

**ESL LIVE! PLUS LEARNING PACKAGE**

ESLCO / Unit 2 / Session 4

Developer/Modifier: ABC ABC

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| **BEFORE** **THE LESSON** | Learning Goals | The students will understand…* complaints using a gerunds
* negative prefixes
* how to write a formal letter
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| Success Criteria | By the end of the lesson students will be able to …* Create a negative review of a product and use gerunds, negative prefix words, and correct tone.
* Write a complaint letter to a company about a product or service that express your problem using gerunds and negative prefix words to express your ideas clearly.
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| 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*
* *Prefix Match Worksheet*
* *Making Prefix Words Worksheet*

*Fill-in Sentences Worksheet* |

\* Special Comments: Write Comments Here

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| **Icebreaker****15 Minutes****(optional)** | **Activity Title: *Gerunds word challenge****Activity Overview:* This activity is designed to allow students to become familiar with gerund words, used in a low risk task that encourage thought about language used to communicate ideas. Students will be organized in groups. Each group will be instructed to write down as many gerunds as they can. After 5-7 minutes teacher will collect sheets with gerunds. The group with the most gerunds wins. Share words students had on list, and discuss how these words are used. This will help students focus on expanding their learning about gerunds and will help build vocabulary. *Instructions:*1. Explain the goal of the activity.
2. Organize students into groups of 3-4.
3. Instruct students to start, and give them a time limit (5-7minutes).
4. Observe students as they work, and give assistance if they are not sure.
5. At the end of the allotted time collect the gerund sheets, and then announce the winning group.
6. Select some words from the lists, and discuss how these can be used in sentences.
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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: *The Bad Review****Activity Overview:* In this activity student will show their ability to create a bad review for a product. Students will create a review, and will include 1-2 gerund and negative prefix words that express their ideas. Students’ will be instructed to use clear sentences that reflect their complaint.*Instructions:*1. Give students instructions on task, and outline expectations.
2. Students are to work in pairs to brainstorm, and create review.
3. Distribute any materials needed for task.
4. Have students think about the following as they work:
	* What gerunds can I use to express my ideas more clearly?
	* What prefix words can I use to show my feelings towards this product?
	* How should I structure and organize my thoughts for this form of writing?
5. Once they are done, have one or two pairs share their review.

*Diagnostic Assessment:*As students complete the activity look for:* Student was able to use gerunds properly in review.
* Student use correct prefix words to express feelings and thoughts.

Student used good structure and organization for the type of writing. |
| 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: *Matching the Prefix****Activity Overview:* Using the power point, you will explore the prefix and how they are used to change the meaning of words. Then you will hand out worksheet. Students will work in pairs to read words and prefix list and work to match the prefix with the word. The goal is to have students become comfortable with the concept of the use of prefixes and learn how they work in writing and reading.*Instructions:** Show slide 5, which shows prefixes and prefix words. Ask students what they think are the important elements of using this type of word.
* Organize students into pairs, and give out Prefix Match worksheets.( resource 1)
* Have students in pairs: first read all words and prefixes, then work to match them.
* Observe students as they work, and ask questions to verify understanding.
* Check if all pairs are done.
* Take up worksheet. Pick different students to give words they made, and record all words on chart paper.
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| **Experienced - Activity Title: *Making prefix words****Activity Overview:* This activity is designed to build on students’ understanding of prefix words in option one, or to expand on prior knowledge of prefix words. Students will work on expanding understanding of prefix words by creating lists of words using different prefixes. The goal of the activity is to build on their understanding of prefix words and to explore how to create these words. By completing these tasks students will have the opportunity to expand their vocabulary and reinforce their understanding of prefix words.*Instructions:*1. Use Slide 5 to introduce the topic and go over how prefix words are created, and how the prefix changes the word.
2. Give instruction for the task, and hand out Making Prefix Words worksheet. (resource 2)
3. Have students work in groups of 2-3.
4. Observe students as they work, and verify understanding with questions. Check if they have completed work (7-10 minutes)
5. Pair up groups and have them share their answers.
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| **Expert - Activity Title: *Finding the Word****Activity Overview:* As an Expert level activity, students will use their understanding of prefixes to fill in the sentence in with many different prefix words to create different meanings. Students will use writing, reading and collaboration to complete the work. Students will focus on using prefix words correctly in sentences, and discuss learning with whole groups.*Instructions:*1. Show slide 5, Go over the concept of prefix words.
2. Have students work in pairs with fill-in sentence worksheet (resource 3), and create 2-3 different meanings for each sentence by just using a different prefix word.
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.

Once completed have students gather into groups. Have each group of 4 present their chart and share their prefix word 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: Formal Complaint Letter***Activity Overview:* This activity is designed to have students use their writing skills to create a letter to complain about a specific service or product. Students will choose a type of service or product; they will create a formal complaint letter expressing their issues, faults, and experiences with the service or product. They will include all sections need for a formal complaint letter. Students should use gerunds, and prefix words to express ideas.*Instructions:*1. Have student brainstorm a product or service they would like to complain about, and have them think of words they can use while describing their ideas. (7 minutes)
2. Observe during work, and ask questions to clarify understanding.
3. Once completed have students’ begin to write their formal complaint letter.(7-10 minutes)
4. Once students have finished their formal complaint letter, have them share it with a partner and get feedback.
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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 3-Lesson 1 Preview** (Optional – if students are continuing to module 2)***Lesson 3-1 Preview***Overview: The next lesson will be focusing on two areas: in the first we will learn about different maps and how to use them. Next, we will look at planning a walking tour and the different things we can use.**Show each step on the computer by accessing the course.** What are maps good for?:1. Look and read over the different types of maps shown.
2. Have students brainstorm the different uses for each map.

University Tour:1. Read over the information given for planning the tour.
2. Have students use information to plan their University tour.
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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.* |

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**- END OF LESSON -**