

# Toronto Central Academy

## Daily Lesson Plan

<b>Subject: ESLDO</b>		<b>Grade: 10</b>
<b>Teacher: Daryl Bergman</b>	<b>Duration: 3 hrs.</b>	<b>Lesson No: 7</b>
<b>Unit: 2</b>	<b>Topic: Healthy Eating Part 2</b>	

### 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. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;

**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:**

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
- 3.1 use correctly the grammatical structures of spoken English appropriate for this level

**Reading:**

- 1.1 read a wide variety of more complex, authentic texts
- 1.4 identify a variety of organizational patterns used in informational texts
- 2.2 identify and use a variety of features of texts to locate information and aid comprehension
- 2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level

**Writing:**

- 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
- 4.3 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:**

- 4.3 create a variety of media texts for specific purposes and audiences

**Learning Skills (*Where applicable*):**

- Creativity
- Communication

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

- Understand what it means to eat healthy
- Understand how menus are created and the proper sentence structure and explanation
- Understand What titles and subtitles are
- How to create a good explanation of a topic
- Understand the different types of adjectives & how to use them to describe different food items in a menu

### Success Criteria

*(Based on the application, how will I know students have learned what I intended?)*

*(Recording Devices: anecdotal record, checklist, rating scale, rubric)*

- Plan a healthy menu for a dinner party by making creative menu titles with adjectives & other descriptive words
- Create a food guide Placemat
- Read Aloud: Poem About Healthy Eating

By the end of class I can:

- Create my own Healthy Menu
- Create titles and subtitles for my menu
- Give an explanation using full/proper sentences of my menu items
- Use adjectives to describe different portions of the menu
- Use the proper vocabulary terms based on Healthy Eating and Creating menus

### Materials and Resources

- Canada's Food Guide
- Examples of Good and Bad menus
- My Food Guide Placemat
- PowerPoint: Describing Words: Adjectives
- Assignment Instructions and Rubric: Plan a Healthy Menu
- Video: Canada's Food Guide

### Lesson Structure and Activities

Timing	Lesson
~20-30 minutes	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Warm-up: matching quiz or questions based on food terms learned last class</li> <li>- Go through lesson plan as a class</li> <li>- Break-out rooms: What does it mean to eat healthy? What are examples of healthy foods? How can you make an interesting menu?</li> </ul>
~25-35 minutes	<p><b>LESSON</b></p> <ul style="list-style-type: none"> <li>- PowerPoint: Describing Words: Adjectives</li> <li>- Introduce Canada's Food guide and go through it as a class</li> <li>- Talk about Healthy Eating Recommendations</li> <li>- Show examples of a creative menu from the Internet</li> </ul>
~30 minutes	<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>- Look at restaurant menus and have a class discussion about whether they are appealing and have a good explanation of foods (talk about titles, subtitles and explanations)</li> <li>- Look at the themes of the menu and see if it fits with the food they are serving</li> <li>- Student's will create their own Menu by working individually or with a partner, this activity will continue in the <b>Independent Study Period</b>.</li> </ul>
~1.5 hrs.	<p><b>ASSIGN HOMEWORK for Independent Study Period</b></p> <ul style="list-style-type: none"> <li>- Assignment: Finish creating a Healthy Menu</li> <li>- Homework: finish the Menu Project by adding creative titles &amp; visuals to it.</li> <li>- Exit Card</li> </ul>

### Assignments / Homework

- Assignment: Create a Healthy Menu
- Homework: Read aloud- Food Pyramid
- Exit Card

**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 2 and Lesson Plan 2

<b>Assessment Strategies</b> Check all that apply ( <i>Teacher may modify the list</i> )		
<b>For Learning</b>	<b>As Learning</b>	<b>Of Learning</b>
<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Practice quiz</li> <li><input type="checkbox"/> Pop quizzes</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Class notes</li> <li><input type="checkbox"/> Peer feedback</li> <li><input type="checkbox"/> Practice questions</li> <li><input type="checkbox"/> Practice tests</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions</li> <li><input type="checkbox"/> Peer feedback</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small group discussions</li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Self-assessment sheet</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions</li> <li><input type="checkbox"/> Group discussions</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small group discussions</li> <li><input type="checkbox"/> Pair work</li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Performance tasks</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
<b>Lesson Tools</b> Check all that apply ( <i>Teacher may modify the list</i> )		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Compare &amp; contrast</li> <li><input type="checkbox"/> Socratic method</li> <li><input type="checkbox"/> Demonstrations</li> </ul>	<p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Reading for meaning</li> <li><input type="checkbox"/> Inquiry</li> <li><input type="checkbox"/> Reflective discussion</li> <li><input type="checkbox"/> Writing to inform</li> <li><input type="checkbox"/> Concept formation</li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p style="text-align: center;"><b>Instructional Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explaining</li> <li><input type="checkbox"/> Demonstrating</li> <li><input type="checkbox"/> Questioning</li> </ul>
<p style="text-align: center;"><b>Interactive Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Brainstorming</li> <li><input type="checkbox"/> Peer partner</li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> Cooperative learning</li> <li><input type="checkbox"/> Groups</li> <li><input type="checkbox"/> Jigsaw</li> </ul>	<p style="text-align: center;"><b>Independent Study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> Assigned questions</li> </ul>	<p style="text-align: center;"><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> Conducting</li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> Simulations</li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Story telling</li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> Role-playing</li> <li><input type="checkbox"/> Model building</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>

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