



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: 16
Unit 3: Modern icons	Topic: Midterm Test	

Overall Expectations
<ul style="list-style-type: none"> - 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes. - 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. - Listening to Interact: 1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations. - Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics. - Using Conversational Strategies: 2.2 use a wide variety of conversational expressions to negotiate spoken interactions of all types. - Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in a wide variety of situations. - Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level. - Sound Patterns: 3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately. - Communication strategies: 3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication.
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"> - Demonstrate correct knowledge, application, communication and thinking skills related to the topics and skills seen in the first part of the term.
Success Criteria

By the end of this lesson I can:
 - Talk about people and design icons, using different adjectives, adverbs and compound nouns.
 - Ask about and give personal information.

Materials and Resources

- Oral evaluation rubric.

Lesson Structure and Activities

Timing (minutes)	Lesson
20	<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.
70	<p>RECYCLING PREVIOUS KNOWLEDGE TEST: PRACTICE</p> <ul style="list-style-type: none"> - Sts choose their partners to present the oral evaluation. - Provide information to the T. - Practice conversation from class material on Moodle. - Volunteers present conversation to the class. - Classmates make comments about their performance. - T makes suggestions on how to present the evaluation
15	<p><i>BREAK</i></p>
10	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - T gives instructions and shows evaluation rubric. - T explains the criteria to use in the evaluation. - Sts ask questions about the rubric and the evaluation.
70	<p>DEVELOPMENT</p> <ul style="list-style-type: none"> - Sts are called in pairs. - T offers cards to sts with questions. Sts choose. - T gives instructions. - Sts follow instructions and complete the oral exam. - T provides feedback.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments about the oral evaluation. - T provides a general feedback.

Assignment AS learning / Homework

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

Teacher's Reflections

- Monitor how comfortable the students have been feeling when working in pairs and groups, especially those with different level of English.
- Give students time at the end of the evaluation to share their opinions and feelings.
- Remind sts to keep practicing pronunciation and reading aloud at home. Ask them about this daily.
- Monitor correct use of verbs in past tense and pronunciation.
- 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 3 and Lesson Plan 16

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 <p style="text-align: center;">Self-analysis sheet</p> <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 <p style="text-align: center;">Performance tasks</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