

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: 8
Unit 2: Lucky encounters	Topic: Third conditional practice	

Overall Expectations
<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> - 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes. <p>WRITING</p> <ul style="list-style-type: none"> - 2. 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"> - Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in a wide variety of situations. - Developing Accuracy in Writing: 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"> - Talk about how things could have been different in the past. - Write sentences using the third conditional.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Complete and write sentences using the third conditional.
Materials and Resources
<ul style="list-style-type: none"> - <i>American English File 3</i> by Christina Latham-Koenig, and Clive Oxenden, Lesson 9 - Projector. - Speakers. - Moodle.
Lesson Structure and Activities

Timing (minutes)	Lesson 8
30	<p>ICEBREAKER + ATTENDANCE BEFORE READING</p> <ul style="list-style-type: none"> - In their groups, the students tell each other what they remember from yesterday's story. - They order the events in chronological order. - They share their answers with the class. - They suggest possible endings if some of the events in the story were different. - Finally, the T marks attendance.
60	<p>WHILE READING</p> <ul style="list-style-type: none"> - The students are going to read two different stories. - The students are divided in two groups: students A and students B. - Using the skimming technique, students highlight with two different colors 1) words they know, and 2) cognates - Student A reads the story "The students". Student B reads "The Angel". - Tell each other about what happens in the story each one had to read. - Choose which story was a) the most surprising, and b) the most moving, and why. - Grammar: sts match halves of sentences from the story. - Identify which part of the sentence describes what really happened and which part describes how the situation might have been different.
15	BREAK
70	<p>AFTER READING + WRITING (third conditional)</p> <ul style="list-style-type: none"> - Sts check the grammar bank. - Sts read the use of the third conditional. - They match halves of sentences to create third conditional sentences. - Complete sentences with the correct form of the verbs: past perfect and <i>would</i> + present perfect. - The students share their answers completing the sentences on the whiteboard. The T provides feedback.
20	<p>CLOSING</p> <ul style="list-style-type: none"> - Orally, sts provide different endings for the sentences completed in the previous exercise. - They compete, creating unlikely or silly endings for the sentences. The least likely or silliest, the better. - Sts choose the winners.
Assignment AS learning / Homework	
- Complete the homework given by the teacher, available on Moodle.	
Exit Card	
Answer the Exit Card activity on Moodle about today's lesson.	
Teacher's Reflections	

- Monitor if the students have been feeling more when completing speaking activities, considering the practice they had during the previous unit.
- Check the time sts take to complete reading activities.
- Provide enough time to practice pronunciation and understanding of vocabulary.
- 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 2 and Lesson Plan 8

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 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