

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 1 / Session 3

Developer/Modifier: ABC ABC

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| **BEFORE** **THE LESSON** | Learning Goals | The students will understand…* Make predictions about a reading based on the title
* Make text-to-self connections after reading a story
* Ask effective questions in the past, present and future tenses
* Learn to ask follow-up questions in speech
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| Success Criteria | By the end of the lesson students will be able to …* Create 5 questions using different tenses to expand knowledge on a person.
* Using a News article, answer 3-4 pre-created questions to gather information to ghost write the event as a person who was there.
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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:** Prepare Power Point
* Book Titles
* Descriptions of a person
* News Report
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\* Special Comments: Write Comments Here

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| **Icebreaker****15 Minutes****(optional)** | **Activity Title: *What story am I?****Activity Overview:* This activity is designed to allow students to become familiar with different styles of stories in a low risk task that encourages predicting genre for activating knowledge before reading. Students will be in groups of 2-3, and teacher will give each group a title. Students will work as a team to decide what genre the story is, and what they can expect in the story. (Instruct: Before work, brainstorm the type of TV shows, Movies, and Stories that are common) Students will focus on expanding understanding of story themes, and conventions of each theme. At the end, students will share their title, and their predictions.*Instructions:*1. Assign students into groups of three.
2. Model activity by giving a short introduction. Give an example: (Use slide with book title.) Explain how you discovered it was that style of story.
3. Distribute Title to each group( Resource 1)
4. Ask students to work together to decide on the genre (theme) of the story, and predict anything that may happen because it is that genre.
5. (Support) Observe students while they work together, and ask questions to clarify understanding.
6. Check to see if students are ready (7 minutes).
7. Have each group take turns sharing their title and predictions.
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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: *Question Creations****Activity Overview:* In this activity student will show their questioning skills, and understanding of important questions to obtain information. Students will have a description of a person, and create five questions that will give them more information to write about that person. Students will be instructed to expand the: who, what, where, when, why, and how in specific ways to gather details.Instructions:1. Give students’ instructions on task, and outline what questions are expected.
2. Distribute any materials need for task and description of person. ( resource 2)
3. Have students create questions:
	* Make sure as they work students are creating proper, full questions.
	* Discuss with students on word choices and phrasing of questions. Model alternative techniques for questioning if they are too literal.
	* Help students with grammar, word choices or sentence structures
4. Once done, have 3-4 students share their work.

*Diagnostic Assessment:*As students complete the activity look for:* Brainstorming words, or phrases to create questions
* Proper use of questions sentence structure and use different tenses.
* Questions expand information needed to write a 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: *Question Types*** *Activity Overview:* Using the power point, you will show examples of past, present and future questions. Students’ will be instructed to figure out what type of question it is. Students will work as a group on next slide. They will place the questions in the right section on the slide. (Past, present, future) The goal is to have students become comfortable with each form of questions and the ways in which you can create these questions.*Instructions:** Show first slide, with example sentences. Have students work as a group to explain what type of question each one is. (Discuss word tenses, and other conventions)
* Show next slide. Explain the task, and read over the questions.
* As groups, pick one student to pick where each questions belongs. (Past, Present or Future)
* Have a different student confirm the choice and explain why. (Make sure to include all students with a stage of the task.
* At the end, verify with students that all questions are in the right column.
* If there is any questions in the wrong column explain why, and then have students help you place it in the right column.
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| **Experienced - Activity Title: *Follow up questions****Activity Overview:* This activity is designed to build on students’ understanding of creating questions in option one, or to expand on prior knowledge if they have a firm understanding of concept. Students will work on expanding information for writing by creating follow up questions. The goal of the activity is to build on questions already created to expand details from the person being interviewed. By completing this task, students will be able to explore deeper questioning concepts, and construct a sequence of questions. Working in pairs, have students create follow up questions for questions made earlier in “Creating Questions”. Each student should create 3 follow up questions that are linked to original questions.*Instructions:*1. Use Slide to introduce the topic and explain how to create follow up questions.
2. Pair students for work.
3. Have each students get their “Creating Questions” work, and instruct them to create follow up questions for original questions made.
4. Observe groups during work, ask questions about their choices, and have them read questions and ask questions to clarify understanding.
5. Check if students have completed. (15 minutes)

Once completed, have 2-3 student come up to share their follow up questions.(I would have them write/tell first questions and then follow up question to show how it expands information) |
| **Expert - Activity Title: *Interviewer****Activity Overview:* As an Expert level activity, students will use their understanding of questioning types, and creating follow up questions. Students will use researching, reading, and collaboration to complete the work. Students’ will focus on creating follow up questions for a famous person, and they will use research data to create the questions. They will use critical thinking skills to review work and verify the questions create.*Instructions:*1. Organize students in groups of 3-4 students.
2. Have each group pick a famous person to research. (Research: they must find an interview with the famous person)
3. Give instructions for each group to:
	* First find an interview with your famous person
	* Pick 5 questions you would like to know more about.
	* Create follow up questions that will help gather more information from the person you are interviewing.
4. While students work on task make sure to observe, and ask questions to clarify ideas of the group. Help students with finding interview material if they are having any problems.
5. Check if each groups is done.
6. Have two or three groups share their follow up questions.
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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: Personal News***Activity Overview:* This activity is designed to have students use their questioning skills to gather data and to ghost write an event. Students will choose a news event (News reports : resource 3, or you can have them pick a current one), they will answer 3-4 questions with information in report. They will create a ghost written account of the event. (100 words length) Students should have pre-work questions and answers, and have events that reflect their gathered information.*Instructions:*1. Review expectation of the task, and questions discus prior. Give students expectations of the writing:
* Must be focused on an event from news article (news reports: resource 3, or student selected)
* Must have 3-4 questions to gather data
* Must have a story connected to data collected from questions
* Must have complete sentences, and proper grammar
1. Ask students to pick news article and create questions. Observe, and clarify what student is working on during.
2. Have students create writing piece.
3. Check if each student is done.
4. Have students’ in groups 3-4 and share their written work.
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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 4 Preview** ***Lesson 1-4 Preview***Overview: The next lesson will be focusing on two areas: The first area will be considering audience when creating speaking presentations. The second area will be tips and tricks to give a good presentation.**Show each step on the computer by accessing the course.** Stories on Video:1. Watch the video.
2. Discuss what are the major ideas in the video.

Tips and Tricks:1. Watch the video
2. Discuss what are the tips and techniques, and how do they make a presentation better.
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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.* |

\* Special Comments: Write Comments Here

**- END OF LESSON -**