

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 5		Course Code: ESLDO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 20
Unit 5: Incredibly Short Stories	Topic: The position of adverbs and adverbial phrases	

Overall Expectations
<p>Reading:</p> <ul style="list-style-type: none"> - 2. use a variety of reading strategies throughout the reading process to extract meaning from texts. - 3. Use a variety of strategies to build vocabulary.
Specific Expectations
<ul style="list-style-type: none"> - Reading Strategies: 2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts. - Connecting Devices: 2.3 identify a variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in text. - Grammatical Structures: 2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level. - Word Recognition Strategies: 3.2 use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words.
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"> - Read and show comprehension of short stories. - Identify the use of adverbs and adverbial phrases, and their position in sentences.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Identify the meaning of words from the context in which they are written. - Check prediction of word meaning, using Google Images and an online dictionary. - Match short stories to their correct title. - Decide and correctly use and position adverbs and adverbial phrases in sentences.
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. - https://www.wordreference.com/

Lesson Structure and Activities	
Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (bell work)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write a quotation on the whiteboard, talk about it 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.
30	<p>BEFORE READING</p> <ul style="list-style-type: none"> - Sts focus on the title of today's lesson. - Read the titles of the short stories they are going to read. - Make predictions about the topics of the short stories to read. - Highlight vocabulary they know and check words they don't know (skimming).
40	<p>WHILE READING</p> <ul style="list-style-type: none"> - Sts read the short stories and check predictions. - Read the highlighted words from the stories. Check their meaning and position in which they are used in the stories. - Read sentences and evaluate if the adverbs provided can fit them. - Check their answers and read the <i>Grammar Bank</i> section to learn the use of adverbs and adverbial phrases.
15	BREAK
60	<p>AFTER READING: GRAMMAR</p> <ul style="list-style-type: none"> - Sts read again the <i>Grammar Bank</i> and identify the use and position of adverbs and adverbial phrases in sentences. - Complete grammar exercises. - Listen to dialogues with sound effects. Complete sentences with the correct adverbs. - Read another short story and complete comprehension questions. - Identify the difference of use of adverbs in the story.
20	<p>PRONUNCIATION: WORD AND SENTENCE STRESS</p> <ul style="list-style-type: none"> - Underline the stressed syllables in the adverbs provided. - Listen and check. - Listen and repeat sentences, copying the stress and intonation.
10	<p>CLOSING</p> <ul style="list-style-type: none"> - Sts make comments about their difficulties on pronunciation and intonation. - Talk about the use of adverbs in English and their native languages.
Assignment AS learning / Homework	
- Complete the vocabulary exercises 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 thinking before asking for an answer. - 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 20

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