

Daily Lesson Plan

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: 12
Unit 3: Parents and teenagers	Topic: Problems between teenagers and parents	

Overall Expectations

- 1. Read and demonstrate understanding of a variety of texts for different purposes.
- 2. Use a variety of reading strategies throughout the reading process to extract meaning from texts.
- 3. Use a variety of strategies to build vocabulary.

Specific Expectations

- Reading a Variety of Texts: 1.1 read a variety of adapted and authentic fictional, informational, and graphic texts.
- Responding to and Evaluating Texts: 1.3 respond to adapted and authentic texts in a variety of ways.
- Reading Strategies: 2.1 use a variety of reading comprehension strategies before, during, and after reading to understand texts.
- Use of Resources: 3.2 use a variety of resources to determine and/or confirm the meaning of unfamiliar words.

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:

- Read and understand an article about problems between teenagers and parents.
- Identify and apply common verb phrases for housework, and collocations with *make* and *do*.

Success Criteria

By the end of this lesson I can:

- Read an article and identify problems that refer to teenagers and parents.
- Match housework verbs with their correct pictures.
- Complete collocations with *do* or *make*.

Materials and Resources

- *American English File 2* by Christina Latham-Koenig, Clive Oxenden and Paul Seligson.
- Projector.
- Speakers.
- Moodle.

<ul style="list-style-type: none"> - https://www.wordreference.com/ - https://www.oxfordlearnersdictionaries.com/ 	
Lesson Structure and Activities	
Timing (minutes)	Lesson
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.
40	REVIEW HOMEWORK <ul style="list-style-type: none"> - Students compare answers of their homework exercises. - Students check answers with the T, who provides feedback.
20	RECYCLING + PREVIOUS KNOWLEDGE <ul style="list-style-type: none"> - The T writes the phrase ‘My family’s annoying habits’ on the whiteboard. - Sts elicit the meaning of the concept ‘annoying habits.’ - After the T provides an example, the sts continue giving more examples. - The T writes the annoying habits that the sts’ families have on the whiteboard.
15	BREAK
15	BEFORE READING <ul style="list-style-type: none"> - Sts focus on the definition of ‘teenager’ and its pronunciation. - Compare the word to the sts’ mother tongues. - Discuss about similarities of the word ‘teenager’ in the English and the sts’ cultures.
60	WHILE READING <ul style="list-style-type: none"> - Sts read the instructions. The T models the instructions on the whiteboard. - Using two different highlighters, sts color 1) words they know, and 2) cognates. - Sts read the article and answer the questions. - Compare answers with a partner and then their teams. - Match the highlighted phrases from the text with the concept of ‘housework’. - Complete the vocabulary worksheet activities. - Find words they don’t know using a virtual dictionary.
15	AFTER READING <ul style="list-style-type: none"> - Listen and check their answers. - Listen again and check pronunciation. - Talk about housework 1) they usually do and when they do it, 2) their family do, and 3) if they argue about housework in their families.

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"> - Correct the use of vocabulary (<i>make</i> and <i>do</i>). - Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling. - Provide more time for speaking 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 12

Assessment Strategies		
For Learning	As Learning	Of Learning
<p>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>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p>Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions 	<p>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>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p>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>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>Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <input type="checkbox"/> Performance tasks <p>Conversation:</p> <ul style="list-style-type: none"> <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>Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning
<p>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>Independent Study</p> <ul style="list-style-type: none"> <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 	<p>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