

Daily Lesson Plan

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| Course Name: English as a Second Language ESL Level 2 – 4 | | Course Code: ESLBO, ESLCO, ESLDO |
| Grade Level: 9 – 12 | Duration: 3 hours | Lesson No: 8 |
| Unit 2: Where did you go on vacation? | Topic: Past simple, regular and irregular verbs | |

Overall Expectations

- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- 1. Read and demonstrate understanding of a variety of texts for different purposes
- 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 more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support.
- Reading a Variety of Texts: 1.1 read a variety of adapted and authentic fictional, informational, and graphic texts.
- Demonstrating Understanding: 1.2 demonstrate an understanding of adapted and 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:

- Listen to and understand a recording about vacations.
- Read, complete and write sentences using the past simple correctly.
- Pronounce the end of verbs in past simple regular.

Success Criteria

By the end of this lesson I can:

- Listen to a recording and make comments, sharing your personal opinion.
- Write and complete sentences correctly using the past tense, regular and irregular, according to the information provided.
- Listen, identify and reproduce *-ed* ending of verbs in past simple regular.

Materials and Resources

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| <ul style="list-style-type: none"> - <i>American English File 2</i> by Christina Latham-Koenig, Clive Oxenden and Paul Seligson. - Projector. - Speakers. - Moodle. | |
| Lesson Structure and Activities | |
| Timing (minutes) | Lesson 8 |
| 20 | ICEBREAKER + ATTENDANCE Warm-up question (<i>bell work</i>) <ul style="list-style-type: none"> - 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. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance. |
| 20 | REVIEW HOMEWORK <ul style="list-style-type: none"> - Students compare answers of their homework exercises. - Students check answers with the T, who provides feedback.. |
| 15 | RECYCLING + PREVIOUS KNOWLEDGE <ul style="list-style-type: none"> - Sts remember the texts they read by telling each other the story they read. - Share experiences of a bad vacation they have had in the past. |
| 35 | LISTENING <ul style="list-style-type: none"> - Elicit information from the text: who is Mia? Who is Linda? - Listen to the recording, Mia and Linda, the other version of the story. - Answer comprehension questions. - Sts give their opinion: who do you sympathize with most, Joe or Mia? Laura or Linda? |
| 15 | BREAK |
| 50 | GRAMMAR <ul style="list-style-type: none"> - Write the past tense of the verbs given. They can find the answers in the first text (Joe) they read in the previous class. - Sts underline the verbs in past tense from the second text (Laura). - Find and underline two verbs from the text. Write their negative and interrogative examples following the instructions: 1) with normal verbs, 2) with 'was' and 'were', and 3) with 'could'. - Check the <i>Grammar Bank</i> Material about past tense. Complete the exercises. |
| 30 | PRONUNCIATION <ul style="list-style-type: none"> - Listen and repeat the sentences. - Sts identify the difference in pronunciation for voiced and voiceless sounds. - The T explains and corrects pronunciation. - Listen to the recording and identify the difference of <i>-ed</i> pronunciation for verbs ending with the sounds /d/ and /t/. - Classify verbs according to the pronunciation of the <i>-ed</i> sound in a chart. |

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| 10 | SPEAKING (CLOSING) <ul style="list-style-type: none"> - Sts look at the picture and title, ‘Your Last Vacation’, and make questions with the information provided. - In pairs, students ask and answer about their vacations. - Change roles. - Volunteers share their answers with the class.. |
| Assignment AS learning / Homework | |
| - Complete the homework given by the teacher, available on Moodle. | |
| Exit Card (5 minutes) | |
| Answer the Exit Card activity on Moodle about today’s lesson. | |
| Teacher’s Reflections | |
| <ul style="list-style-type: none"> - Monitor acquisition of vocabulary and pronunciation practice at home. - Check the time sts take to complete reading activities. - Provide more time for reading and speaking activities. - 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 1 and Lesson Plan 8

| Assessment Strategies | | |
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| For Learning | As Learning | Of Learning |
| Student product: <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 Observation: <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions | Student product: <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 Observation: <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work | Student product: <input type="checkbox"/> Assignments <input type="checkbox"/> Tests <input type="checkbox"/> Exam <input type="checkbox"/> Case studies <input type="checkbox"/> Business report Observation: <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks Conversation: <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session |
| Lesson Tools | | |
| Direct Instruction <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> Compare & contrast <input type="checkbox"/> Socratic method <input type="checkbox"/> Demonstrations | Indirect Instruction <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 | Instructional Skills <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning |
| Interactive Instruction <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 | Independent Study <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 | Experiential Learning <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 |