Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3hrs	Lesson No: 1
Unit: 1	Topic: Introduction to ESLDO	

Overall Expectations *(Directly from The Ontario Curriculum)*

Listening and Speaking:
1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English

Reading:
1. use a variety of reading strategies throughout the reading process to extract meaning from texts;
2. use a variety of strategies to build vocabulary;

Writing:
1. write in a variety of forms for different purposes and audiences;
4. use the stages of the writing process.

Socio-Cultural Competence and Media Literacy:
3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

Specific Expectations *(Directly from The Ontario Curriculum)*

Listening and Speaking:
1.2 demonstrate understanding of more complex spoken English on a variety of topics in inter- active situations
3.3 use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication

Reading:
2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts
3.1 use a variety of vocabulary acquisition strategies to enrich vocabulary
3.3 use a variety of resources, including glossaries, available technology, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts

Writing:
1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms 4.3 revise, edit, and proofread drafts using a variety of strategies 4.4 use a wide variety of elements of effective presentation to publish a final product

Socio-Cultural Competence and Media Literacy:
3.4 identify school and community policies and resources that are provided to support learning and explain how to use them
4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences
4.3 create a variety of media texts for specific purposes and audiences

Learning Skills *(Where applicable):*

-Communication
- Collaboration

Learning Goals *(What do I want the students to know and/or be able to do?)*

Today you will:
- understand what they will be learning throughout this course (ESLDO)
- verbally introduce themselves using proper sentence structure
- differentiate between different English Vocabulary Terms
- display their understandings of The Toronto Central Academy School Rules

Success Criteria
(Based on the application, how will I know students have learned what I intended?)
(Recording Devices: anecdotal record, checklist, rating scale, rubric)
- Create their own Poster/ or Visual Narrative providing classroom expectations, learning expectations and About Me
- Successfully complete or attempt reading activity

By the end of class I can:
- Explain what we will be learning about throughout ESLDO
- Create my own Classroom Expectations and Learning Expectations
- Complete a reading activity to the best of my ability
- Creatively make a poster/visual narrative providing information about myself, the classroom and learning expectations

Materials and Resources

- PowerPoint
- Assignment Instructions
- Moodle Reading Activity
- Exit Card

Lesson Structure and Activities

Timing	Lesson
~20-30 minutes	**INTRODUCTION** - Introduction of teacher and ESLDO Course - Ice Breaker Activity (Student Self-Introductions)
~25-30 minutes	**LESSON** - Classroom and Learning Expectations - School Rules - Review English Vocabulary Terms
~30 minutes	**APPLICATION** - Student Information Form - Learning Skills and Work Habits Self-Assessment
~1.5 hrs.	**ASSIGN HOMEWORK** - Create their own Poster/Visual Narrative providing classroom expectations, learning expectations and About Me - Complete Reading Activity (Martin's Vacation)

Assignments / Homework

- Create their own Poster/Visual Narrative providing classroom expectations, learning expectations and About Me
- Complete Reading Activity (Martin's Vacation)

Reflections
(What do I need to do to become more effective as a teacher in supporting student learning?)

The Toronto Central Academy Daily Lesson Plan Unit 1 and
Lesson Plan 1

Assessment Strategies Check all that apply (*Teacher may modify the list*)		
For Learning	**As Learning**	**Of Learning**
Student product:	**Student product:**	**Student product:**
☐ Diagnostic tests	☐ Learning logs	☐ Assignments
☐ Practice quiz	☐ Self-assessment sheet	☐ Tests
☐ Pop quizzes	☐ Homework	☐ Exam
☐ Homework	☐ Self-analysis sheet	☐ Case studies
☐ Class notes	☐ Peer-analysis sheet	☐ Business report
☐ Peer feedback	**Observation:**	**Observation:**
☐ Practice questions	☐ Whole class discussions	☐ Student-led discussion/debate
☐ Practice tests	☐ Group discussions	☐ Presentation
Observation:	**Conversation:**	☐ Performance tasks
☐ Class discussions	☐ Student teacher conferences	**Conversation:**
☐ Peer feedback	☐ Small group discussions	☐ Student teacher conferences
Conversation:	☐ Pair work	☐ Question and answer session
☐ Student teacher conferences		
☐ Small group discussions		

Lesson Tools Check all that apply (*Teacher may modify the list*)		
Direct Instruction	**Indirect Instruction**	**Instructional Skills**
☐ Structured overview	☐ Problem solving	☐ Explaining
☐ Lecture	☐ Case studies	☐ Demonstrating
☐ Compare & contrast	☐ Reading for meaning	☐ Questioning
☐ Socratic method	☐ Inquiry	
☐ Demonstrations	☐ Reflective discussion	
	☐ Writing to inform	
	☐ Concept formation	
	☐ Concept mapping	
	☐ Concept attainment	
Interactive Instruction	**Independent Study**	**Experiential Learning**
☐ PowerPoint	☐ Essays	☐ Field trips
☐ Video clip	☐ Computer assisted	☐ Conducting
☐ Debates	☐ instruction	☐ Experiments
☐ Role playing	☐ Journals	☐ Simulations
☐ Brainstorming	☐ Learning logs	☐ Games
☐ Peer partner	☐ Reports	☐ Story telling
☐ Learning/analysis	☐ Learning activity packages	☐ Focused imaging
☐ Discussion	☐ Correspondence lessons	☐ Field observations
☐ Laboratory groups	☐ Learning contracts	☐ Role-playing
☐ Cooperative learning	☐ Homework	☐ Model building
☐ Groups	☐ Research projects	☐ Surveys
☐ Jigsaw	☐ Assigned questions	☐ Case studies
☐ Problem solving	☐ Learning centers	
☐ Conferencing		