

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: 9
Unit 2: Lucky encounters	Topic: Making adjectives and adverbs, practice for the test	

Overall Expectations	
- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.	
Specific Expectations	
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level. - Spelling Strategies: 3.2 select and use the spelling strategies and resources most appropriate for the task to spell words accurately.	
Learning Skills & Work Habits	
<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	
Today you will: - Make adjectives and adverbs from nouns. - Identify and apply the contents seen in the unit.	
Success Criteria	
By the end of this lesson I can: - Identify adjectives and adverbs, and their spelling. - Complete a chart and a paragraph with the correct adjective or adverb, according to the noun provided. - Read aloud and complete third conditional sentences correctly.	
Materials and Resources	
- <i>American English File 3</i> by Christina Latham-Koenig, and Clive Oxenden. - Projector. - Speakers. - Moodle.	
Lesson Structure and Activities	
Timing (minutes)	Lesson 9

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 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.
40	<p>REVIEW HOMEWORK</p> <ul style="list-style-type: none"> - Number paragraphs to order text. - Read the article in order and answer questions. - Compare and share answers. - The T gives feedback.
30	<p>CHECKING VOCABULARY</p> <ul style="list-style-type: none"> - Sts provide meaning of words highlighted in the text. - Share what they did to discover the words' meaning before looking up their meaning in a dictionary. - Say words. The T checks the pronunciation.
15	BREAK
20	<p>RECYCLING + PREVIOUS KNOWLEDGE</p> <ul style="list-style-type: none"> - Sts mention the main ideas of the text and recordings seen the previous lesson. - Talk about the importance of talent, effort and luck to be successful. - Think about something they are good at and identify the influence of the three points mentioned previously.
35	<p>VOCABULARY: MAKING ADJECTIVES AND ADVERBS</p> <ul style="list-style-type: none"> - Observe words in bold. Identify adjectives, adverbs, and nouns. - Follow instructions and make adjectives and adverbs. - Complete sentences with the correct form of the bold noun.
20	<p>GRAMMAR: THIRD CONDITIONAL PRACTICE</p> <ul style="list-style-type: none"> - Observe incomplete sentences in the third conditional. - Think about the possible answers. - In pairs, read and say the complete sentences to their partners. If the sentence was completed correctly, they continue with the next one. - Take turns to read the sentences.
10	<p>THIRD CONDITIONAL GAME (CLOSING)</p> <ul style="list-style-type: none"> - In groups, play the third conditional game. - Sts use a coin to move on the board. Read and complete sentences using the third conditional. - If they answer correctly, stay in the square. If the sentence is incorrect, they move to the previous square. - The first sts that reaches the "Finish" wins.
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 correct use of the third conditional and pronunciation.
- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.
- 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 1 and Lesson Plan 9

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