

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: 21
Unit 5: No Time for Anything		Topic: Comparison (practice)

Overall Expectations
<p>Writing:</p> <ul style="list-style-type: none"> - 3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
Specific Expectations
<ul style="list-style-type: none"> - 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.
Learning Skills & Work Habits
<ul style="list-style-type: none"> <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.
Learning Goals
<p>Today you will:</p> <ul style="list-style-type: none"> - Apply comparative adjectives and adverbs. - Form groups to promote teamwork, collaboration and for future evaluations.
Success Criteria
<p>By the end of this lesson I can:</p> <ul style="list-style-type: none"> - Write comparative adjectives from pictures. - Complete and write sentences using comparative adjectives. - Identify, compare and contrast short and long comparatives.
Materials and Resources
<ul style="list-style-type: none"> - <i>Essential Grammar in Use, 3rd. Edition</i> by Raymond Murphy - Projector. - Moodle. - 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 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.
30	CHECKING HOMEWORK <ul style="list-style-type: none"> - Sts make comments about the material read at home. - The T answer the sts' questions. - Using comparative sentences, students talk about how their lives have changed over the last years.
40	GRAMMAR: SHORT AND LONG COMPARATIVE ADJECTIVES <ul style="list-style-type: none"> - Sts read the material. - Observe images and examples. - The T explains irregular comparatives. - Sts look at the pictures and write comparative adjectives. - Make comparative adjectives from vocabulary provided. - Write opposite adjectives. - Complete sentences using a comparative.
15	<i>BREAK</i>
40	GRAMMAR: OLDER / MORE EXPENSIVE <i>THAN</i>... <ul style="list-style-type: none"> - Sts observe examples. - Read material. - Read and identify examples of comparatives with <i>a bit</i> and <i>much</i>. - Write comparative sentences using information provided by two characters. - Complete sentences using <i>than</i> and a comparative adjective. - Complete sentences with <i>a bit</i> or <i>much</i> and a comparative. -
30	FORMING GROUPS <ul style="list-style-type: none"> - The T gives instructions to form groups: names and roles. - Sts choose a name for their groups and assign roles. - Sts create a sign that identifies them and represent their names.
20	CLOSING: GAME <i>POP SEE KO</i> <ul style="list-style-type: none"> - The T provides instructions. - In groups, the sts choose a dance move and challenge other sts. - The sts repeat the game and challenge other sts. - Sts make comments on the last activity
Assignment AS learning / Homework	
- Complete the homework provided on Moodle.	
Teacher's Reflections	

- Correct the use of spelling and grammar.
- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.
- Provide more time for team work 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 21

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