

Daily Lesson Plan

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| Course Name: English as a Second Language ESL Level 3 - 5 | | Course Code: ESLCO, ESLDO, ESLEO |
| Grade Level: 9 – 12 | Duration: 3 hours | Lesson No: 20 |
| Unit 5: No Time for Anything | Topic: Comparison | |

Overall Expectations

Listening and Speaking:

- 3. Use correctly the language structures appropriate for this level to communicate orally in English..

Reading:

- 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

- Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.
- Reading Strategies: 2.1 use a variety of reading comprehension strategies before, during, and after reading to understand texts.
- Text Features: 2.2 identify specific features and/or sections of content-area texts and use them to locate information and aid comprehension.
- Vocabulary Building Strategies: 3.1 use a variety of vocabulary acquisition strategies to build vocabulary.

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 show comprehension of an article about how the pace of life has changed.
- Apply comparative adjectives and adverbs.
- Use correct pronunciation of the sound /ə/ in unstressed syllables and words..

Success Criteria

By the end of this lesson I can:

- Read an article and match its headings.
- Identify vocabulary related to time expressions, according to the context in which they are used.
- Complete sentences with the correct comparative adjective and adverb.
- Pronounce the sound /ə/ in words and sentences.

Materials and Resources

- *American English File 2* by Christina Latham-Koenig, Clive Oxenden and Paul Seligson.
- Projector.
- Speakers.
- Moodle.
- <https://www.wordreference.com/>
- <https://www.oxfordlearnersdictionaries.com/>

Lesson Structure and Activities

| Timing (minutes) | Lesson |
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| 15 | ICEBREAKER + ATTENDANCE Warm-up question (bell work) <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write a question on the whiteboard, talk about it 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. |
| 25 | BEFORE READING <ul style="list-style-type: none"> - The T writes activities on the whiteboard, such as <i>working, studying, relaxing, etc.</i> - Sts talk about the time they spend doing these activities. - The sts review the months of the year. The T corrects pronunciation. - Sts look at the text and predict what type of text it is. - Using the skimming technique, sts use highlighters to color 1) cognates, and 2) words they don't know. - Observe the percentage of words they colored and make comments about how much of the text they should be able to read and understand without problems. |
| 30 | WHILE READING <ul style="list-style-type: none"> - Sts read the text. - Match missing headings to paragraphs. - IdRead the text again and identify the piece of information that was invented. - Check the meaning of the highlighted expressions. - In pairs, sts respond to a questionnaire. Check their answers.. |
| 20 | AFTER READING: COMPARATIVE ADJECTIVES AND ADVERBS <ul style="list-style-type: none"> - Sts look at some words from the text and look for patterns that contribute to identify their grammatical form. - Read sentences and choose the correct adjective or adverb. - Compare answers with a partner and check their answers with the rest of the class. |
| 15 | BREAK |
| 30 | GRAMMAR BANK <ul style="list-style-type: none"> - Sts read the grammar bank material. - Match their answers from the previous activity to the types of comparatives. |
| 40 | PRONUNCIATION: SOUND /ə/ <ul style="list-style-type: none"> - Sts listen and repeat sentences. - Copy the rhythm and try to get the /ə/ sound. - The T corrects pronunciation. - Identify the sentences that are true for them. |

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| 20 | <p>CLOSING</p> <ul style="list-style-type: none"> - Sts read some sentences and discuss how their lives have changed in the last 3 - 5 years. - Share their answers with the class. - Talk about whose life has changed the most. |
| Assignment AS learning / Homework | |
| <ul style="list-style-type: none"> - Complete the homework provided on Moodle. | |
| Teacher's Reflections | |
| <ul style="list-style-type: none"> - Correct the use of intonation and pronunciation. - 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 5 and Lesson Plan 20

| Assessment Strategies | | |
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| 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 <p>Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <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 |