

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: 8
Unit 2: Lucky encounters	Topic: ‘A Question of Luck?’ Reading and Listening	

Overall Expectations

- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.
- 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts.

Specific Expectations

- Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in a wide variety of situations.
- Reading Strategies: 2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts.

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:

- Talk about luck and success..
- Read and understand an article about luck and success.
- Listen to and understand a recording about successful people.

Success Criteria

By the end of this lesson I can:

- Discuss about the concepts of talent, hard work and luck.
- Answer reading comprehension questions of explicit information.
- Answer listening comprehension questions and give your opinion on what you listened to.

Materials and Resources

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

Lesson Structure and Activities

Timing (minutes)	Lesson 8
20	<p>ICEBREAKER + ATTENDANCE</p> <p>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.
40	<p>REVIEW HOMEWORK</p> <ul style="list-style-type: none"> - In pairs, sts compare answers. - The T checks the sentence halves are correctly matched. - Sts choose the sentence that better represents what happened at the end of the text. - Check phrases matched. - Sts write the sentences they completed on the whiteboard. The T gives feedback.
30	<p>RECYCLING + PRONUNCIATION</p> <ul style="list-style-type: none"> - Sts read the sentences. Focus on the stress as indicated in the class material. - Listen to the audio. - Listen to the audio and repeat after each sentence. - Listen to a new recording and write the sentences they hear.
15	<i>BREAK</i>
20	<p>BEFORE READING: SPEAKING</p> <ul style="list-style-type: none"> - Sts and T check new vocabulary. - Read and answer the questions individually. Then in pairs and finally in groups, they share their answers (strategie <i>think - pair - share</i>). - Think of very successful people and discuss what is more important: a) talent, b) hard work or c) luck.
60	<p>WHILE READING + LISTENING</p> <ul style="list-style-type: none"> - Using the skimming technique, students highlight with two different colors 1) words they know, and 2) cognates. - Compare answers in pairs. - In pairs, check vocabulary. - Read the story and answer comprehension questions. - Listen to the recording about The Beatles and Bill Gates. Answer comprehension questions.
10	<p>AFTER READING (CLOSING)</p> <ul style="list-style-type: none"> - Read questions and think about the answers. - In pairs, discuss questions. - Share their answers with the class.
Assignment AS learning / Homework	

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

Exit Card

Answer the Exit Card activity on Moodle about today's lesson.

Teacher's Reflections

- Monitor if the students have been feeling more when completing speaking activities, considering the practice they had during the previous unit.
- Check the time sts take to complete reading activities.
- Provide enough time to practice pronunciation and understanding of vocabulary.
- 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 1 and Lesson Plan 8

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;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <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