

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 2 / Session 2

Developer/Modifier: ABC ABC

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * Understand how letters are written * Understand how annotations are written * Understand the structure of forums | |
| Success Criteria | By the end of the lesson students will be able to …   * write messages on forums * use annotation to discuss your ideas with a text * apply varying forms of writing for different purposes * create a forum response to a question that has a clear connection, and show deeper thought. * create a forum question that includes: background information, problem, and what they specifically need help with. | |
| 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, sticky notes * Pencils, Markers   *Instructions:*   * Prepare Power Point | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes**  **(optional)** | **Activity Title: *Daily Twitter***  *Activity Overview:*  This activity is designed to allow students to become familiar with different types of written communication in a low risk task that encourages thought about language used to communicate ideas. Students will be given an index card and asked to write 2-3 lines describing something from their day. The students will post cards on the twitter wall (create an area on the wall with a sign that says “Class is Tweeting). This will help students focus on expanding understanding of how to create a concise message about an idea, and how language is being used through social media.  *Instructions:*   1. Give each student an index card. 2. Explain the goal of the activity. 3. Model twitter message with 3 sentences of your own. 4. (Support) Observe students while they work together, and help with alternative words if needed. 5. Check if students are done. Have them post their Twitter messages on the wall. 6. Instruct students to read twitter messages. (3 minutes) 7. Gather students in a group and discuss what they have learned. |
| 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: *Forum Post Response***  *Activity Overview:*  In this activity students will show their ability to respond to a question, and understanding of inference when reading. Students will have a forum post question, and will create a response that answers the question. Students will be instructed to decide what is important to answer about the question, and what experiences they know that will help them respond  *Instructions:*   1. Give students instructions on task, and outline expectations. 2. Distribute any materials needed for task. 3. Have students think about the following as they work:    * What experiences can I use to answer the question?    * What specific details should I include?    * What would be the best words to use to express my idea? 4. Once they are done, have one or two students share their response.   *Diagnostic Assessment:*  *As students complete the activity look for:*   * Student was able to use full sentences and good word choices in response. * Details of response were clear * Response had a direct connection to question |
| 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: *Email Organize***  *Activity Overview:*  Using the power point, you will explore the structure of writing emails. Then, you will go to next slide and students will work together to organize an email. Students should work as a group (3-4) on next slide. Have them write down the sections in the format they feel they would fit best. (Chart paper) The goal is to have students become comfortable with the structure of written emails.  *Instructions:*   * Show slide 5, with break down of an email. Ask students what they think are the important elements. * Organize students into groups, and give out chart paper/markers. * Move to slide 6. Have students’ work in groups to organize the sections of the email. * Observe students as they work, and verify understanding with questions. * Check if all groups are done. * Have each group share their chart with the class. |
| **Experienced - Activity Title: *Paragraph Inference***  *Activity Overview:*  This activity is designed to build on students’ understanding of creating meaningful text for an email in option one, or to expand on prior knowledge of email formats. Students will work on expanding information creating a personal email including all sections of the format. The goal of the activity is to build on their understanding of an email and to explore the common format of an email. By completing these tasks students will be able to explore creating text for an email, and following the format of this letter style.  *Instructions:*   1. Use Slide 5 to introduce the topic and go over the different sections of an email. 2. Have students’ work in pairs to organize emails on a specific topic to each other. 3. Have students work individually to write their email to each other. 4. Observe students as they work, and verify understanding with questions. Check if they have completed work (5 minutes) 5. Have students return to their pair and read the emails to each other. 6. Observe groups during work, and ask questions to clarify understanding. 7. Once completed, have students gather into a group. Discuss what they learned about writing an email on a topic, and what are the most important things to remember to include in this letter format. (Teacher can write ideas on a chart paper to post for class) |
| **Expert - Activity Title: *Formal Email***  *Activity Overview:*  As an Expert level activity, students will use their understanding of creating meaningful text for a formal email, and using professional language and structures. Students will use organization, writing, and collaboration to complete the work. Students will focus on creating formal language for an email, and they will share their email with a group of students, and discuss learning with whole groups.  *Instructions:*   1. Show slide 5. Introduce idea of formal language and format for a formal email. 2. Have students work in pairs to brainstorm language that can be used, and ideas for writing a formal email. (5 minutes) 3. Then have students work individually to create their email. 4. Check to see if work is complete. (7-10 minutes) 5. Organize students in groups of 3-4 students. 6. Group members will share email, and give feedback. 7. While students are presenting make sure to observe, and model feedback. 8. Once completed have students gather into groups. Discuss what they have learned about making a formal email. (Teacher can write ideas on a chart and post it for class) |
| 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**  **(25 Minutes)** | **Activity Title: Forum Question**  *Activity Overview:*  This activity is designed to have students use their writing skills to create a forum post question for a specific topic or purpose. Students will choose a topic that they would like to get advice about; they will explain problem, give background information, and pose a question. They will include all sections needed for a forum post. Students should use language that reflects the purpose of a forum.  *Instructions:*   1. Refer back to forum post work at the beginning of the lesson 2. Have students brainstorm their topic, and what types of things they would like to learn more about. (7 minutes) 3. Observe during work, and ask questions to clarify understanding. 4. Once completed have students’ pick one area to create the forum questions about. (7-10 minutes) 5. Once students have finished their forum post question, put them in groups of 3-4 and have them share their question. |
| 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 2-3 Preview***  ***Overview: The next lesson will be focusing on two areas: The first we will explore and learn about collective nouns. Next we will discuss formal and informal writing to describe our school experience.***  ***Show each step on the computer by accessing the course.***  ***Groups of Things:***   1. ***Have students watch Collective Nouns.*** 2. ***Have students complete the quiz.***   ***Formal and Informal Writing:***   1. ***Read over two examples of writing.*** 2. ***Have students discuss the differences between the two styles of writing letters.*** |
| 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 -**