

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 5</b>		<b>Course Code: ESLEO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 7</b>
<b>Unit 2: Lucky encounters</b>	<b>Topic: Third conditional</b>	

<b>Overall Expectations</b>
<ul style="list-style-type: none"> <li>- 1. Read and demonstrate understanding of a variety of texts for different purposes</li> <li>- 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts.</li> <li>- 3. Use a variety of strategies to build vocabulary.</li> </ul>
<b>Specific Expectations</b>
<ul style="list-style-type: none"> <li>- Reading a Variety of Texts: 1.1 read a wide variety of authentic texts of increased complexity on a range of topics.</li> <li>- Demonstrating Understanding: 1.2 demonstrate an understanding of complex authentic texts in a variety of ways.</li> <li>- Reading Strategies: 2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts.</li> </ul>
<b>Learning Skills &amp; Work Habits</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention.</li> <li><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.</li> </ul>
<b>Learning Goals</b>
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- Identify weaknesses and strengths from the evaluation on unit 1.</li> <li>- Talk about luck.</li> <li>- Read and understand true stories.</li> </ul>
<b>Success Criteria</b>
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Ask and answer about hypothetical situations.</li> <li>- Answer reading comprehension questions.</li> </ul>
<b>Materials and Resources</b>
<ul style="list-style-type: none"> <li>- <i>American English File 3</i> section 9A by Christina Latham-Koenig, and Clive Oxenden. Pages 84 and 85.</li> <li>- Projector.</li> <li>- Speakers.</li> <li>- Moodle.</li> </ul>
<b>Lesson Structure and Activities</b>

Timing (minutes)	Lesson
25	<p><b>ICEBREAKER + ATTENDANCE</b>  <b>Warm-up question (bell work)</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>FEEDBACK ORAL TEST UNIT 1</b></p> <ul style="list-style-type: none"> <li>- The sts make comments about the first assessment of learning.</li> <li>- For some of them this will be one of the first oral evaluations they have. The sts explain how they felt before, during and after the evaluation.</li> <li>- Sts mention if they agree with the feedback provided by the T after the assessment. They identify what are the strategies or contents they have to work on.</li> <li>- Classmates who have more experience with oral evaluations mention how they deal with those situations. The T writes the suggestions on the whiteboard.</li> <li>- The T reads some of the answers the sts wrote on the Exit Card. When necessary, sts explain what they meant. Then, they see which of those comments match with the problems mentioned previously and apply some of the solutions written on the whiteboard.</li> <li>- Sts write the suggestions they think may apply to them in their copybooks. The T checks what they wrote, makes more suggestions and corrects mistakes when necessary.</li> </ul>
25	<p><b>RECYCLING + PREVIOUS KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- T draws a horseshoe on the board. Sts guess what it is and talk about what it symbolizes in their cultures.</li> <li>- In pairs, sts talk about what is considered good and bad luck in their countries.</li> </ul>
15	<p><b><i>BREAK</i></b></p>
20	<p><b>BEFORE READING</b></p> <ul style="list-style-type: none"> <li>- Look at the text. Read the title, observe the pictures and format, and guess what type of text it is.</li> <li>- In pairs, predict the content of the text.</li> <li>- Share predictions with the class and the T writes the sts' predictions on the whiteboard.</li> <li>- Answer questions of hypothetical situations.</li> </ul>

60	<p><b>WHILE READING</b></p> <ul style="list-style-type: none"> <li>- The T explains reading techniques: skimming and scanning.</li> <li>- Using the skimming technique, students highlight with two different colors 1) words they know, and 2) cognates.</li> <li>- Read the beginning of a true story.</li> <li>- In pairs, decide what happens next.</li> <li>- Listen to a recording to check their endings.</li> <li>- Listen to the recording again and answer comprehension questions.</li> <li>- Student A reads the story “The students”. Student B reads “The Angel”.</li> <li>- Tell each other about what happens in the story each one had to read.</li> <li>- Choose which story was a) the most surprising, and b) the most moving, and why..</li> </ul>
10	<p><b>AFTER READING (CLOSING)</b></p> <ul style="list-style-type: none"> <li>- Volunteer students tell a story in which a) they helped a stranger, or b) were helped by a stranger.</li> <li>- Their classmates evaluate if they have done the same in that situation, or if they had done something different. If so, they explain what they would have done and how.</li> <li>- Their classmates evaluate their classmates’ answers.</li> </ul>
<b>Exit Card</b>	
Answer the Exit Card activity on Moodle about today’s lesson.	
<b>Teacher’s Reflections</b>	
<ul style="list-style-type: none"> <li>- Monitor if the students have been feeling more when completing speaking activities, considering the practice they had during the previous unit.</li> <li>- Check the time sts take to complete reading activities.</li> <li>- Provide enough time to practice pronunciation and understanding of vocabulary.</li> <li>- Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.</li> </ul>	

## The Erindale Academy Daily Lesson Plan Unit 2 and Lesson Plan 7

Assessment Strategies		
For Learning	As Learning	Of Learning
<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"/> <b>Homework</b></li> <li><input type="checkbox"/> <b>Class notes</b></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"/> Student teacher conferences</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"/> <b>Homework</b></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"/> <b>Whole class discussions</b></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"/> <b>Small group discussions</b></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"/> Tests</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> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance tasks</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
Lesson Tools		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> <b>Lecture</b></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"/> <b>Reading for meaning</b></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"/> <b>Concept formation</b></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"/> <b>Brainstorming</b></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"/> <b>Computer assisted instruction</b></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"/> <b>Homework</b></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"/> Simulations</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>