

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 5</b>		<b>Course Code: ESLBO, ESLCO, ESLDO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 30</b>
<b>Unit 6: Socializing</b>		<b>Topic: Oral Presentations Unit 6</b>

### Overall Expectations

- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.
- 3. Use correctly the language structures appropriate for this level to communicate orally in English.
- 3. Demonstrate knowledge of and adaptation to the Ontario education system.

### Specific Expectations

- Listening to Interact: 1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations.
- Speaking to Interact: 2.1 engage in spoken interactions on personal and content-area topics.
- Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in supported situations.
- Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.
- Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.
- Knowledge of the Ontario Secondary School System: 3.1 describe a variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals.

### 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:

- Demonstrate correct knowledge, application, communication and thinking skills related to the topics and skills seen during Unit 6.

### Success Criteria

By the end of this lesson I can:

- Present to describe family relationships, someone's personality type and similarities and differences between people.

### Materials and Resources

<ul style="list-style-type: none"> <li>- <i>Speak Now 3</i> by Jack C. Richards and David Bohlke.</li> <li>- Projector.</li> <li>- Speakers.</li> <li>- Moodle.</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>
20	<p><b>ICEBREAKER + ATTENDANCE</b>  <b>Warm-up question (<i>bell work</i>)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation.</li> <li>- Finally, the T marks attendance.</li> </ul>
40	<p><b>RECYCLING PREVIOUS KNOWLEDGE</b>  <b>TEST: PRACTICE</b></p> <ul style="list-style-type: none"> <li>- Sts choose their partners to present the oral evaluation.</li> <li>- Provide information to the T.</li> <li>- Practice conversation from class material on Moodle.</li> <li>- Volunteers present conversation to the class.</li> <li>- Classmates make comments about their performance.</li> <li>- T makes suggestions on how to present the evaluation</li> </ul>
30	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- T gives instructions and shows evaluation rubric.</li> <li>- T explains the criteria to use in the evaluation.</li> <li>- Sts ask questions about the rubric and the evaluation.</li> </ul>
15	<b><i>BREAK</i></b>
80	<p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- Sts are called in pairs.</li> <li>- T offers cards to sts with questions. Sts choose.</li> <li>- T gives instructions.</li> <li>- Sts follow instructions and complete the oral exam.</li> <li>- T provides feedback.</li> </ul>
10	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- Sts make comments about the oral evaluation.</li> <li>- T provides general feedback.</li> </ul>
<b>Assignment AS learning / Homework</b>	
<ul style="list-style-type: none"> <li>- Complete the homework given by the teacher, available on Moodle.</li> </ul>	
<b>Teacher's Reflections</b>	
<ul style="list-style-type: none"> <li>- Monitor how comfortable the students have been feeling when working in pairs and groups, especially those with different level of English.</li> <li>- Give students time at the end of the evaluation to share their opinions and feelings.</li> <li>- Remind sts to keep practicing pronunciation and reading aloud at home. Ask them about this daily.</li> <li>- Monitor correct use of grammar, vocabulary and pronunciation.</li> </ul>	

- Provide more time for reading and writing 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 6 and Lesson Plan 30

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