

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: 22
Unit 5: No Time for Anything		Topic: Superlative cities

Overall Expectations

Reading:

- 1. Read and demonstrate understanding of a variety of texts for different purposes.
- 3. Use a variety of strategies to build vocabulary.

Writing:

- 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.

Specific Expectations

- Responding to and Evaluating Texts: 1.3 respond to adapted and authentic texts in a variety of ways.
- Use of Resources: 3.2 use a variety of resources to determine and/or confirm the meaning of unfamiliar words.
- Spelling Strategies: 3.2 use a variety of spelling strategies to spell words accurately.

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 a text about friendly American cities.
- Identify and apply the use of superlatives.

Success Criteria

By the end of this lesson I can:

- Read and complete a short article with American cities.
- Read the explanation of the use of superlatives.
- Listen and repeat both the pronunciation and intonation of sentences with superlatives.
- Read the description of a city and explain it using their own words.

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
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 compare their homework answers in pairs, then in their groups.- Sts make corrections to the mistakes they found.- Share their answers with the rest of the class.- The T provides feedback when necessary.
40	BEFORE READING <ul style="list-style-type: none">- Sts look at the pictures of four American cities and say what they know or think about them.- Read the short article and guess, matching the cities to the descriptions.- Match the descriptions from the short article with cities from their countries or continents.- Underline the stressed syllable in words with superlatives. Listen and check.- Read the <i>Grammar Bank</i> and check their understanding of the use of superlatives.
15	BREAK
40	WHILE READING <ul style="list-style-type: none">- Sts read the main article and, in pairs, answer questions.- The T provides the teams with three texts about three different cities.- Sts read their texts and check vocabulary using an online dictionary.- The sts explain what they understood using their own words.- Sts answer comprehension questions.
30	AFTER READING <ul style="list-style-type: none">- Sts listen to a recording about a fourth city.- Answer questions of comprehension.- Compare their answers and correct mistakes.- Sts share their answers with the class. The T provides feedback and corrections if necessary.
20	CLOSING: <ul style="list-style-type: none">- Sts think of a city from where they live and respond to the questionnaire used in the article.- Talk to their classmates about the city they chose and the answers they think apply for those cities.- Choose another city and, in pairs, sts interview each other asking the next questions: 1) do you live in a city, town or village? 2) Where is it? 3) How big is it? 4) What's the population? 5) What's it like?- Sts share their answers with their groups.
Assignment AS learning / Homework	
- Complete the homework provided on Moodle.	
Teacher's Reflections	

- Correct the use of intonation and pronunciation.
- Provide more time for speaking activities, and for students to correct and help each other.
- Ask the sts to talk about what their partners mentioned to reinforce listening and respect.
- 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 22

Assessment Strategies		
For Learning	As Learning	Of Learning
<p style="text-align: center;">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 style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions 	<p style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> Homework <ul style="list-style-type: none"> <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions <p style="text-align: center;">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 style="text-align: center;">Student product:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <ul style="list-style-type: none"> <input type="checkbox"/> Tests <input type="checkbox"/> Exam <ul style="list-style-type: none"> <input type="checkbox"/> Case studies <input type="checkbox"/> Business report <p style="text-align: center;">Observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <p style="text-align: center;">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 style="text-align: center;">Instructional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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