

Effective Communication: Sample Lesson

Level: ESL Beginning

Topic: Introductions

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Transitions Integration Framework (TIF) Snapshot

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals
SWBAT...

Sub Skills:

- € a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- € b. Repair communication breakdowns respectfully and effectively
- € c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- € d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- € e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- € f. Employ effective strategies for resolving conflict

Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication
SWBAT...

Sub Skills:

- € a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- € b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- € c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Skill 3: Utilize a variety of technologies for communication
SWBAT...

Sub Skills:

- € a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)
- € b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)
- € c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up: NA</p>
<p>Introduction:</p> <ul style="list-style-type: none"> Elicit student responses to the Pre-Reading question. Extend the conversation to provide a number of different examples of greetings and gestures to set the stage for the pre- vocabulary. Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary
<p>Guided Practice:</p> <ul style="list-style-type: none"> Read the story to the Ss, pausing to explain elements as necessary. Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story again. Read the story again and repeat the earlier general questions and others you feel are important. Read through the comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss read the story independently and try to answer the comprehension questions. Check answers with students, re-read and explain the story as necessary. Model part 2. Ss complete part 2 by circling the correct picture or drawing one of their own, for example, drawing someone bowing or someone waving.
<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> Check through the comprehension questions to see how many they answered correctly. Evaluate part 2 of the Independent Practice to see if they understood the concept.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Elicit questions from students (Ss) for asking for name and country. Repeat these questions and corresponding answers several times until everyone can say both the question and an answer for each. Practice appropriate Q & A intonation. Ss complete the mix & mingle after precise modeling. Instruct them to use clarifying questions to get accurate information: <i>How do you spell that? Can you repeat that?</i>
<p>Introduction:</p> <ul style="list-style-type: none"> Read through the handout with Ss helping them to understand greet & gesture. Elicit "hello" in their languages and have students and yourself attempt to say it. Encourage students to write it on the board if they write in their first language. Ss complete a team project by completing a poster with examples of their greetings and gestures. Make sure to model this precisely. Instruct Ss to use interactive language during their teamwork: <i>What about you? What do you say in your language? Do you want to ____? Etc.</i> Ss share their posters with the class, saying the greetings and showing the gestures.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Read the story to the students. Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story to them again. Help Ss frame clarifying questions, e.g. "What does ____ mean?" Read the story to the Ss again, pausing to explain elements as necessary. Repeat the earlier general questions and others you feel are important.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss read the story independently. Help Ss complete the graphic organizer (GO) to understand greeting level of formality. Read through the comprehension questions. Ss try to answer the comprehension questions. Check answers with students, re-read and explain the story as necessary.
<p>Extension:</p> <ul style="list-style-type: none"> Model the extension activity part 1. Ss complete it by circling the correct picture or drawing one of their own, for example, drawing someone bowing or someone waving. Ss participate in a mix & mingle (part 2) to learn about one another's greetings and gestures, after precise modeling. Model appropriate Q & A intonation. Reinforce clarifying questions and interactive language, e.g. "Can you repeat that?"
<p>Assessment:</p> <ul style="list-style-type: none"> Check through the comprehension questions to see how many they answered correctly. Evaluate student performance of the objectives using the rubric.

Sample TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	NA	EC: 1a-1b; 1e; 2c <i>CCRS: SL.A.1a-c, SL.B.3</i>		
<u>Introduction:</u>	EC: 2a	EC: 1a-1e; 2a <i>CCRS: SL.A.1a-c, SL.B.3</i>		
<u>Guided Practice:</u>	EC: 2a-2b <i>CCRS: SL.C.5</i>	EC: 1a; 2a-2b <i>CCRS: SL.A.2, SL.B.3, SL.C.5</i>		
<u>Independent Practice:</u>	EC: 2a-2b <i>CCRS: SL.C.5</i>	EC: 1a-1b; 1e; 2a-2b <i>CCRS: SL.A.1a-c, SL.B.3, SL.C.5</i>		
<u>Extension:</u>	NA	EC: 1a-1e; 2a-2c <i>CCRS: SL.A.1a-c, SL.B.3, SL.C.5</i>		
<u>Assessment:</u>	EC: 2a-2b	EC: 1a-1e; 2a-2c <i>CCRS: SL.A.1a-c, SL.B.3, SL.C.5</i>		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Use key vocabulary to discuss greetings and gestures.
2. Read about greetings and answer comprehension questions.
3. Recognize that different relationships require different greetings and gestures.
4. Identify the greetings and gestures one uses with different relationships.

**CCRS: SL.C.5*

TIF Objectives:

- 2a.** Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- 2b.** Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)

Warm up: NA

Introduction:

- Elicit student responses to the Pre-Reading question.
- Extend the conversation to provide a number of different examples of greetings and gestures to set the stage for the pre- vocabulary.
- Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary

Guided Practice:

- Read the story to the Ss, pausing to explain elements as necessary.
- Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story again.
- Read the story again and repeat the earlier general questions and others you feel are important.
- Read through the comprehension questions.

Independent Practice:

- Ss read the story independently and try to answer the comprehension questions.
- Check answers with students, re-read and explain the story as necessary.
- Model part 2.
- Ss complete part 2 by circling the correct picture or drawing one of their own, for example, drawing someone bowing or someone waving.

Extension: NA

Assessment:

- Check through the comprehension questions to see how many they answered correctly.
- Evaluate part 2 of the Independent Practice to see if they understood the concept.

Pre A-C-E-S Sample Lesson Materials:

Adapted from http://resources.marshalladulthoodeducation.org/rs/l15/greeting_pre-read.htm

Introduction: Pre-reading

Questions:

- What do you say when you see someone?
- What do you do when you see someone?

Definitions:

- Greet – to say hello when you see someone
- Shake hands—to put hands together and move up and down
- Hug—to put arms around each other

Guided Practice: Reading

Greetings

1. Pam and Bob meet each other at work.
2. “Hi, I am Pam.”
3. “Hello, I am Bob.”
4. “It’s nice to meet you,” Pam says.
5. “It’s nice to meet you, too,” Bob says.
6. Pam and Bob shake hands.
7. This is how people at work greet each other.
8. Kim and Kris are sisters.
9. Kim gives Kris a big hug.
10. This is how family and friends greet each other.



shake hands



hug

Independent Practice:

Part 1: Reading Comprehension

Circle Yes or No.

- | | | |
|--|-----|----|
| 1. Pam and Bob are friends. | Yes | No |
| 2. Pam and Bob meet at work. | Yes | No |
| 3. Pam and Bob hug each other. | Yes | No |
| 4. People at work greet each other with a hug. | Yes | No |
| 5. Kim and Kris are friends. | Yes | No |
| 6. Kim and Kris hug each other. | Yes | No |
| 7. Friends and family greet each other with a hug. | Yes | No |

Part 2: What about you?

How do you greet each person? Circle the picture or draw your own greeting.

- | | <u>shake hands</u> | <u>hug each other</u> | <u>other</u> |
|---------------------------|---|--|--------------|
| 1. Good friend (woman) |  |  | |
| 2. Good friend (man) |  |  | |
| 3. Someone in your family |  |  | |
| 4. Someone at work |  |  | |

Post A-C-E-S Lesson Plan

Objectives (General):

1. Ask and answer questions to get to know one another.
2. Use key vocabulary to discuss greetings and gestures.
3. Work as a team to synthesize a team's greetings and gestures.
4. Fill out a graphic organizer to demonstrate concept understanding.
5. Read about greetings and answer comprehension questions.
6. Share the greetings and gestures one uses with different relationships.
7. Gather and record (on a chart) how others greet one another in different cultures

TIF Objectives:

Effective Communication Skill 1:

**CCRS: SL.A.1a-c,
SL.A.2, SL.B.3*

- 1a.** Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications [CCRS SL.1a-c]
- 1b.** Repair communication breakdowns respectfully and effectively
- 1c.** Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- 1d.** Express expectations and acknowledge an understanding or acceptance of the expectations of others
- 1e.** Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team

Effective Communication Skill 2:

**CCRS: SL.A-C.5*

- 2a.** Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- 2b.** Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- 2c.** Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Warm up:

- Elicit questions from students (Ss) for asking for name and country.
- Repeat these questions and corresponding answers several times until everyone can say both the question and an answer for each.
- Ss complete the mix & mingle after precise modeling. Instruct them to use clarifying questions to get accurate information: *How do you spell that? Can you repeat that?*

Introduction:

- Read through the handout with Ss helping them to understand greet & gesture.
- Elicit "hello" in their languages and have students and yourself attempt to say it.
- Encourage students to write it on the board if they write in their first language.
- Ss complete a team project by completing a poster with examples of their greetings and gestures. Make sure to model this precisely.

- Instruct Ss to use interactive language during their teamwork: *What about you? What do you say in your language? Do you want to ____? Etc.*
- Ss share their posters with the class, saying the greetings and showing the gestures.

Guided Practice:

- Read the story to the students.
- Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story to them again.
- Help Ss frame clarifying questions, e.g. "What does ____ mean?"
- Read the story to the Ss again, pausing to explain elements as necessary.
- Repeat the earlier general questions and others you feel are important.

Independent Practice:

- Ss read the story independently.
- Help Ss complete the graphic organizer (GO) to understand greeting level of formality.
- Read through the comprehension questions.
- Ss try to answer the comprehension questions.
- Check answers with students, re-read and explain the story as necessary.

Extension:

- Model the extension activity part 1.
- Ss complete it by circling the correct picture or drawing one of their own, for example, drawing someone bowing or someone waving.
- Ss participate in a mix & mingle (part 2) to learn about one another's greetings and gestures, after precise modeling.
- Reinforce clarifying questions and interactive language, e.g. "Can you repeat that?"

Assessment:

- Check through the comprehension questions to see how many they answered correctly.
- Evaluate student performance of the objectives using the rubric.

Post A-C-E-S: Sample Lesson Materials**Warm-up: Introductions Mix & Mingle**

Directions: Ask your classmates the questions.
Write the answers.

Question 1	Question 2
What is your name?	Where are you from?
How do you spell that?	
Ahmed	Somalia
Nice to meet you.	
Nice to meet you, too.	

Introduction: Pre-Reading

Greet means to say “hello” to someone.

How do you say “hello” to someone in your language?

Can you write it? Write it here: _____

Share with the class:

Say “hello” in your language.

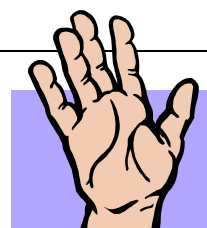
Teach your classmates to say “hello” in your language.

Write it on the board.

A **gesture** is something you show with your body.

Waving “hello” is a gesture.

What gesture do you use to say “hello” in your language?



Share with the class:

Show the gesture you use to say hello in your culture.

Teach your classmates your gesture.

Small Group Work: Making a Poster

1. Write the word “hello” in different languages.
2. Draw a picture of the gestures people use.
3. Share the greetings with the class.

Here is an example in English.



Guided Practice: Reading

Adapted from http://resources.marshalladulthoodeducation.org/rs/l15/greeting_pre-read.htm

Greetings

1. Pam has a new job
2. She meets Bob at work.
3. "Hi, I am Pam."
4. "Hello, I am Bob."
5. "It's nice to meet you," Pam says.
6. Pam and Bob shake hands.
7. This is how co-workers greet each other.
8. Kim and Kris are sisters.
9. Kim gives Kris a big hug.
10. This is how family and friends greet each other.



handshake



hug

Independent Practice:**Part 1: Graphic Organizer**

Fill in the chart.

Names	<u>Who are they?</u> • co-workers • sisters	<u>What gesture do they use?</u> • hug • handshake
Pam and Bob		
Kim and Kris		

Part 1: Reading Comprehension

Circle Yes or No.

- | | | |
|--|-----|----|
| 1. Pam and Bob are sisters. | Yes | No |
| 2. Pam and Bob meet at work. | Yes | No |
| 3. Pam and Bob hug each other. | Yes | No |
| 4. Co-workers greet each other with a hug. | Yes | No |
| 5. Kim and Kris are friends. | Yes | No |
| 6. Kim and Kris hug each other. | Yes | No |
| 7. Friends and family greet each other with a hug. | Yes | No |

Extension: What about you?

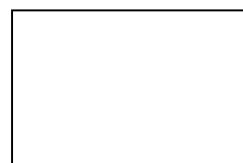
How do you greet each person? Circle the picture or draw your own.

handshakehugother

1. Good friend
(woman)



2. Good friend
(man)



3. Family member



4. Co-worker



Part 2: Mix & Mingle: Ask your classmates:

Ask: How do you greet a family member?

Answer: I hug.

shake hands	hug	kiss	bow	say "hello"
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Classmate's Name	Classmate's Country	family members	friends	co-workers

Assessment: Introductions Rubric**Student Name:** _____

	0	1	2	3
Asks for classmate's name & country.	Uses only gestures or own language to solicit answers.	Uses one or two English words to solicit answers.	Uses a question inaccurately to solicit answers.	Uses a question accurately to solicit answers.
States one's name & country.	Uses only gestures or own language to answer questions.	Answers questions with one or two word utterances.	Answers questions with inaccurate sentences.	Answers questions with accurate and complete sentences.
Teaches others one's greeting and gesture.	Does not teach one's greeting or gesture. Does not write or draw on poster.	Teaches one's greeting or gesture but does not write or draw on poster.	Teaches either one's greeting or gesture, including writing or drawing on group poster.	Teaches both one's greeting and gesture, including writing or drawing on group poster.
Gathers and shares how one greets different people in one's culture.	Does not fill out chart or share information.	Fills out less than half of the mix & mingle Extension chart. Asks and shares one's info with one or two word utterances.	Partially fills out the mix & mingle Extension chart by asking complete but inaccurate Qs. Shares one's info with classmates.	Fills out the mix & mingle Extension chart by asking complete Qs. Shares one's information with classmates.
TOTAL:				

Student Name: _____

	0	1	2	3
Asks for classmate's name & country.	Uses only gestures or own language to solicit answers.	Uses one or two English words to solicit answers.	Uses a question inaccurately to solicit answers.	Uses a question accurately to solicit answers.
States one's name & country.	Uses only gestures or own language to answer questions.	Answers questions with one or two word utterances.	Answers questions with inaccurate sentences.	Answers questions with accurate and complete sentences.
Teaches others one's greeting and gesture.	Does not teach one's greeting or gesture. Does not write or draw on poster.	Teaches one's greeting or gesture but does not write or draw on poster.	Teaches either one's greeting or gesture, including writing or drawing on group poster.	Teaches both one's greeting and gesture, including writing or drawing on group poster.
Gathers and shares how one greets different people in one's culture.	Does not fill out chart or share information.	Fills out less than half of the mix & mingle Extension chart. Asks and shares one's info with one or two word utterances.	Partially fills out the mix & mingle Extension chart by asking complete but inaccurate Qs. Shares one's info with classmates.	Fills out the mix & mingle Extension chart by asking complete Qs. Shares one's information with classmates.
TOTAL:				