

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: 3
Unit 1: People	Topic: Describing pet peeves	

Overall Expectations
<ul style="list-style-type: none"> - 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.
Specific Expectations
<ul style="list-style-type: none"> - Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations. - Listening to Interact: 1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations. - Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics. - Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions. - Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in a wide variety of situations.
Learning Skills & Work Habits
<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration and self-regulation: to work in pairs and groups, respecting turns and listening 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"> - Describe what annoys you and sympathize with other people, using correct phrases and grammatical structures according to the context. - Listen to and understand people describing their pet peeves.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Use phrases and sentences to describe pet peeves. - Use sentences to sympathize, showing agreement or disagreement.
Materials and Resources
<ul style="list-style-type: none"> - <i>Speak Now 4</i> by Mari Vargo, Lesson 1.3 - Speakers. - Projector. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson 3
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write the question and their answer, talk about the question with a partner and then share their answers with the class: <ul style="list-style-type: none"> - Do you celebrate Halloween in your country? How? / Why not? - The teacher provides feedback related to the use of vocabulary, grammar and pronunciation. - Finally, the T marks attendance.
20	<p>RECYCLING AND REUSING PREVIOUS KNOWLEDGE</p> <ul style="list-style-type: none"> - Review vocabulary last lesson. - Students practice the main dialogue seen in the previous class. - Choose vocabulary chunks to add and/or replace in the main dialogue. - Assign roles, practice dialogue, change roles and practice the dialogue again. - The T provides feedback. Sts make comments about their own and their classmates' performance.
50	<p>REVIEW HOMEWORK</p> <ul style="list-style-type: none"> - Individually, in pairs and as a class, students check answers from the matching and filling in the gap activities. - Sts ask questions about their answers if needed. - In pairs, sts practice the dialogue. - Volunteers present the dialogue in front of the class.
15	<p>BREAK</p>
10	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - The sts brainstorm everyday situations they find annoying. - Suggest ideas to explain the concept of "pet peeves". - T explains the concept.

70	<p>ACTIVITY #1 Vocabulary</p> <ul style="list-style-type: none"> - Read sentences and check things that annoy them. - Check vocabulary. - Take turns to talk about those experiences. <p>ACTIVITY #2 Conversation</p> <ul style="list-style-type: none"> - Listen to a conversation between two people. Answer questions of specific information from the recording. - Indicate in which part of the conversation the speakers mention the answers the sts listened to. - Practice the conversation: roleplay. - Include the phrases (chunks) provided in the previous conversation. Practice conversation with new information added. <p>ACTIVITY #3 Target language</p> <ul style="list-style-type: none"> - Read chart with vocabulary and notice the different ways people describe pet peeves and sympathize with the other person. - In pairs, they take turns to describe their biggest pet peeves. <p>ACTIVITY #4 Listening</p> <ul style="list-style-type: none"> - Listen to four people describing their pet peeves. - Students number the pictures according to what they listened to. - Listen again and write “yes” or “no” after identifying if the speakers’ have the same pet peeve or not.
20	<p>CLOSING</p> <p>Speak with confidence</p> <ul style="list-style-type: none"> - Sts walk around the class and ask their classmates about their biggest pet peeve. - Write the person’s name and, in a few words, their classmates’ answers. - Share the two most interesting pet peeves they learned about their classmates.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Complete the homework given by the teacher, available on Moodle: <ul style="list-style-type: none"> - Match words with their correct definition. - Read sentences from activity 2. Use words from the first activity to complete these sentences. - Use the words from the first activity to rank them from 1 (most annoying) to 8 (least annoying). - Sts prepare themselves to compare their ideas in class. 	
<p>Exit Card</p>	
<p>Answer the Exit Card activity on Moodle about today’s lesson.</p>	
<p>Teacher’s Reflections</p>	
<ul style="list-style-type: none"> - Monitor how comfortable the students have been feeling completing speaking activities. - Ask about this in the Exit Card. - Give students time at the beginning of the next lessons to share their ideas and feelings. - Next lesson: check their understanding of today’s topics and re-teach during the first period, if needed. - 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 1 and Lesson Plan 3

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 <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 <input type="checkbox"/> Tests <input type="checkbox"/> Exam <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 <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <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 <input type="checkbox"/> 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