

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: 19
Unit 4: Let's Meet Again	Topic: Written Assessment Unit 4	

Overall Expectations

Writing:

- 1. Write in a variety of forms for different purposes and audiences.
- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
- 4. Use the stages of the writing process.

Specific Expectations

- Community and Workplace Purposes: 1.3 write more complex texts to communicate information for official or personal purposes using a variety of forms.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
- Producing Drafts: 4.2 produce draft pieces of writing using a number of strategies and models.
- Revising and Editing: 4.3 revise, edit, and proofread drafts using a variety of teacher-directed and independent strategies.
- Metacognition: 4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful.

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:

- Write an informal email about travel arrangements.
- Show comprehension and use of knowledge, thinking, communication and application of the contents and skills seen in unit 4.

Success Criteria

By the end of this lesson I can:

- Recognize the extension and parts of an informal email.
- Complete the steps of writing: pre-writing, drafting, revising, editing and publishing.

Materials and Resources

<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
30	ICEBREAKER + ATTENDANCE Warm-up question (<i>bell work</i>) <ul style="list-style-type: none"> - Sts compare their homework answers. - Check the homework. - The T provides feedback. - The T checks the attendance.
50	CHECKING HOMEWORK <ul style="list-style-type: none"> - Sts compare their emails. - Sts find and correct mistakes in pairs. - Volunteers read their emails. - The T projects the sts's emails. They identify parts of an email and check the content of their emails correspond to the requirements seen in class.
10	FEEDBACK <ul style="list-style-type: none"> - The T provides feedback on the activity. - Sts make comments about how they felt before, while and after writing their emails.
15	<i>BREAK</i>
20	ASSESSMENT OF LEARNING: INTRODUCTION <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Sts read the instructions: write an informal email to a friend explaining that you haven't been well and saying what you've been doing recently. - Sts write their emails. The T provides help when necessary. - Sts finish writing their emails and submit them.
10	CLOSING <ul style="list-style-type: none"> - Sts make comments on the assessment. - The T provides general feedback.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Sts complete exercises on IXL.. 	
Teacher's Reflections	
<ul style="list-style-type: none"> - Correct the use of punctuation and spelling. - Be as explicit as possible when giving instructions and modeling. - Provide more time for thinking 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 4 and Lesson Plan 19

Assessment Strategies		
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