

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 3</b>		<b>Course Code: ESLEO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 5</b>
<b>Unit 1: People</b>	<b>Topic: Review</b>	

<b>Overall Expectations</b>
<ul style="list-style-type: none"> <li>- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.</li> <li>- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.</li> <li>- 3. Use correctly the language structures appropriate for this level to communicate orally in English.</li> </ul>
<b>Specific Expectations</b>
<ul style="list-style-type: none"> <li>- Listening to Interact: 1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations.</li> <li>- Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics.</li> <li>- Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.</li> <li>- Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions.</li> <li>- Sound Patterns: 3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.</li> <li>- Communication strategies: 3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication.</li> </ul>
<b>Learning Skills &amp; Work Habits</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboration and self-regulation: to work in pairs and groups, respecting turns and listening others with attention.</li> <li><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.</li> </ul>
<b>Learning Goals</b>
<p>Today you will:</p> <ul style="list-style-type: none"> <li>- To practice and apply the contents and skills seen in the unit.</li> </ul>
<b>Success Criteria</b>
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> <li>- Talk about my experiences.</li> <li>- Share my opinions.</li> </ul>
<b>Materials and Resources</b>
<ul style="list-style-type: none"> <li>- <i>Speak Now 4</i> by Mari Vargo.</li> <li>- Speakers.</li> <li>- Projector.</li> <li>- Moodle.</li> </ul>
<b>Lesson Structure and Activities</b>

Timing (minutes)	Lesson 5
20	<p><b>ICEBREAKER + ATTENDANCE</b>  <b>Warm-up question (<i>bell work</i>)</b></p> <ul style="list-style-type: none"> <li>- Using the <i>think-pair-share</i> strategy, students read and write the question and their answer, talk about the question with a partner and then share their answers with the class.</li> <li>- The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation.</li> <li>- Finally, the T marks attendance.</li> </ul>
40	<p><b>REVIEW HOMEWORK</b>  <b>RECYCLING PREVIOUS KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Check spelling of unscrambled words.</li> <li>- Compare answers of “fill in the gaps” activity.</li> <li>- Practice conversation with a partner.</li> <li>- Review vocabulary from the unit.</li> <li>- Students choose a conversation from the unit, replace some sentences with personal information and practiced it.</li> <li>- The T provides feedback. Sts make comments about their own and their classmates’ performance.</li> </ul>
30	<p><b>LECTURE</b></p> <ul style="list-style-type: none"> <li>- T shows presentation about the use of Present Perfect.</li> <li>- Students ask questions during the presentation and complete exercises.</li> </ul>
15	<p><b>BREAK</b></p>
10	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Look at the pictures from the Class Material and predict what will happen in the video.</li> </ul>

60	<p><b>ACTIVITY #1 Checking predictions</b></p> <ul style="list-style-type: none"> <li>- Sts check the predictions they made in the previous exercise.</li> <li>- Watch the video again and focus on how the speakers use the language seen in class.</li> </ul> <p><b>ACTIVITY #2 Understanding</b></p> <ul style="list-style-type: none"> <li>- Complete True or False questions.</li> <li>- Watch the video to check answers. Correct false statements.</li> </ul> <p><b>ACTIVITY #3 Discussion</b></p> <ul style="list-style-type: none"> <li>- In groups, discuss questions related to what they saw in the video: 1) do you think Kate lied to Maria? Why? Why not? 2) Do you agree with Tom’s advice? What do you think Maria should do? 3) Have you ever had problems with people you live with? What kinds of problems?</li> </ul> <p><b>ACTIVITY #4 Conversation practice</b></p> <ul style="list-style-type: none"> <li>- T provides a short example of the main conversations used in the unit.</li> <li>- Sts follow instructions and recreate one short conversation for each lesson (4).</li> <li>- Volunteers present their dialogues.</li> <li>- T and sts provide feedback.</li> </ul>
20	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- Sts make comments about the conversation they practiced.</li> <li>- Choose a partner to complete next lesson’s oral evaluation.</li> <li>- Sts inform the T who they are going to work with the next day.</li> </ul>
<p><b>Assignment AS learning / Homework</b></p>	
<ul style="list-style-type: none"> <li>- Choose one of the conversations</li> <li>- Choose the conversation they think was the easiest and the most difficult.</li> <li>- Write reasons of their choices and, from their own experiences, make suggestions to deal with the conversations they found difficult.</li> </ul>	
<p><b>Exit Card (5 minutes)</b></p>	
<p>Answer the Exit Card activity on Moodle about today’s lesson.</p>	
<p><b>Teacher’s Reflections</b></p>	
<ul style="list-style-type: none"> <li>- Monitor how comfortable the students have been feeling when working in pairs and groups, especially those with different level of English.</li> <li>- Give students time at the beginning of the next lessons to share their ideas and feelings.</li> <li>- Remind sts to keep practicing pronunciation and reading aloud at home. Ask them about this daily.</li> </ul>	

## The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 5

<b>Assessment Strategies</b>		
<b>For Learning</b>	<b>As Learning</b>	<b>Of Learning</b>
<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Practice quiz</li> <li><input type="checkbox"/> Pop quizzes</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> <b>Class notes</b></li> <li><input type="checkbox"/> <b>Peer feedback</b></li> <li><input type="checkbox"/> <b>Practice questions</b></li> <li><input type="checkbox"/> Practice tests</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions</li> <li><input type="checkbox"/> <b>Peer feedback</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Self-assessment sheet</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole class discussions</b></li> <li><input type="checkbox"/> Group discussions</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> <li><input type="checkbox"/> <b>Pair work</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> Presentation</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance tasks</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
<b>Lesson Tools</b>		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> <b>Lecture</b></li> <li><input type="checkbox"/> <b>Compare &amp; contrast</b></li> <li><input type="checkbox"/> Socratic method</li> <li><input type="checkbox"/> <b>Demonstrations</b></li> </ul>	<p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Reading for meaning</li> <li><input type="checkbox"/> <b>Inquiry</b></li> <li><input type="checkbox"/> <b>Reflective discussion</b></li> <li><input type="checkbox"/> Writing to inform</li> <li><input type="checkbox"/> <b>Concept formation</b></li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p style="text-align: center;"><b>Instructional Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explaining</b></li> <li><input type="checkbox"/> <b>Demonstrating</b></li> <li><input type="checkbox"/> <b>Questioning</b></li> </ul>
<p style="text-align: center;"><b>Interactive Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> <b>Role playing</b></li> <li><input type="checkbox"/> Brainstorming</li> <li><input type="checkbox"/> <b>Peer partner</b></li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> <b>Cooperative learning</b></li> <li><input type="checkbox"/> <b>Groups</b></li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Conferencing</li> </ul>	<p style="text-align: center;"><b>Independent Study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> <b>Computer assisted instruction</b></li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> <b>Assigned questions</b></li> <li><input type="checkbox"/> Learning centers</li> </ul>	<p style="text-align: center;"><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> <b>Conducting</b></li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> <b>Simulations</b></li> <li><input type="checkbox"/> <b>Games</b></li> <li><input type="checkbox"/> <b>Story telling</b></li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> <b>Model building</b></li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>