



Daily Lesson Plan

Course Name: English as a Second Language ESL Level 5		Course Code: ESLBO – ESLCO - ESLDO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 16
Unit 3: Modern icons	Topic: Midterm Test	

Overall Expectations

- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.
- 3. Use correctly the language structures appropriate for this level to communicate orally in English.

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.
- Listening to Interact: 1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations.
- Speaking to Interact: 2.1 engage in spoken interactions on personal and content-area topics.
- Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions.
- Speaking for Academic Purposes: 2.3 present ideas and information orally for academic purposes in supported situations.
- Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.
- Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.
- Communication strategies: 3.3 use a number of circumlocution, clarification, and repair strategies to bridge gaps in spoken communication.

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:

- Demonstrate correct knowledge, application, communication and thinking skills related to the topics and skills seen in the first part of the term.

Success Criteria

By the end of this lesson I can: - Talk about people and design icons, using different adjectives, adverbs and compound nouns. - Ask about and give personal information.	
Materials and Resources	
- Oral evaluation rubric.	
Lesson Structure and Activities	
Timing (minutes)	Lesson
20	ICEBREAKER + ATTENDANCE Warm-up question (<i>bell work</i>) - 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.
70	RECYCLING PREVIOUS KNOWLEDGE TEST: PRACTICE - Sts choose their partners to present the oral evaluation. - Provide information to the T. - Practice conversation from class material on Moodle. - Volunteers present conversation to the class. - Classmates make comments about their performance. - T makes suggestions on how to present the evaluation
15	BREAK
20	INTRODUCTION - T gives instructions and shows evaluation rubric. - T explains the criteria to use in the evaluation. - Sts ask questions about the rubric and the evaluation.
60	DEVELOPMENT - Sts are called in pairs. - T offers cards to sts with questions. Sts choose. - T gives instructions. - Sts follow instructions and complete the oral exam. - T provides feedback.
10	CLOSING - Sts make comments about the oral evaluation. - T provides a general feedback.
Assignment AS learning / Homework	
- Complete the homework given by the teacher, available on Moodle.	
Teacher's Reflections	

- Monitor how comfortable the students have been feeling when working in pairs and groups, especially those with different level of English.
- Give students time at the end of the evaluation to share their opinions and feelings.
- Remind sts to keep practicing pronunciation and reading aloud at home. Ask them about this daily.
- Monitor correct use of verbs in past tense and pronunciation.
- 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 3 and Lesson Plan 16

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