

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: 23
Unit 5: Incredibly Short Stories		Topic: Evaluation Unit 5: Writing a Short Story

Overall Expectations

Writing:

- 1. Write in a variety of forms for different purposes and audiences.
- 2. Organize ideas coherently in writing.
- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
- 4. Use the stages of the writing process.

Specific Expectations

- Community and Workplace Purposes: 1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms.
- Linking Ideas: 2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
- Producing Drafts: 4.2 produce draft pieces of writing using a number of strategies and models.
- Revising and Editing: 4.3 revise, edit, and proofread drafts using a variety of strategies.
- Metacognition: 4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful.

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:

- Write a short story.
- Show comprehension and use of knowledge, thinking, communication and application of the contents and skills seen in unit 5.

Success Criteria

By the end of this lesson I can:

- Read, identify and use adjectives, adverbs and adverbial phrases in a short story.
- Recognize and apply correct punctuation, grammar, vocabulary and spelling mistakes.
- Plan, write and correct a short story..

Materials and Resources	
<ul style="list-style-type: none"> - <i>American English File 4</i> by Christina Latham-Koenig and Clive Oxenden. - Projector. - Speakers. - Moodle. 	
Lesson Structure and Activities	
Timing (minutes)	Lesson
30	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Sts compare their homework answers. - Check the homework. - The T provides feedback. - The T checks the attendance.
50	<p>CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - Sts compare their short stories. - Sts find and correct mistakes in pairs. - Volunteers read their short stories. - Sts read their own short stories. They identify adjectives and adverbs, and check that the details used to enhance narration respond to the requirements seen in class.
10	<p>FEEDBACK</p> <ul style="list-style-type: none"> - The T provides feedback on the activity. - Sts make comments about how they felt before, while and after writing their short stories.
15	BREAK
20	<p>ASSESSMENT OF LEARNING: 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.
60	<p>DEVELOPMENT</p> <ul style="list-style-type: none"> - Sts read the instructions: write a 1) fifty-word, or a 2) 120 - 180 words short story. Include at least two adverbs. Use one of these titles: <i>A summer Romance, The Lie, A Day to Forget, or Never Again..</i> - Sts write their short stories. The T provides help when necessary. - Sts finish writing their short stories and submit them.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments on the assessment. - The T provides general feedback.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Sts complete homework available on Moodle. 	
Teacher's Reflections	

- Correct the use of punctuation and spelling.
- Be as explicit as possible when giving instructions and modeling.
- Provide more time for thinking 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 5 and Lesson Plan 23

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;">Performance tasks</p> <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