of stories to create a story from a list of events. Students will use reading, speaking, and collaboration to complete the work. Students’ will focus on creating a time line for events, and using conjunctions to show the sequence of the event. They will use critical thinking skills to review work and verify they have made the correct choices.*Instructions:*1. Organize students in groups of 3-4 students.
2. Distribute the list of events sheet and time line worksheet to each group.
3. Give instructions for each group to:
	* First read over the events listed (resource 3)
	* Decide the logical order of the events in the story- record on time line worksheet (resource 4)
	* Brainstorm conjunctions that can be used to connect the ideas.
	* Work together to build the story using conjunctions and timeline.
	* Write the story, then read it to verify that it sounds correct.
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 conjunction words, or by giving them help with work, if needed.
5. Check if each groups is done.
6. Have two or three groups share their story made from the events.
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| 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: Event Email***Activity Overview:* This activity is designed to have students’ use conjunction words and to tell about an event with organization. Students will choose one event to describe in an email to a friend, giving important information using conjunction words to give reference to time. (100 words length) Students should have a clear timeline for events, and should use words that indicate time.*Instructions:*1. Review examples of conjunction words learned. Discuss creating a time line for describing an event, and structures of sentences. Give students expectations of the writing:
* Must be focused on a event that is going to take place(pre-list of topics: resource 5)
* Must have 2-3 conjunctions to indicate sequence of time of different areas in event
* Must have complete sentences, and proper grammar
1. Ask students to brainstorm ideas, and create time line. Observe, and clarify information student is working on during.
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.
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| 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 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.
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| 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 -**