

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 2 / Session 3

Developer/Modifier: ABC ABC

Revision Date: March 17, 2017

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| **BEFORE**  **THE LESSON** | Learning Goals | The students will understand…   * the differences between formal and informal writing * collective nouns * organize your writing | |
| Success Criteria | By the end of the lesson students will be able to …   * Use collective nouns * Discuss groups we belong to * Improve on writing with clarifications * Write using Informal and Formal writing methods * Create a formal and informal invitation to a party, and use collective nouns. * Create an introduction letter to an organization, outlining skills, experiences, and reasons, which make you interested in joining. | |
| 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* * *Collective Noun Cards* * *Collective Nouns Sentences* * *Collective Nouns fill in*   *Collective Nouns List* | |

\* Special Comments: Write Comments Here

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| **Icebreaker**  **15 Minutes**  **(optional)** | **Activity Title: *Which group am I?***  *Activity Overview:*  This activity is designed to allow students to become familiar with different types of collective nouns used for animals in a low risk task that encourages thought about language used to communicate about ideas. Students will be given a stack of cards with collective nouns that describe specific animal groups. The teacher will write or say an animal and each group of students will decide what collective noun belongs to it. This will help students focus on expanding and learning a collective noun vocabulary.  *Instructions:*   1. Explain the goal of the activity. 2. Organize students into groups of 3-4. 3. Give students the pack of cards with collective nouns. ( Resource 1) 4. Write or Say first animal. After 2-3 minutes check to see if each group has pick a collective noun. 5. Pick group to give the answer, if incorrect, have another group give their answer until right answer is given. 6. Repeat step 4-5 for about 3 rounds of game or more, if there is time. |
| 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: *Informal / Formal invite***  *Activity Overview:*  In this activity students will show their ability to create an invitation for an event, and understanding of formal and informal language. Students will create an invitation for a party, and will include 1-2 collective nouns as part of the description. Students will be instructed to decide what is important to include, and what language is correct for each type of invitation.  *Instructions:*   1. Give students instructions on task, and outline expectations. 2. Students are to work in pairs to create two invitations: formal, and informal. 3. Distribute any materials needed for task. 4. Have students think about the following as they work:    * What information do I need to include?    * What language is correct for a formal or informal invitation?    * What collective nouns can I use to better explain the event? 5. Once they are done, have one or two pairs share their invitations.   *Diagnostic Assessment:*  As students complete the activity, look for:   * Student was able to use a collective noun properly in one or both invitations. * Student used correct language for the type of invitation: formal or informal * Student included important information that was written in full sentences. |
| 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: *Find the Collective Noun***  *Activity Overview:*  Using the power point, you will explore the use of collective nouns. Then you will hand out worksheet. Students will work in pairs to read through the sentences and circle the collective noun. The goal is to have students become comfortable with the use of collective nouns in writing and reading.  *Instructions:*   1. Show slide 5, which shows examples of collective nouns. Ask students what they think are the important elements of using this type of word. 2. Organize students into pairs, and give out worksheets. ( resource 2) 3. Have students in pairs: first, read sentence aloud, then work to find the collective noun. 4. Observe students as they work, and verify understanding of sentence meanings and understanding of collective nouns. 5. Check if all pairs are done. 6. Take up worksheet. Pick different students to answer what the collective noun is in each of the sentences. |
| **Experienced - Activity Title: *Fill the Collective Noun***  *Activity Overview:*  This activity is designed to build on students’ understanding of collective nouns in option one, or to expand on prior knowledge of the use of collective nouns. Students will work on expanding understanding of collective nouns by filling in the missing collective nouns in the sentences. The goal of the activity is to build on their understanding of using collective nouns in sentences and to explore the correct collective noun to use. By completing these tasks students will be able to explore how collective nouns are used in sentences.  *Instructions:*   1. Use Slide 5 to introduce the topic and go over how a collective noun is used in a sentence. 2. Give instruction for the task, and hand out worksheet.( resource 3) 3. Have students work individually or in pairs to fill in the missing collective nouns. 4. Observe students as they work, and verify understanding with questions. Check if they have completed work (5 minutes) 5. Organize students into groups and have them share their answers. 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 collective nouns. |
| **Expert - Activity Title: *Making a Group Sentence***  *Activity Overview:*  As an Expert level activity, students will use their understanding of collective nouns to create 3-4 sentences. Students will use writing and collaboration to complete the work. Students will focus on using collective nouns correctly in sentences, and discuss learning with whole groups.    *Instructions:*   1. Show slide 5. Go over the concept of collective nouns. 2. Have students work in pairs with collective noun list (resource 4), and create 3-4 sentences that use collective nouns. 3. Check to see if work is complete. (7-10 minutes) 4. Organize pairs together in groups of 4. 5. Group members will write their sentences on chart paper, and work together to make any correction if needed. 6. Once completed have students gather into groups. Have each group of 4 present their chart and share their collective noun sentences. |
| 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: Introduction Letter**  *Activity Overview:*  This activity is designed to have students’ use their writing skills to create a letter to respond to a specific topic or purpose. Students will choose a type of organization (school, business, or organization they wish to become a part of); they will create an introduction letter expressing their skills, knowledge, and interest in the organization. They will include all sections needed for a formal 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 to introduce the topic and go over the different sections of a formal letter. 2. Have student research (online) a school, organization, or business they would like to join. (7 minutes) 3. Observe during work, and ask questions to clarify understanding. 4. Once completed have students’ begin to write their formal letter.(7-10 minutes) 5. Once students have finished their introduction 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.* |

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| **Get Ready**  **(20 Minutes)** | **Activity Title: Unit 2-Lesson 4 Preview**  ***Lesson 2-4 Preview***  Overview: The next lesson will be focusing on two areas: The first we will look at how to express complains. Second, we will look at the formal letter.  **Show each step on the computer by accessing the course.**  Complaints:   1. Have students watch Complaints. 2. Have students create 2 sentences that express a complaint.   Formal Letter:   1. Read over formal letter parts. 2. Have students read over the letter and identify the parts of the letter. |
| 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 -**