

June 3 Lesson Plan (ESAL 0450-Group B)

Class Description:

- There are 5 students in this advanced oral communication class.
- Students have level-four vocabulary and grammar knowledge so that they are ready to improve oral communication skills.

Terminal Objective:

Students will be able to...

- get familiar with their peers and teachers
- develop interests in the communication class and English learning
- use Moodle and Big Blue Button smoothly
- figure out their personal strengths and the skills they want to improve (learning goals)

Enabling Objectives:

- Students and teachers communicate answers to introduction questions to learn each other's names and get to know each other.
- Students understand and accept class expectations and communicate their own expectations.
- Students use BigBlueButton interactive whiteboard, status, polls, and shared notes to show proficiency in working in the virtual space.
- Students and teachers learn more about each other through participating in a game
- Students share their learning goals.

Materials & Equipment:

- Moodle
- Big Blue Button
- Microphone and webcam

- PowerPoint/PDF presentation
- pen and paper

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
1. Student teacher introductions (2 minutes)	1. Introduce ourselves. The program we are in, where we are from, previous education, previous teaching experience. Ask students if they have any questions.	1. Listen to teacher introductions. Ask questions if they have any.
2. Class outline (5 minutes)	2. Present the learning objectives and activities for today's class. Explain that this class is about getting to know each other.	2. Listen. Ask questions.
3. Introduction activity (about 15 minutes)	3. Present a series of questions for the students: <ul style="list-style-type: none"> ● What is your name? ● Where are you from? ● What is something special about your hometown? (food, environment, landmark, history, etc.) 	3. Turn on cameras. Take turns answering the questions.

<p>4. Expectations (5 minutes)</p>	<ul style="list-style-type: none"> ● If you were a celebrity, what would you be famous for? ● Do you have any questions for your student teachers? We will answer the questions first. Then we will ask the students to turn their cameras on and take turns answering the questions. <p>4. Present a list of expectations for the students relating to participation in the virtual space and working with student teachers. Tell the students we expect them to turn on their cameras when asked, speak when asked, participate in virtual activities i.e. interactive whiteboard and polls, and actively participate in all group discussions. Ask for their patience in being taught by student teachers. Ask students if they have expectations of us.</p>	<p>4. Listen, ask questions. Think of expectations for the teachers.</p>
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<p>5. Big Blue Button orientation (5 minutes)</p>	<p>5. Make sure students know the functions of BigBlueButton.</p> <ul style="list-style-type: none"> ● Interactive whiteboard: show students they can draw, type, and move their cursor. Get students to type their teacher expectations. ● Set status: have students set their status. ● Polls: present a poll for the students to answer ● Shared notes: ask students to type their name in shared notes. 	<p>5. Follow teacher instructions. Type answers on the whiteboard. Set status to instructed symbol. Answer the poll. Type in shared notes. Ask questions at any time.</p>
<p>6. Two truths and a lie (15 minutes)</p>	<p>6. Introduce two truths and a lie game on the slideshow. Explain that students will present three statements about themselves: two true and one false. Other students and the teachers will ask a question about each. At the end, we will use a poll to guess the lie. Teachers will demonstrate by going first. Ask students to turn on cameras to play the game. Ask them to say their</p>	<p>6. Listen to instructions. Vote in the poll for the teachers' example round. Think of their three statements and type them in shared notes. Turn cameras on and take turns reading out their statements and having other students and the teachers ask questions. Vote in each poll.</p>

<p>7. Closing exercise (2 minutes)</p>	<p>statements and type them in shared notes.</p> <p>7. Ask students what their strengths are in communicating in English (i.e. vocabulary, listening, pronunciation, confidence, etc.) and what they hope to improve this semester. Tell students they can leave when they have answered the questions.</p>	<p>7. Answer the questions and leave class.</p>
<p>Evaluation/Assessment</p> <p>Informal baseline assessment. We will be talking to the students in our icebreaker activities and we will be assessing their current communication skills and considering individuals' strengths and areas in need of improvement. We will have the students complete small tasks using the features of BigBlueButton to assess their ability to function as a class in the virtual space.</p>		
<p>Homework</p> <p>None.</p>		