

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: 12
Unit 3: Modern icons		Topic: Modern icons: people and objects

Overall Expectations

Reading:

- 1. Read and demonstrate understanding of a variety of texts for different purposes.
- 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts.

Specific Expectations

- Reading a Variety of Texts: 1.1 read a wide variety of authentic texts of increased complexity on a range of topics.
- Reading Strategies: 2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts.

Learning Goals

Today you will:

- Read and understand a text about the cofounder of Apple, Steve Jobs.
- Identify and apply defining and non-defining relative clauses.
- Write a short biography.

Success Criteria

By the end of this lesson I can:

- Make suggestions and check them after reading the text.
- Complete sentences from the text using relative clauses.
- Write a biography about an interesting person.

Materials and Resources

- *American English File 3* by Christina Latham-Koenig and Clive Oxenden, Unit 10A, pages 94 - 95.
- Projector.
- Speakers.
- Moodle.

Lesson Structure and Activities

Timing (minutes)	Lesson

30	<p>ICEBREAKER + ATTENDANCE</p> <p>Four corners</p> <ul style="list-style-type: none"> - There are four signs with four options on four corners around the classroom. - The T asks questions to the sts. They have to move to one of the corners with the sign that represents them the most. - After the sts find their answer, they discuss that question with the people that had the same answer. They tell each other an experience they had, related to their choices. - For example, when the T asks which is the sts' favourite social network, they walk and stand next to the sign they prefer. The options are Snapchat, Facebook, Instagram and Tik Tok. Then, the students tell each other 1) why they like that social network, 2) the types of videos they like to watch the most, or 3) an experience they had with that option they'd like to share with their classmates. - After they discuss, the T asks the sts to share their classmates' answers, promoting active listening. - Finally, the T marks attendance.
60	<p>TEST 2: REVIEW</p> <ul style="list-style-type: none"> - Sts make comments about the test. They identify the items and questions they found more difficult. - In their groups, they discuss what skills they think they have to improve: listening, writing or reading. - They make suggestions on how they would improve their weaknesses. - The T projects the test on the whiteboard and checks the test with the sts. When they complete the test together, the T explains the exercises with the most common mistakes. - The T also explains the answers of those exercises the sts ask him to.
15	<p><i>BREAK</i></p>
30	<p>BEFORE READING</p> <ul style="list-style-type: none"> - Students share what they know about Apple, if they own an Apple product or not, and why. - Take the quiz about Steve Jobs. Compare answers with a partner. - Listen to a recording and check answers. - Look at the photos and guess their connection to Steve Jobs.
40	<p>WHILE READING</p> <ul style="list-style-type: none"> - The T explains reading strategies: skimming and scanning. - Using two highlighters, sts colour 1) the words they know, and 2) cognates. - Identify the main idea of the text (skimming). - Read the text (scanning). - Check predictions. - Complete sentences from the text using relative clauses.
20	<p>AFTER READING</p> <ul style="list-style-type: none"> - In pairs, answer questions about the use of relative pronouns. - Identify when the relative clause can be left out as it gives extra information. - Check predictions and talk about what part of the biography they found most interesting, and why.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Complete the IXL homework given by the teacher, available on Moodle. 	
<p>Teacher's Reflections</p>	

- Correct the use of vocabulary and pronunciation when sts speak.
- Provide enough time for speaking 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 3 and Lesson Plan 12

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