

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: 13
Unit 3: Modern icons	Topic: Great design icons	

Overall Expectations
<p>Listening:</p> <ul style="list-style-type: none"> - 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes. <p>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. - 3. Use correctly the language structures appropriate for this level to communicate orally in English.
Specific Expectations
<ul style="list-style-type: none"> - Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations. - Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics. - Sound Patterns: 3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.
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"> - Listen to and understand a lecture about design icons. - Talk about iconic people and objects.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Listen to a recording and correctly answer questions of specific information. - Express your opinion on attractive icon designs. - Match, listen to and pronounce compound nouns.
Materials and Resources

- *American English File 3* by Christina Latham-Koenig and Clive Oxenden.
- Projector.
- Speakers.
- Moodle.
- IXL.

Lesson Structure and Activities

Timing (minutes)	Lesson
30	<p>ICEBREAKER + ATTENDANCE 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.
50	<p>REVIEW HOMEWORK</p> <ul style="list-style-type: none"> - Sts present the biographies they wrote the previous lesson. - Indicate the parts they changed at home. - Sts make comments about their classmates' work. - The T provides feedback.
10	<p>BEFORE LISTENING</p> <ul style="list-style-type: none"> - Sts observe four photos that show American designs. - Predict what they are and mention what they think about those designs.
15	<p>BREAK</p>
30	<p>WHILE LISTENING</p> <ul style="list-style-type: none"> - Briefly review their suggestions. - Listen to a professor talk about the designs from the photos. - Check predictions and complete sentences. - Listen again and answer questions. - Make comments on the designs they find most attractive and why. - Give examples of designs in their countries.
30	<p>AFTER LISTENING: SPEAKING</p> <ul style="list-style-type: none"> - Write names of people, things or places that fulfil the description indicated. - In pairs, discuss about the names they chose and why. - Share their answers with the class.
20	<p>VOCABULARY AND PRONUNCIATION</p> <ul style="list-style-type: none"> - Sts read the definition and examples of compound nouns. - Match nouns from two columns to make compound nouns. - Listen and check their answers. Practice pronunciation. - Identify compound nouns that are written as one word.

10	<p>CLOSING</p> <ul style="list-style-type: none"> - Game: compound nouns race. Answer questions using only one compound noun in less than three minutes.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Complete the IXL homework given by the teacher, available on Moodle. 	
Teacher's Reflections	
<ul style="list-style-type: none"> - Correct the use of vocabulary and pronunciation when sts speak. - Provide enough time for speaking activities. - Be explicit about the times expected for the sts to complete the writing process. - 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 13

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 <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 <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