

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: 25
Unit 6: Eco-guilt	Topic: Talking about the weather	

Overall Expectations

Listening and speaking:

- 1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.

Reading:

- 4. Locate and extract relevant information from written and graphic texts for a variety of purposes.

Socio-cultural competences and media literacy

- 1. Use English and non-verbal communication strategies appropriately in a variety of social contexts.

Specific Expectations

- Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations.
- Locating Information: 4.1 locate information from a wide variety of print and electronic sources..
- Register: 1.1 determine and use the appropriate language register in social and classroom contexts of all types.

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:

- Talk about the weather.
- Read, show comprehension and extract vocabulary from an article about the weather.
- Listen to and identify the pronunciation of words with a combination of two vowels.

Success Criteria

By the end of this lesson I can:

- Talk about the weather of Canada and your country.
- Read an article and answer comprehension questions.
- Identify vocabulary about the weather from context and use it to complete sentences.
- Listen, identify and repeat vowel and diphthong sounds.

Materials and Resources

- *American English File 4* by Christina Latham-Koenig and Clive Oxenden.
- Projector, speakers, Moodle.
- <https://www.oxfordlearnersdictionaries.com/>

Lesson Structure and Activities	
Timing (minutes)	Lesson
10	<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 a quotation on the whiteboard, talk about it 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.
30	<p>CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - Sts compare their answers of the homework they completed at home. - Share their answers with their groups. - Check homework and correct mistakes. - Share their answers with the class. - The T provides feedback.
20	<p>BEFORE READING</p> <ul style="list-style-type: none"> - Sts look at the pictures and talk about the type of weather represented. - Talk about the weather in Canada and their home countries. - Look at the title of the article and the images. Make predictions. - Read the <i>glossary</i>. Write the vocabulary in their copybooks. - Skimming: sts highlight the words they know and look up the words they don't know on an online dictionary.
30	<p>WHILE READING</p> <ul style="list-style-type: none"> - Sts read the article and check predictions. - Read the article and answer <i>true - false</i> questions. - Sts look at the highlighted words. Guess their meaning according to their context. Check predictions in an online dictionary. - Discuss if the weather affects the people's mood in their countries.
15	<i>BREAK</i>
50	<p>AFTER READING: VOCABULARY AND PRONUNCIATION</p> <ul style="list-style-type: none"> - Check the <i>Vocabulary Bank</i> section. Answer the questions. - In pairs, sts compare their answers. Then share them with the class. - Sts look at the words and circle the ones they think are pronounced differently. - Listen and check their answers. - Listen again and reproduce the sounds. - Listen to five sentences and practice repeating them. Sts emphasize the use of correct intonation.
30	<p>AFTER READING: LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> - Sts read the instructions, look at the pictures and make predictions on what they are going to listen to. - Listen to the recording and identify speakers. - Listen again and complete the chart.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - In pairs, talk about different hypothetical situations related to the weather. - Share their answers with the class.
Assignment AS learning / Homework	

- Complete the homework given by the teacher, available on Moodle.

Teacher's Reflections

- Correct the use of vocabulary and pronunciation after sts finish talking.
- Provide enough time for thinking and speaking before sts share their answers.
- Provide only 20 second of time between each time the sts listen to a recording.
- Elicit answers when talking about vocabulary in context.
- 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 25

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