

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 2 – 4		Course Code: ESLBO, ESLCO, ESLDO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 14
Unit 3: Parents and teenagers	Topic: Test Unit 3	

Overall Expectations
<ul style="list-style-type: none"> - Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes. - Read and demonstrate understanding of a variety of texts for different purposes. - Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
Specific Expectations
<ul style="list-style-type: none"> - Listening for Specific Information: 1.1 demonstrate comprehension of specific information in more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support. - Demonstrating Understanding: 1.2 demonstrate an understanding of adapted and authentic texts in a variety of ways. - Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
Learning Skills & Work Habits
<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention. <input type="checkbox"/> Organization and Independent Work: to follow instructions and complete activities within the time assigned, as well as to politely ask for more time if needed.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Show comprehension and use of knowledge, thinking, communication and application of the contents and skills seen in unit 3.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Complete phrases and sentences using <i>make</i> and <i>do</i>, and vocabulary about housework. - Write and complete sentences using the present perfect, yet, and already. - Identify the main idea and specific information from oral conversations. - Read and show comprehension of an article about housework.
Materials and Resources
<ul style="list-style-type: none"> - Written test Unit 2. - Speakers.

Lesson Structure and Activities	
Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE Warm-up question (bell work)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write the question on the whiteboard and their answer, talk about the question with a partner and then share their answers with the class. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance.
30	<p>SPEAKING: METACOGNITION</p> <ul style="list-style-type: none"> - Sts identify the contents and skills they find more difficult. - Discuss about the reason why they find them difficult: lack of practice, need more study, influence of previous experiences. - Talk about possible ways of facing their weaknesses. - The T leads a short review of the contents seen in the unit. Sts complete exercises and suggest examples of sentences and ways of completing them.
40	<p>CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - In pairs, sts compare their answers. - Share their answers with their groups and then with the class. - Read sentences aloud and emphasize the pronunciation of vocabulary. - The T gives feedback on spelling and pronunciation.
15	BREAK
10	<p>INSTRUCTIONS TEST UNIT 3</p> <ul style="list-style-type: none"> - The T explains the instructions to complete. - Sts read the instructions in silence and ask questions. - The T answers the sts' questions.
70	<p>TESTS UNIT 3</p> <ul style="list-style-type: none"> - The sts complete the test.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments about the test. - The T provides feedback of the sts' performance.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Complete the homework given by the teacher, available on Moodle. 	
Teacher's Reflections	
<ul style="list-style-type: none"> - Give sts enough time to read the test's instructions. - Emphasize that questions about the topics seen in class cannot be answered during the test. - Remind sts they cannot use their notes during the test. - Announce what time the listening comprehension activity will take place. Remind the sts of this one or two minutes before playing the recording. 	

The Erindale Academy Daily Lesson Plan Unit 3 and Lesson Plan 14

Assessment Strategies		
For Learning	As Learning	Of Learning
<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Class notes <input type="checkbox"/> Peer feedback <input type="checkbox"/> Practice questions <input type="checkbox"/> Practice tests <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions 	<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <p style="text-align: center;">Self-analysis sheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer-analysis sheet <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work 	<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <p style="text-align: center;">Tests</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exam <p style="text-align: center;">Case studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Business report <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <p style="text-align: center;">Performance tasks</p> <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session
Lesson Tools		
<p>Direct Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations 	<p>Indirect Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> Reading for meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> Concept formation <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment 	<p style="text-align: center;">Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning
<p style="text-align: center;">Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> Role playing <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer partner <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Groups <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing 	<p style="text-align: center;">Independent Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning activity packages <input type="checkbox"/> Correspondence lessons <input type="checkbox"/> Learning contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research projects <input type="checkbox"/> Assigned questions <input type="checkbox"/> Learning centers 	<p style="text-align: center;">Experiential Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field trips <input type="checkbox"/> Conducting <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Story telling <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model building <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies