

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: 2
Unit 1: People	Topic: Introducing interesting stories and asking for details	

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. 	
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. 	
Learning Skills & Work Habits	
<input type="checkbox"/> Collaboration and self-regulation: to work in pairs and groups, respecting turns and listening others with attention.	
Learning Goals	
Today you will: <ul style="list-style-type: none"> - Talk about interesting stories and ask for detail, using correct phrases and grammatical structures according to the context. - Apply linking vowels in phrases. 	
Success Criteria	
By the end of this lesson I can: <ul style="list-style-type: none"> - Use phrases and sentences to introduce interesting stories. - Ask for details. 	
Materials and Resources	
<ul style="list-style-type: none"> . <i>Speak Now 4</i> by Mari Vargo, Lesson 1.2. . Projector. . Moodle 	
Lesson Structure and Activities	
Timing (minutes)	Lesson

30	<p>ICEBREAKER: eliciting previous knowledge</p> <ul style="list-style-type: none"> - In pairs, sts practice the conversation seen in the previous lesson. - The T monitors the activity and corrects pronunciation. - Sts practice the conversation again, but include some personal information, such as their name, or activities that happened to them. - The T marks attendance.
60	<p>CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - Sts compare their answers with their partners. - Compare their answers in their groups. - The T and sts check answers of the reading comprehension activity (True or False). - Sts indicate in what part of the text they found the answers. - In pairs and groups, they discuss the next questions: <ul style="list-style-type: none"> 1) do stories like this often get in the news? Why/ Why not? 2) do you think people make their own luck? 3) have you ever been “in the right place at the right time”? What happened? - Volunteers sts share the articles they wrote: an article about a story where someone had a big break. - They interchange articles with their partners. Find similarities.
15	<p>BREAK</p>
20	<p>INTRODUCTION: warm up</p> <ul style="list-style-type: none"> - T asks sts how often they read newspapers, watch TV news and read news on the internet. - Sts mention what types of stories they are more interested in and why: real, fiction, horror, etc.
70	<p>ACTIVITY #1 Vocabulary</p> <ul style="list-style-type: none"> - Check vocabulary. - Complete paragraph with the words provided, using the correct grammatical form. <p>ACTIVITY #2 Conversation</p> <ul style="list-style-type: none"> - Listen to a conversation. Answer questions of specific information from the recording. - Practice the conversation: roleplay. - Listen and read three extra sentences. They add them to the previous conversation. <p>ACTIVITY #3 Target language</p> <ul style="list-style-type: none"> - Read chart with vocabulary and notice the different ways people introduce interesting stories and ask for details. - Tell an interesting story they know. <p>ACTIVITY #4 Pronunciation</p> <ul style="list-style-type: none"> - Listen to the phrases and notice the connection between the final consonant sound of a word and the beginning vowel sound of the next word. - Complete conversation with their own ideas.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Complete pages 3 and 4 of the homework given by the teacher: <ul style="list-style-type: none"> - Match words with their meaning. - Use the previous words to complete a dialogue. 	

- Read an article and complete sentences.
- Write a description of an event in which someone did or did not receive needed help.

Exit Card (5 minutes)

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

Teacher's Reflections

Pay attention to how students feel about their level of English. Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback. Encourage students to speak and make mistakes to make them. They might be concerned about the difference in their English level in comparison to their classmates. Work on creating a classroom culture of diversity and collaboration.

The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 2

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 <input type="checkbox"/> 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