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: 29
Unit 6: Eco-guilt	Topic: Preparing oral presentations	

Overall Expectations

- 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

- 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.
- Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.

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:
- Prepare an oral presentation in a manner that effectively delivers the message and meets the needs of the target audience.

Success Criteria

By the end of this lesson I can:
- Choose a topic to present.
- Gather and discriminate information to use in the oral presentation.
- Create visual support, using a platform such as powerpoint or canva.

Materials and Resources

- *American English File 4* by Christina Latham-Koenig and Clive Oxenden.
- Projector.
- Speakers.
- Moodle.

Lesson Structure and Activities

Timing (minutes)	Lesson
20	**ICEBREAKER + ATTENDANCE** **Warm-up question (*bell work*)** - Using the *think-pair*-share 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	**CHECKING HOMEWORK** - Sts compare their answers of the homework they completed at home. - Share their answers with their groups. - Check homework and correct mistakes. - Share their answers with the class. - The T provides feedback.
30	**CHOOSING A TOPIC** - The T presents the evaluation rubric to be used for the assessment. - The T gives the instructions. - Presents the topics sts have to choose to present. - Sts choose a topic, or propose a different topic related to the ones seen in the unit, to present.
15	***BREAK***
40	**FINDING AND ORGANIZING INFORMATION** - Sts find information and choose what is useful for their presentations. - Draw and write a draft of their presentation. - Present their draft to the T and receive feedback.
40	**PREPARING VISUAL SUPPORT** - The T presents the app Canva and an example of a presentation made on that platform. - The T shows useful tools that the app contains. - Sts create their presentation based on the draft they made.
10	**CLOSING** - Sts show the presentation they have made. - Their classmates and the T provide feedback. - Sts apply suggestions at home.

Assignment AS learning / Homework

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

Teacher's Reflections

- Monitor correct use of verbs in future tense in the sts presentations.
- Elicit sts' participation to check spelling.
- Provide more time for completing activities if necessary..
- 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 6 and Lesson Plan 29

Assessment Strategies		
For Learning	**As Learning**	**Of Learning**
Student product: □ Diagnostic tests □ Practice quiz □ Pop quizzes □ **Homework** □ **Class notes** □ **Peer feedback** □ Practice questions □ **Practice tests** **Observation:** □ Class discussions □ **Peer feedback** **Conversation:** □ Student teacher conferences □ Small group discussions	**Student product:** □ Learning logs □ Self-assessment sheet □**Homework** □ Self-analysis sheet □ Peer-analysis sheet **Observation:** □ **Whole class discussions** □ Group discussions **Conversation:** □ Student teacher conferences □ **Small group discussions** □ **Pair work**	**Student product:** □ Assignments □ Tests □ Exam □ Case studies □ Business report **Observation:** □ Student-led discussion/debate □ Presentation □ Performance tasks **Conversation:** □ Student teacher conferences □ Question and answer session

Lesson Tools		
Direct Instruction □ Structured overview □Lecture □ **Compare & contrast** □ Socratic method □ **Demonstrations**	**Indirect Instruction** □ Problem solving □ Case studies □ **Reading for meaning** □ **Inquiry** □ Reflective discussion □ Writing to inform □ **Concept formation** □ Concept mapping □ Concept attainment	**Instructional Skills** □**Explaining** □**Demonstrating** □Questioning
Interactive Instruction □ **PowerPoint** □Video clip □ Debates □ **Role playing** □ Brainstorming □ **Peer partner** □ Learning/analysis □ **Discussion** □ Laboratory groups □ **Cooperative learning** □ **Groups** □ Jigsaw □ Problem solving □ Conferencing	**Independent Study** □ Essays □ **Computer assisted instruction** □ Journals □ Learning logs □ Reports □ Learning activity packages □ Correspondence lessons □ Learning contracts □ **Homework** □ Research projects □ **Assigned questions** □ Learning centers	**Experiential Learning** □ Field trips □ **Conducting** □ Experiments □ **Simulations** □ Games □ Story telling □ Focused imaging □ Field observations □ **Role-playing** □ **Model building** □ Surveys □ Case studies