



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: 23
Unit 5: No Time for Anything		Topic: Writing a description of a hometown

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 a description of your hometown.

Success Criteria

By the end of this lesson I can:

- Read and identify common expressions in a description.
- Recognize the extension and paragraphs used in a description.
- Plan, write and correct a three to five paragraph description.

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"> - Sts compare their homework answers. - Check the homework. - The T provides feedback. - The T checks the attendance.
70	PRE-WRITING <ul style="list-style-type: none"> - Sts observe the model of a description. Identify its paragraphs and main idea of each one. - Read the instructions to understand the context of the model. - Skimming: highlight 1) cognates, and 2) words they know. - Check vocabulary. Use an online dictionary. - Scanning: sts read the description and complete blanks with vocabulary. - Read the description again and answer comprehension questions. - In pairs, compare answers. - Share answers with the class. - Sts read the instructions to write a description of their hometown. Observe and analyze the information to include in three to five paragraphs.
15	BREAK
40	DRAFTING <ul style="list-style-type: none"> - The T writes on the whiteboard examples of sentences to include in the paragraphs. These examples are provided by the sts. - Order the sentences mentioned in paragraphs. The T provides examples of connectors if necessary. - Sts write their own sentences, following the model provided by the T. - Order the sentences in paragraphs.
30	REVISING <ul style="list-style-type: none"> - Sts check their descriptions for mistakes: grammar, punctuation and spelling. - Sts compare their descriptions with their partners. - Make corrections.
20	EDITING + CLOSING <ul style="list-style-type: none"> - Volunteer sts read their descriptions in front of the class. - Classmates make suggestions. - Sts make comments about the experience, and compare how they felt before writing the email and at the end of the lesson, after finishing the activity.
Assignment AS learning / Homework	
<ul style="list-style-type: none"> - Sts finish writing their descriptions and upload them to Moodle. 	

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 5 and Lesson Plan 23

Assessment Strategies		
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