

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 5		Course Code: ESLEO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 18
Unit 4: Call the Doctor?		Topic: Writing an informal email

Overall Expectations

Writing:

- 1. Write in a variety of forms for different purposes and audiences.
- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
- 4. Use the stages of the writing process.

Specific Expectations

- Community and Workplace Purposes: 1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
- Producing Drafts: 4.2 produce draft pieces of writing using a number of strategies and models.
- Revising and Editing: 4.3 revise, edit, and proofread drafts using a variety of strategies.
- Metacognition: 4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful.

Learning Skills & Work Habits

- Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention.
- 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

Today you will:

- Write an informal email to a friend.

Success Criteria

By the end of this lesson I can:

- Read and identify common expressions in an informal email.
- Recognize punctuation, grammar, vocabulary and spelling mistakes in an informal email..
- Plan, write and correct an informal email.

Materials and Resources

- *American English File 4* by Christina Latham-Koenig and Clive Oxenden.
- Projector.
- Speakers.

- Moodle.
- <https://www.wordreference.com/>
- <https://www.oxfordlearnersdictionaries.com/>

Lesson Structure and Activities

Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Sts compare their homework answers. - Check the homework. - The T provides feedback. - The T checks the attendance.
70	<p>PRE-WRITING</p> <ul style="list-style-type: none"> - Sts observe the model of an informal email. Identify its parts and format. - Read the instructions to understand the context of the model. - Skimming: highlight 1) cognates, and 2) words they know. - Check vocabulary. Use an online dictionary. Find and correct the 12 highlighted mistakes. - Scanning: sts read the email and sentences that express the speaker 1) hasn't written or called, 2) has been reading and replying emails, and 3) asks what her friend has been doing recently. - In pairs, read and complete useful expressions. - Share answers with the class. - Sts read the instructions to write and reply to the email they previously read.
15	BREAK
40	<p>DRAFTING</p> <ul style="list-style-type: none"> - The T writes on the whiteboard examples of sentences to include in the paragraphs. These examples are provided by the sts. - Order the sentences mentioned in paragraphs. The T provides examples of connectors if necessary. - Sts write their own sentences, following the model provided by the T. - Order the sentences in paragraphs and write their 180 - 200 words informal email.
30	<p>REVISING</p> <ul style="list-style-type: none"> - Sts check their email for mistakes: grammar, punctuation and spelling. - Sts compare their emails with their partners. - Make corrections.
20	<p>EDITING + CLOSING</p> <ul style="list-style-type: none"> - Volunteer sts read their emails in front of the class. - Classmates make suggestions. - Sts make comments about the experience, and compare how they felt before writing the email and at the end of the lesson, after finishing the activity.

Assignment AS learning / Homework

- Sts write their emails and send them to the T.

Teacher's Reflections

- Correct the use of punctuation and spelling.
- Be as explicit as possible when giving instructions and modeling.
- Provide more time for thinking activities.
- Always reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.

The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 18

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 <ul style="list-style-type: none"> <input type="checkbox"/> Self-analysis sheet <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 <ul style="list-style-type: none"> <input type="checkbox"/> Tests <input type="checkbox"/> Exam <ul style="list-style-type: none"> <input type="checkbox"/> Case studies <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 <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <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