

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 5</b>		<b>Course Code: ESLEO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 10</b>
<b>Unit 2: Lucky encounters</b>	<b>Topic: Test Unit 2</b>	

### Overall Expectations

- Listening and speaking 1: demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- Reading 1: read and demonstrate understanding of a variety of texts for different purposes.
- Writing 3: use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.

### Specific Expectations

- Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations.
- Demonstrating Understanding: 1.2 demonstrate an understanding of complex authentic texts in a variety of ways.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written 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:

- To show comprehension and use of knowledge, thinking, communication and application of the contents and skills seen in unit 2.

### Success Criteria

By the end of this lesson I can:

- Complete sentences using the third conditional.
- Make adverbs and adjectives to complete sentences, according to the context given.
- Listen to and understand sentence stress.
- Identify the main and specific ideas from oral conversations.
- Read and show comprehension of a story.

### Materials and Resources

<ul style="list-style-type: none"> <li>- Written test Unit 2.</li> <li>- Speakers.</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>
20	<p><b>ICEBREAKER + ATTENDANCE</b></p> <p><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 on the whiteboard 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>
50	<p><b>SPEAKING: METACOGNITION</b></p> <ul style="list-style-type: none"> <li>- Sts identify the contents and skills they find more difficult.</li> <li>- Discuss about the reason why they find them difficult: lack of practice, need more study, influence of previous experiences.</li> <li>- Talk about possible ways of facing their weaknesses.</li> <li>- The T leads a short review of the contents seen in the unit. Sts complete exercises and suggest examples of sentences and ways of completing them.</li> </ul>
20	<p><b>PRACTICE: GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- In pairs, sts play the ‘Guess the Conditional’ game.</li> <li>- St A suggests clauses to complete third conditional sentences.</li> <li>- St B confirms suggestions.</li> <li>- Sts change roles.</li> </ul>
15	<b><i>BREAK</i></b>
10	<p><b>INSTRUCTIONS TEST UNIT 2</b></p> <ul style="list-style-type: none"> <li>- The T explains the instructions to complete.</li> <li>- Sts read the instructions in silence and ask questions.</li> <li>- The T answers the sts’ questions.</li> </ul>
70	<p><b>TESTS UNIT 2</b></p> <ul style="list-style-type: none"> <li>- The sts complete the test.</li> </ul>
10	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- Sts make comments about the test.</li> <li>- The T provides feedback of the sts’ performance.</li> </ul>
<b>Assignment AS learning / Homework</b>	
<ul style="list-style-type: none"> <li>- Complete the homework given by the teacher, available on Moodle.</li> </ul>	
<b>Exit Card</b>	
Answer the Exit Card activity on Moodle about today’s lesson.	

**Teacher's Reflections**

- Give sts enough time to read the test's instructions.
- Emphasize that questions about the topics seen in class cannot be answered during the test.
- Remind sts they cannot use their notes during the test.
- Announce what time the listening comprehension activity will take place. Remind the sts of this one or two minutes before playing the recording.

## The Erindale Academy Daily Lesson Plan Unit 1 and Lesson Plan 10

<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"/> <b>Practice tests</b></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"/> <b>Tests</b></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"/> Demonstrations</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"/> <b>Reading for meaning</b></li> <li><input type="checkbox"/> <b>Inquiry</b></li> <li><input type="checkbox"/> Reflective discussion</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"/> Conducting</li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> Simulations</li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Story telling</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>