

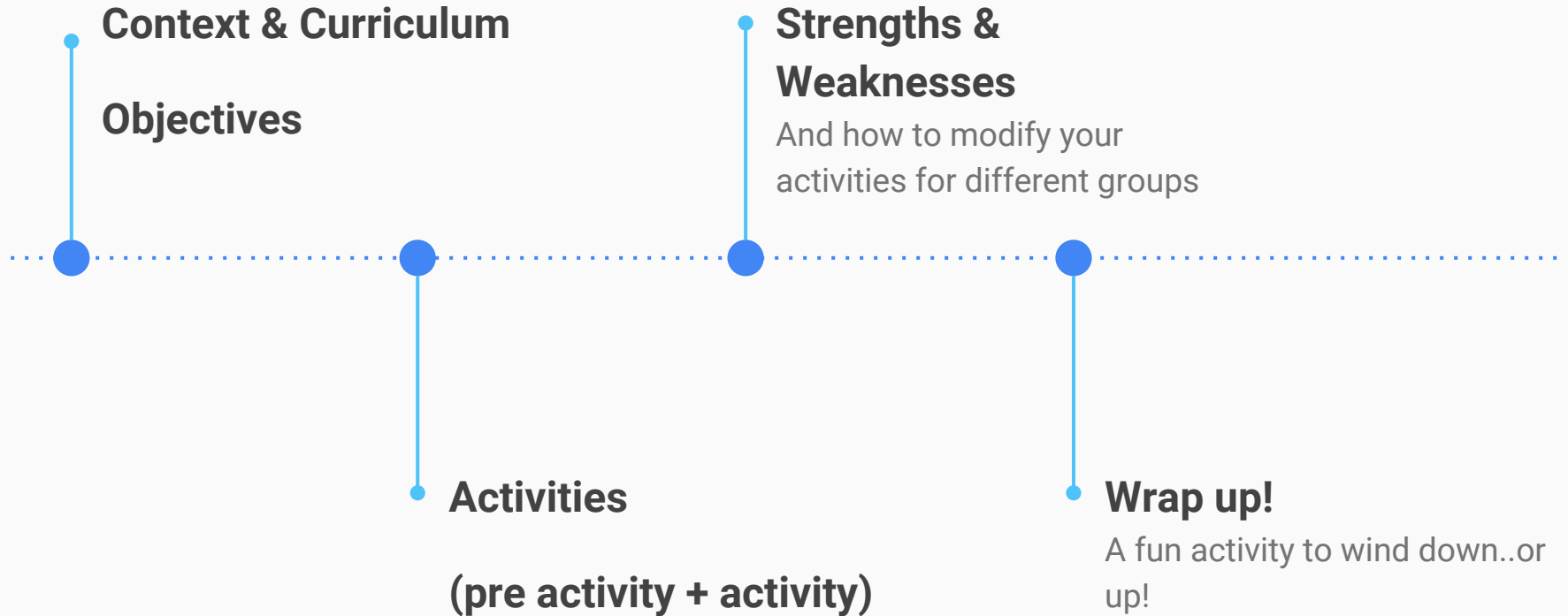
# DIRECTIONS



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# Today's Lesson Plan



# CONTEXT

- GTA, Ontario, Canada, Grade 5 ESL Learners
- The ESL Learner is someone whose first language is not English
- Mainly from China and India, and various other countries
- Average class size of around 25 students
- Low Intermediate to Intermediate group
- Classic Canadian suburban elementary school

# CURRICULUM



**Table A2.1: ESL, Grades 4 to 6 – Listening**

<b>Stage 1</b> Students understand basic spoken English. They:	<b>Stage 2</b> Students understand key information presented in highly supported contexts in a variety of settings. They:	<b>Stage 3</b> Students understand social English, but require contextual support to understand academic language. They:	<b>Stage 4</b> Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"><li>– follow simple directions with support from visual cues</li><li>– respond to short, simple questions</li><li>– respond briefly to short, simple stories, songs, and poems</li><li>– respond to familiar conversational topics using single words and short phrases</li><li>– respond to familiar words, names, phrases, tones of voice, and basic classroom instructions when spoken slowly and clearly</li></ul>	<ul style="list-style-type: none"><li>– begin to respond to unseen speakers (e.g., on the telephone)</li><li>– correctly interpret frequently used verb tenses</li><li>– participate in social conversations on familiar topics</li><li>– request clarification when necessary</li><li>– respond appropriately to body language, tone of voice, pauses, stress, and intonation</li><li>– understand key vocabulary and concepts related to specific subjects or themes</li><li>– understand main ideas in visually supported oral presentations containing familiar vocabulary</li></ul>	<ul style="list-style-type: none"><li>– respond to unseen speakers (e.g., on the radio, on the telephone)</li><li>– participate in sustained oral discussions and presentations in small groups</li><li>– identify main ideas and supporting details in short oral presentations</li><li>– respond appropriately to formal and informal speech</li><li>– respond appropriately to vocabulary, statements, questions, and directions in the class</li><li>– respond to intonation patterns, such as implied commands and tones indicating surprise, emotion, etc.</li><li>– follow a series of instructions</li></ul>	<ul style="list-style-type: none"><li>– identify ideas in oral presentations on a variety of topics, using grade-appropriate vocabulary</li><li>– respond to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions, and conversational nuances (e.g., teasing, irony, flattery)</li><li>– take notes from teacher lessons using a supplied written outline as a guide</li></ul>

**Table A2.3: ESL, Grades 4 to 6 – Reading**

**Stage 1** Students read and comprehend simple written English. They:

- recognize the English alphabet in both print and script
- begin to apply sight-recognition, phonetic, predictive, and contextual reading strategies
- recognize frequently used classroom vocabulary
- begin to acquire English vocabulary in all subject areas
- begin to identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
- follow brief written instructions
- use learners’ and bilingual dictionaries
- read simple sentences
- use alphabetical order
- with assistance, use reading materials for enjoyment and

**Stage 2** Students read for specific purposes when background knowledge and vocabulary are familiar. They:

- use reading strategies to assist in determining meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families)
- understand short, simple phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context
- identify main ideas and key information in text
- begin to extract information, with assistance, from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, and graphic organizers
- begin to show some fluency in oral reading

**Stage 3** Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:

- skim and scan for key information in reading materials with familiar vocabulary and context
- summarize a story, identifying the main idea and some details
- read and interpret text at a grade-appropriate level, with some visual support, using context and punctuation clues, phonics, and recognition of familiar vocabulary and word families
- choose appropriate materials for research purposes from a variety of sources
- read on a regular basis for personal enjoyment
- use academic vocabulary, including subject-specific

**Stage 4** Students demonstrate control of grade-appropriate reading tasks. They:

- analyse unfamiliar text to figure out meaning
- identify elements of a story
- use vocabulary-acquisition strategies
- figure out unfamiliar vocabulary in a familiar context
- use skills in independent research to gather information (e.g., from library resources, community resources, print media, and computer resources)
- choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers

# Objectives and Goals



At the end of the lesson, students should be able to:

- Understand, give, and respond to orders and directions
- Be able to orally describe their surroundings
- Effectively maneuver unfamiliar locations

# Pre-activity

Goal: To activate schema and scaffolding for students to ensure they understand what was covered in previous classes about directions





# Strengths



- This activity allows for students to be explicitly evaluated on their understanding of directions
- Very simple and inexpensive
- A flexible warm up, as it is easily adaptable and can be modified based on students' needs and skills

# Weaknesses



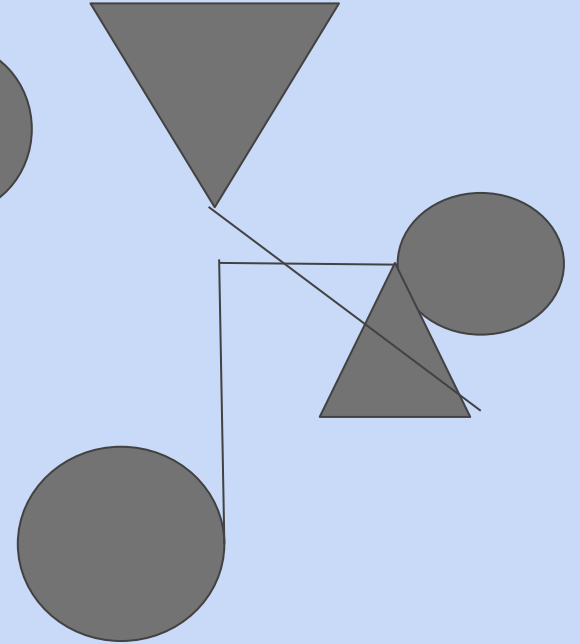
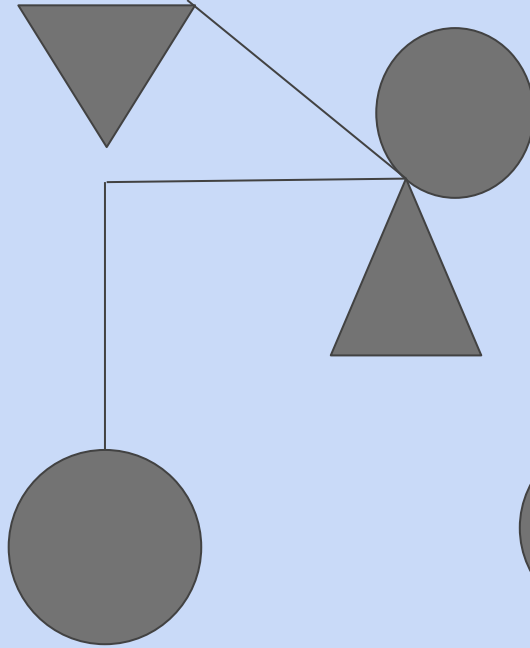
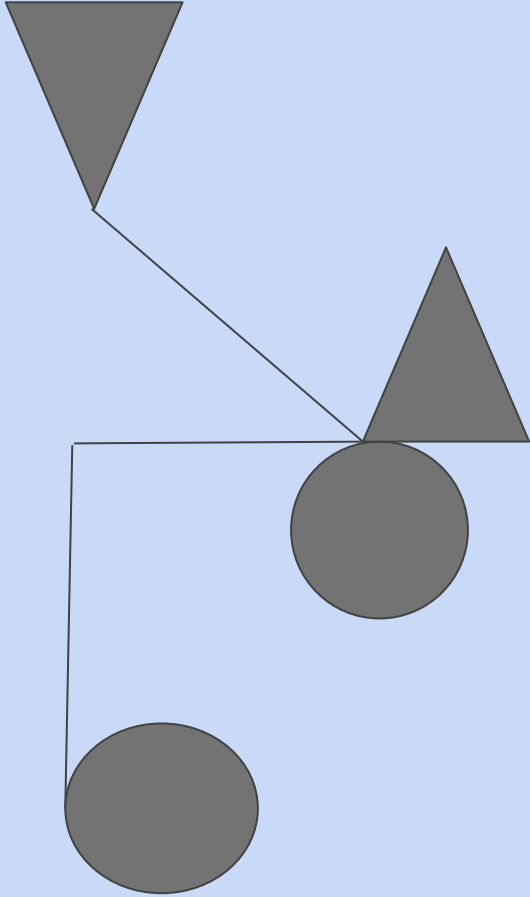
- In terms of evaluation, it could become unorganized and difficult to interpret
- Students may have difficulty understanding what a symbol is showing
- Students may not be able to translate word to image

# Activity 1: Back to Back

A fun activity that allows students to enhance their oral production and comprehension skills all while being creative!







# YOUR TURN!

- Previous halloween costume
- The first floor of your house or apartment
- “Surprise”
- Your choice!



# Activity Goals

- To create a classroom where students feel comfortable
- Oral comprehension
- Oral production
- For students to be engaged while learning
- For them to acquire the implicit grammar rule of imperative uses (giving directions/orders and recognizing directions / orders)



# Strengths



- Easily modifiable for any age group or level along with changes of themes
- Allows learner to use the target language and a level they feel most comfortable
- Allows learner to use their oral comprehension
- Allows the instructor to verify whether comprehension occurred
- It's a fun, non-conventional activity



# Weaknesses

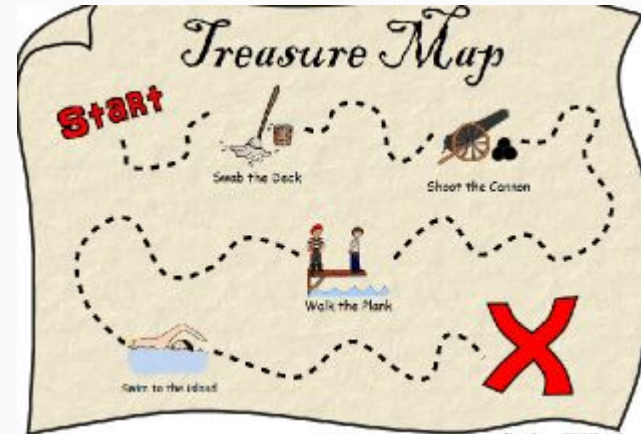
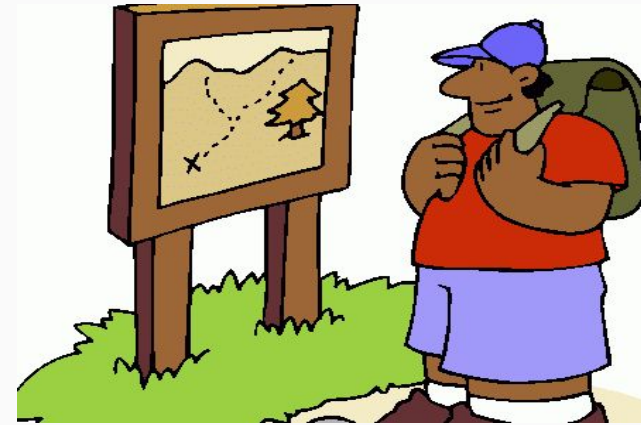


- If student's language level is lower than the average
- "Language esteem"
- Motivation may be low due to outside factors
- Challenges arise since the mouth and facial expressions are not visible

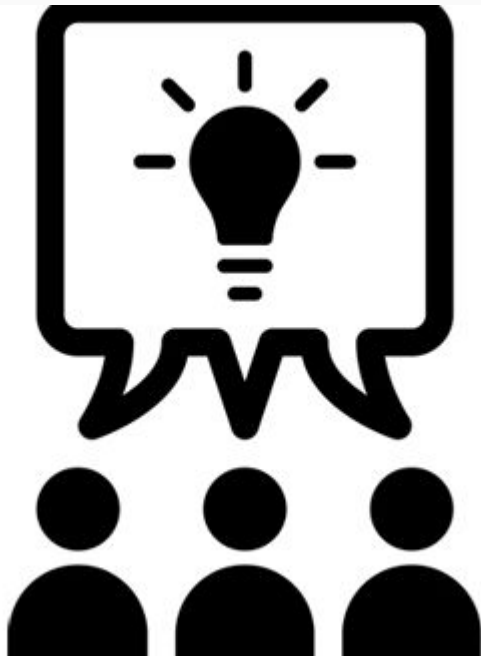
# Activity 2: Directional Treasure Hunt

With a group of peers, partake in a treasure hunt where you need to rely on your newly developed directional competencies to succeed!

Goal: Use newly learned directional vocabulary to navigate the way to your reward



# Debrief



# Strengths



- Demonstrates that students are able to successfully utilize their competencies
- Enhances students' learning by putting their new skills to practical use
- Easy modifiable and adaptable to any location and language level

# Weaknesses



- Students may neglect the activity if they are not supervised
- If language level is too low, students may become lost by not being able to correctly follow the directions
- Students may not want to participate

# Activity 3: Follow the Directions

An activity to evaluate listening comprehension skills. This activity is very adaptive to practice and evaluate other skills as well.

Goal:

Students should be able to follow a map with oral directions.

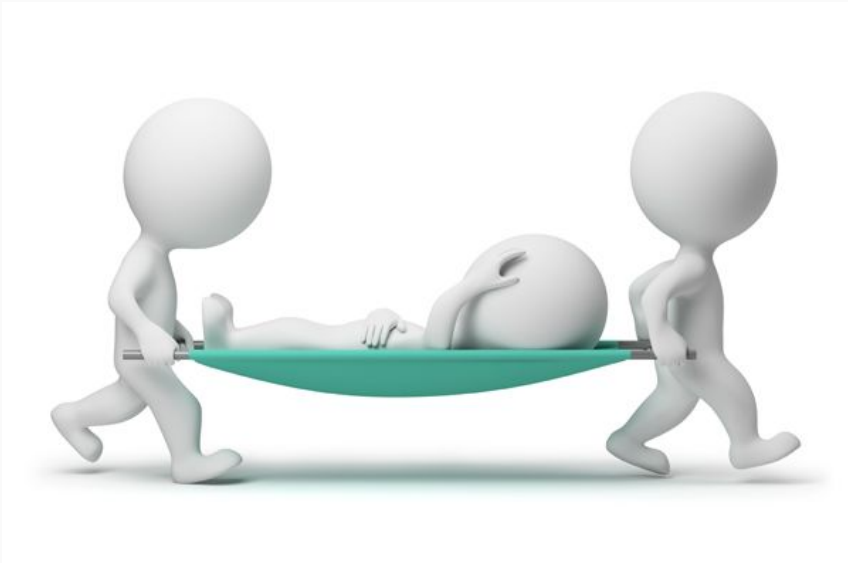


# Strengths



- Interactive
- Authentic
- Adaptive

# Weaknesses



- Students may find it boring without adaptations
- Clarity of material may lead to confusion for students



# Activity 4: DESTINATION IMPOSSIBLE

This is a reading comprehension activity game that is available online.

It is an interactive game where you choose a character, and follow the instructions to guide them to their destination.

It is filled with important and useful phrases about directions that students can learn and practice!



<http://www.bbc.co.uk/skillswise/game/en33inst-game-destination-impossible>



# Strengths

- Able to be done individually
- Colourful
- Interactive
- Explicit practice of following directions
- Many different routes
- Helpful labeling
- Good Support



# Weaknesses

- British English
- Students may not want to play
- Can get repetitive
- Not interpersonal
- Only practices reading comprehension
- Not very adaptable to higher levels
- Requires computers and internet



# Wrap Up Activity

Goal: To promote the application of newly learned directional vocabulary



# Strengths



- Allows for students to recap what they have learned about directions
- Authentic language in which students are immersed
- Time length is easily controlled
- Students may retain song better than other instructional methods

# Weaknesses



- Students at this age level might get too rambunctious
- Students may not want to participate
- Students' comprehension level might not allow thorough participation
- Classroom structure

# Integration of Activities

- These activities share the same purpose and goal of exposing students to vocabulary related to directions
- It allows students to practice using these vocabularies with listening, speaking, and reading activities
- Each activity complements one another and was strategically chosen to help build up already developed knowledge
- The activities are adjustable so they are able to be adapted to different students



Questions?

