

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 1 / Session 4

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Understand the importance of audience when writing and speaking * Use pre-writing and planning to help organize ideas and prepare * Present speaking pieces by focusing on 6 tips that make for good speaking | |
| Success Criteria | By the end of the lesson students will be able to …   * Brainstorm to prepare to write for speaking, including a main idea and details supporting main idea. * Brainstorm and create an outline for a speaking presentation including introduction, body and conclusion in outline. | |
| Lesson Timeline | Icebreaker (Optional): | 15 Minutes |
| Diagnostic Assessment: | 20 Minutes |
| Enhancement Learning: | 20 Minutes |
| Assignment Support: | 15 Minutes |
| Get Ready: | 20 Minutes |
| Teacher Preparation | *Materials Needed:*   * Chart Paper, Paper * Pencils, Markers   *Instructions:*   * Prepare Power Point * Emotion cards * Brainstorm Organizer * Speaking Presentation Organizer | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes**  **(optional)** | **Activity Title: *Signal Circle***  *Activity Overview:*  This activity is designed to allow students to become familiar with different uses of body language in a low risk task that encourage thought about body language used and the effects it can have on an audience. Students will be in a circle, and teacher will give one student an emotion to display to the student on their right. The students will pass on the emotion with body language until it reaches the original person, and then teacher will ask class what emotion went around the circle. This will help students focus on expanding understanding of body language, and how it can influence the audience who is listening to us.  \*Repeat with 2-3 emotions.  *Instructions:*   1. Have students gather into a circle. 2. Explain the goal of the activity. I will give one person an emotion on the card. The person will use body language to express the emotion to the person on their right. The person on the right will pass the emotion on through body language to the person on their right, and so on. 3. Distribute an emotion card. (Resource 1) 4. (Support) Observe students while they work together, and watch actions of each student. If some students do not seem to understand make sure to go over parts that maybe misunderstood after first round. 5. When students have passed the emotion completely around the circle, ask, “What do you think the emotion was?” Then ask, “What did you learn about body language?” Let 2-3 students’ give some ideas. 6. Start next round. Repeat steps 1-5. |
| 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: *Group Chart Brainstorm***  *Activity Overview:*  In this activity student will show their brainstorming skills, and understanding of important information needed for a subject. Students will have a topic assigned, and will brainstorm in a group (Using Chart Paper). Students’ will be instructed to decide what is important about the topic (what is the focus (Main Idea), or possible purpose of talking about it), decide what details will be important, and what conclusion you would like to make.  *Instructions:*   1. Give students instructions on task, and outline expectations. 2. Distribute any materials needed for task. (Chart paper, Markers) 3. Have students work in groups:    * Make sure they are brainstorming a ”focus”, details that support their “focus”.    * Discuss with students what they learn and the details they are using.    * Help students with words, and expanding ideas. 4. Once they are done, have each group share their ideas.   *Diagnostic Assessment:*  As students complete the activity look for:   * Focus on specific idea * Details that support ideas * Have connected topic to an idea that can expand learning in audience |
| 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**  **(20 Minutes each)** | **Starter - Activity Title: *Concept Introduction***  *Activity Overview:*  Using the power point, you will explore the structure of preparing a speaking presentation. Then you will go to next slide and students will work together to organize a speaking presentation into sections (introduction, body and conclusion). Students should work as a group (3-4). On the next slide, have them write down the sentences in the order they feel they would go. (Chart paper) The goal is to have students become comfortable with the structure of a speaking presentation.    *Instructions:*   1. Show slide 5, with break down of speaking presentation. Ask students what they think would be important elements for an introduction, body, and conclusion. 2. Discuss important techniques to use when presenting. (Eye contact, Body language, tone, speed) 3. Organize students’ into groups, and give out chart paper /markers. 4. Move to slide 6. Have students’ work in groups to organize the sentences into a speaking presentation. 5. Observe students as they work, and verify understanding with questions. (Why does that sentence make sense as part of the body?) 6. Check if all groups are done. 7. Have each group share their chart with the class. |
| **Experienced - Activity Title: *Speaking Practice***  *Activity Overview:*  This activity is designed to build on students’ understanding of creating meaningful text for speaking in option one, or to expand on prior knowledge of speaking techniques used during presentations. Students will work on expanding information, creating order for speaking text, and work on practicing speaking presentations with a partner. The goal of the activity is to build on their understanding of speaking presentation structure and to explore the technique used while presenting. By completing these task students will be able to explore techniques to create a specific meaning while speaking, and construct organization for speaking presentations.    *Instructions:*   1. Use Slide 5 to introduce the topic and go over the different sections of speaking presentations. 2. Move to next slide 6. Have students’ work individually to organize the sentences into a speaking presentation. 3. Observe students as they work, and verify understanding with questions. Check if they have completed work (5 minutes) 4. Assign students into pairs and have them practice their presentation. Student observing should be instructed to give feedback on techniques, and to give suggestions. 5. Observe groups during work, and ask questions to clarify understanding. 6. Check if students have completed practicing speaking presentation. (10 minutes) 7. Once completed have students gather into a group. Discuss what they learned about making a presentation, and what are the most important things to remember when speaking in front of others. 8. Have one to three students share their speaking presentation. |
| **Expert - Activity Title: *Presenting Cafe***  *Activity Overview:*  As an Expert level activity, students will use their understanding of creating meaningful text for speaking, and using techniques while speaking. Students will use organization, reading, and collaboration to complete the work. Students’ will focus on organizing elements of a speaking presentation, and they will present to an audience of 4 other students. During their role of presenter they will practice speaking techniques, and during their role of audience they will create notes for feedback of other presenters.  *Instructions:*   1. Show slide 6. Instruct students to organize the ideas for a presentation, and to add 2 new ideas to the text of the presentation. Have students’ work individually to organize and creating sentences for the speaking presentation. 2. Check to see if work is complete. (7 minutes) 3. Organize students in groups of 5. 4. Group members will present their presentation. Instruct students to take notes for feedback when they are part of the audience. 5. While students are presenting make sure to observe, and model feedback. 6. Check if each groups is done. 7. Have two students share their presentation with the whole class. (If time) |
| 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: Jigsaw Brainstorm**  *Jigsaw - For this activity, students will be assigned into groups of three. Each member will be assigned a specialist group (an area they will brainstorm with students from other groups)*  *How Jigsaw works - students will have a home group (group of 3) then they will be assigned a specialist group (specific group for brainstorming) Students will first work in a Specialist group and then return to home group to share their information.*  *Activity Overview:*  This activity is designed to have students create text and organize for a speaking presentation. Students will work to brainstorm on a specific area of topic, they will then work with another group to put collected information together, then they will organize a speaking presentation. Student needs organization ideas for introduction, body and conclusion  *Instructions:*   1. Use Slide to introduce the topic and go over the different sections of speaking presentations. 2. Assign home groups for students, and have them sit together. Explain the second group (specialist group: Topic: Education Group one: Why is education important for the community? Group two: Why is education important for the individual? Group Three: Why is education important for the future?) 3. Assign student from each group to: Group one, Group two, and Group three.   \*I would organize spots for each specialist group to work, have Brainstorm worksheets (resource 2) printed out for each person in that group to take notes while brainstorming.   1. Observe groups during work, and ask questions to clarify understanding. 2. Check if students have completed brainstorming. (10 minutes) 3. Once completed, have students return to their Home Groups and share their brainstorming. 4. Instruct students to take the information gathered and create a point form order for the information on Speaking Presentation Organizer (resource 3) 5. Check if groups are done. (7-10 minutes) Post for students to view later, or collect work. |
| 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 1 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. |
| 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 -**