

Toronto Central Academy

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3hrs	Lesson No: 5
Unit: 1	Topic: Unit 1 Review & My Favourite Family Vacation Trip Dialogue Creation	

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;

Reading:

1. read and demonstrate understanding of a variety of texts for different purposes;

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.

Socio-Cultural Competence and Media Literacy:

3. demonstrate knowledge of and adaptation to the Ontario education system;

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

Reading:

1.1 read a wide variety of more complex, authentic texts

Writing:

- 1.1 write longer and more complex texts to convey information and ideas for academic purposes using a variety of forms
- 1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms
- 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level
- 4.5 identify and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful

Socio-Cultural Competence and Media Literacy:

- 3.1 describe a variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals
- 3.4 identify school and community policies and resources that are provided to support learning and explain how to use them

Learning Skills *(Where applicable):*

- Critical Thinking: Analyzing, Comparing and Contrasting, Defining
- Communicating: Writing

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

- Learn how to write a proper/full sentences
- How to create a short power-point dialogue conversation about a Family vacation trip
- Understand and successfully use punctuation.
- Understand how to use descriptive words to discuss family vacations together.
- Understand the basic Halloween concepts

Success Criteria

*(Based on the application, how will I know students have learned what I intended?)
(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

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By the end of class I can:

- Write a proper/full sentence
- Write a proper paragraph/ make a short presentation from rough notes & photos
- Use punctuation properly when writing my paragraph/sentences
- Make a dialogue about a family vacation trip to talk to a friend....

Materials and Resources

- Online Readings
- PowerPoint
- Vacation stories & Halloween video-clips
- Assignment Instruction Sheet for Family Vacation Dialogue Assignment

Lesson Structure and Activities

Timing	Lesson
~20-30 minutes	INTRODUCTION <ul style="list-style-type: none"> - Warm-up: matching quiz or questions based on terms from last class - Breakout rooms: talk about Family Vacation trips - How to write notes for a power-point: how to match words to photos
~25-30 minutes	LESSON <ul style="list-style-type: none"> - What are Halloween movies about? - How to understand the significance of Halloween from a Western Child or Teen's perspective - Proper punctuation - Making a dialogue with sentence starters
~30 minutes	APPLICATION <ul style="list-style-type: none"> - Read through and look at examples of good and bad dialogues. What to change and what should stay the same - Look at example paragraphs & Vacation Trip ideas - Practice writing notes for a power-point - Look at Halloween topics to see what the similarities are and what the differences are from different countries
~1.5 hrs.	ASSIGN HOMEWORK (for Independent Study Period) <ul style="list-style-type: none"> - Finish writing a final copy paragraph explaining the similarities and differences of High School in Canada and High School in your home country & write a dialogue to talk about vacation travel....

Assignments / Homework

- Write a final copy paragraph explaining the similarities and differences of High School in Canada and High School in your home country & dialogue for a Vacation trip which is due on Nov, 5th.

Reflections

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

Toronto Central Academy Daily Lesson Plan Unit 1 and Lesson Plan 5

Assessment Strategies Check all that apply (<i>Teacher may modify the list</i>)		
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 <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 <input type="checkbox"/> Tests <input type="checkbox"/> Exam <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 <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 Check all that apply (<i>Teacher may modify the list</i>)		
<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 	<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 	<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

<ul style="list-style-type: none"><input type="checkbox"/> Problem solving<input type="checkbox"/> Conferencing	<ul style="list-style-type: none"><input type="checkbox"/> Learning centers	
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