

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 2 / Session 1

Developer/Modifier: Rebecca Galuszewski

Revision Date: March 17, 2017

|  |  |  |  |
| --- | --- | --- | --- |
| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * how to write a letter in response and the forms of a letter * methods for making inferences while reading | |
| Success Criteria | By the end of the lesson students will be able to …   * Students will create a riddle, which uses inferencing to make a clear connection to answer. * Students will create a Thank You letter addressed to a person they wish to thank. They should include the description of the action, key words that express their feelings, and a conclusion that has a thank you message. | |
| 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 * Print Riddle clues * Print Riddle Worksheet * Print Rapunzel text * Letter Paper | |

\* Special Comments:

|  |  |
| --- | --- |
| **Icebreaker**  **15 Minutes**  **(optional)** | **Activity Title: *Inference Riddles***  *Activity Overview:*  This activity is designed to allow students to become familiar with how to inference while reading in a low risk task that encourages thought about language used when inferring ideas. Students will be in groups, each group will work together as the clues are shown on the board and each group will decide what is the answer to the riddle. This will help students focus on expanding understanding of inferring while reading, and help them practice this skill.  *Instructions:*   1. Explain the goal of the activity. 2. Organize students into groups of 3-4. Post first clue (resource 1) 3. (Support) Observe students while they work together, and offer help if it is needed. 4. Post next clue. Continue posting clues until riddle is solved 5. Gather students in a group and discuss what they have learned. (Chart any learning on Chart Paper and Post it on wall) |
| 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.* |

|  |  |
| --- | --- |
| **Diagnostic Assessment**  **(20 Minutes)** | **Activity Title: *Write a Riddle***  *Activity Overview:*  In this activity student will show their ability to write clues for a riddle, and understanding of inferring. Students will create 5 to 6 clues, and the answer. Students will be instructed to decide what would be a good type of clue, and what words would create good hints for the answer.  *Instructions:*   1. Give students instructions on task, and outline expectations. 2. Distribute any materials needed for task. (Resource 2: Riddle worksheet) 3. Have students think about the following as they work:    * What are some key words I can use for my clues?    * How should my clues be structured? 4. Once they are done, have students share their riddles in groups of 3-4.   *Diagnostic Assessment:*  As students complete the activity look for:   * Student was able to use concept of inferring * Clues were written with proper forms * Clues were connected to answer of riddle |
| 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.* |

|  |  |
| --- | --- |
| **Enhancement Learning**  **(20 Minutes each)** | **Starter - Activity Title: *Clues from a Sentence***  *Activity Overview:*  Using the power point, you will go over the idea of Inferring while reading. Then you will go to next slide, students will work in groups to answer a question about each sentence on the slide. Have each group write their answer on a “post-it” note and stick it on the board or wall. Discuss what each group thought the answer was for each sentence question. The goal is to have students become comfortable with the process of inferring while reading.  *Instructions:*   1. Show slide 5, go over what inferring is and model with example. 2. Organize students into groups, and give each group sticky notes and a pen. 3. Move to slide 6. Have students work in groups to answer each question about the sentences. 4. Observe students as they work, and verify understanding with questions. 5. Check if all groups are done. 6. Have each group post answers, and then discuss answers. If answers verify, have group explain how they got the answer. 7. Once answers are done, discuss the process of inferring and why it is an important part of reading. |
| **Experienced - Activity Title: *Paragraph Inference***  *Activity Overview:*  This activity is designed to build on students’ understanding of inferring while reading in option one, or to expand on prior knowledge of inferring. Students will work on recording any information they can infer from the sentences. The goal of the activity is to build on their understanding of inferring while reading and to explore the process while reading new text. By completing these task students will be able to explore the process of inferring while reading text, and expand their skills in this area.  *Instructions:*   1. Use Slide 5 to introduce the topic and go over inferring while reading. 2. Have students’ work in groups to look for information they can infer from text. (Resource 3) 3. Have groups make a chart of information they inferred. (Chart Paper/ Markers) 4. Observe students as they work, and verify understanding with questions. Check if they have completed work (10 minutes) 5. Have each group share their findings. 6. Once completed, have students gather into a group. Discuss what they learned about inferring during reading. |
| **Expert - Activity Title: *Letter Detective***  *Activity Overview:*  As an Expert level activity, students will use their understanding of using inferring when reading to decode unsaid information. Students will use reading, recording, and collaboration to complete the work. Students will focus on the process of inference to find information, and they will share work in groups to record information, and discuss learning with whole groups.  *Instructions:*   1. Show slide 5. Introduce idea of inference 2. Organize students in groups of 3-4 students. 3. Have students work in groups of 3-4 to read a letter (resource 4), and record any information they found through inference. (10 minutes) 4. Check to see if each group is done 5. Once completed, have each group share their information from the letter. 6. Create a chart that shows the information found by each group. 7. Once completed have students gather into groups. Discuss what they have learned about inferring while reading. |
| 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*. |

|  |  |
| --- | --- |
| **Assignment Support**  **(25 Minutes)** | **Activity Title: Thank you letter**  *Activity Overview:*  This activity is designed to have students use their writing skills to create a letter to respond to an action someone has done for them. Students will choose a person and action; they will create a Thank You letter describing the action, how they feel, and concluding with a Thank You message. They will include all sections needed for a letter. Students should use language that reflects the purpose of the letter, and use all conventions of this form of letter.  *Instructions:*   1. Use Slide 7 to introduce the topic and go over the different sections of a letter. 2. Have students (they can work in pairs) brainstorm ideas for their letters. (7 minutes) 3. Observe during work, and ask questions to clarify understanding. 4. Once completed have students begin to write their Thank You letter. (7-10 minutes) 5. Once students have finished their Thank You Letter, have them pair with a partner and get feedback. |
| 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.* |

|  |  |
| --- | --- |
| **Get Ready**  **(20 Minutes)** | **Activity Title: Unit 2-Lesson 1 Preview**  ***Lesson 2-2 Preview***  Overview: The next lesson will be focusing on two areas: The first we will look at forum communication. Next, we will talk about responding to emails and messages and using gerunds.  **Show each step on the computer by accessing the course.**  Favourite Festivals and Holidays:   1. Have students watch discussion forums. 2. Have students discuss what they have learned about online forum writing.   Emails and Messages:   1. Read over email message and talk about meaning of text. 2. Have students pick one subject from email and list 1-2 reasons they would like to take that subject. |
| 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:

**- END OF LESSON -**