

## Daily Lesson Plan

<b>Course Name:</b> English as a Second Language ESL Level 2 – 4		<b>Course Code:</b> ESLBO, ESLCO, ESLDO
<b>Grade Level:</b> 9 – 12	<b>Duration:</b> 3 hours	<b>Lesson No:</b> 9
<b>Unit 2:</b> Where did you go on vacation?	<b>Topic:</b> Past simple and vocabulary practice	

<b>Overall Expectations</b>
- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
<b>Specific Expectations</b>
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level. - Spelling Strategies: 3.2 use a variety of spelling strategies to spell words accurately.
<b>Learning Skills &amp; Work Habits</b>
<input type="checkbox"/> Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention. <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.
<b>Learning Goals</b>
Today you will: - Identify and apply the contents seen in the unit.
<b>Success Criteria</b>
By the end of this lesson I can: - Complete paragraphs with vocabulary related to vacations. - Complete sentences and paragraphs with verbs in past tense, regular and irregular.
<b>Materials and Resources</b>
- <i>American English File 2</i> by Christina Latham-Koenig, Clive Oxenden and Paul Seligson. - Projector. - Speakers. - Moodle.
<b>Lesson Structure and Activities</b>

Timing (minutes)	Lesson 9
20	<b>ICEBREAKER + ATTENDANCE</b> <b>Warm-up question (<i>bell work</i>)</b> <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	<b>REVIEW HOMEWORK</b> <ul style="list-style-type: none"> <li>- Students compare answers of their homework exercises.</li> <li>- Students check answers with the T, who provides feedback.</li> </ul>
20	<b>RECYCLING + PREVIOUS KNOWLEDGE</b> <ul style="list-style-type: none"> <li>- The teacher elicits the different pronunciation of the regular past.</li> <li>- Sts classify verbs according to the pronunciation of their final sounds.</li> </ul>
15	<b>BREAK</b>
40	<b>GRAMMAR: PRACTICE</b> <ul style="list-style-type: none"> <li>- Sts read worksheet with rules and use of the past simple, regular and irregular, in affirmative, negative and interrogative forms.</li> <li>- Check spelling rules.</li> <li>- Complete a paragraph with verbs in simple past.</li> <li>- Complete questions in simple past.</li> </ul>
30	<b>VOCABULARY: PRACTICE</b> <ul style="list-style-type: none"> <li>- Sts complete paragraphs with vocabulary related to vacations.</li> <li>- In pairs, compare answers.</li> <li>- Share and check answers.</li> <li>- The T gives feedback, focused on the spelling of the most difficult words.</li> </ul>
20	<b>BINGO: GRAMMAR AND PRONUNCIATION GAME (CLOSING)</b> <ul style="list-style-type: none"> <li>- Sts receive a card with irregular verbs in infinitive form.</li> <li>- Check past tense of some of the verbs.</li> <li>- The T randomly says the past tense of the verbs in the cards.</li> <li>- When all the verbs of one of the students' cards are said, that sts says 'Bingo!'. Then the sts reads the verbs aloud to check pronunciation.</li> <li>- New cards are distributed and the game starts over.</li> </ul>
<b>Assignment AS learning / Homework</b>	
- Complete the homework given by the teacher, available on Moodle.	
<b>Exit Card (5 minutes)</b>	

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

### **Teacher's Reflections**

- Monitor correct use of verbs in past tense and pronunciation.
- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.
- Provide more time for reading and writing activities.
- 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 1 and Lesson Plan 9

Assessment Strategies		
For Learning	As Learning	Of Learning
<b>Student product:</b> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> <b>Homework</b> <input type="checkbox"/> <b>Class notes</b> <input type="checkbox"/> <b>Peer feedback</b> <input type="checkbox"/> <b>Practice questions</b> <input type="checkbox"/> <b>Practice tests</b> <b>Observation:</b> <input type="checkbox"/> Class discussions <input type="checkbox"/> <b>Peer feedback</b> <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>	<b>Student product:</b> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> <b>Homework</b>  <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet <b>Observation:</b> <input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> Group discussions <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b> <input type="checkbox"/> <b>Pair work</b>	<b>Student product:</b> <input type="checkbox"/> Assignments  <input type="checkbox"/> Tests <input type="checkbox"/> Exam  <input type="checkbox"/> Case studies <input type="checkbox"/> Business report  <b>Observation:</b> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation  <input type="checkbox"/> Performance tasks <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session
Lesson Tools		
<b>Direct Instruction</b> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Compare &amp; contrast</b> <input type="checkbox"/> Socratic method <input type="checkbox"/> <b>Demonstrations</b>	<b>Indirect Instruction</b> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> <b>Reading for meaning</b> <input type="checkbox"/> <b>Inquiry</b> <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> <b>Concept formation</b> <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<b>Instructional Skills</b> <input type="checkbox"/> <b>Explaining</b> <input type="checkbox"/> <b>Demonstrating</b> <input type="checkbox"/> <b>Questioning</b>
<b>Interactive Instruction</b> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> <b>Role playing</b> <input type="checkbox"/> <b>Brainstorming</b> <input type="checkbox"/> <b>Peer partner</b> <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> <b>Cooperative learning</b> <input type="checkbox"/> <b>Groups</b> <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> <b>Computer assisted instruction</b> <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"/> <b>Homework</b> <input type="checkbox"/> Research projects <input type="checkbox"/> <b>Assigned questions</b> <input type="checkbox"/> Learning centers	<b>Experiential Learning</b> <input type="checkbox"/> Field trips <input type="checkbox"/> <b>Conducting</b> <input type="checkbox"/> Experiments <input type="checkbox"/> <b>Simulations</b> <input type="checkbox"/> <b>Games</b> <input type="checkbox"/> <b>Story telling</b> <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> <b>Role-playing</b> <input type="checkbox"/> <b>Model building</b> <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies