

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3 hrs	Lesson No: 2-5
Unit: 2	Topic: Types of Families & Family History Writing	

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:

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;
2. organize ideas coherently in writing;
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:

- 1.1 demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations
- 3.1 use correctly the grammatical structures of spoken English appropriate for this level

Reading:

- 2.2 identify and use a variety of features of texts to locate information and aid comprehension

Writing:

- 1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms
- 2.2 use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs
- 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

Socio-Cultural Competence and Media Literacy:

- 4.2 demonstrate understanding that different media texts may reflect different points of view, and suggest reasons why particular perspectives are presented

Learning Skills *(Where applicable):*

- Communication
- Collaboration

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

- (1) Understand the different types of families
- (2) Understand the difference between Fiction and Non-Fiction Stories
- (3) Finish writing a short story about the history of their family(rough copy)

Success Criteria

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

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

- In breakout rooms, students will be able to tell me what kind of family they have and what their family consists of
- Successfully write a nonfiction story (2-3 paragraphs) about their Family History
- Properly use the sentence starters provided to them & add descriptive words to their sentences to describe interesting events in their childhood & teen years.

By the end of class I can:

- Demonstrate what type of family they have and who is consisted
- Explain the difference between fiction and nonfiction
- Properly write short story (2-3 paragraphs) about their family history (rough copy)

Materials and Resources

- PowerPoint: Fiction vs. Nonfiction
- Video: What are the Family types?
- Homework Instruction: Nonfiction Story: Finish Your Family History (first draft 4-5 paragraphs)

Lesson Structure and Activities

Timing	Lesson
~20-30 minutes	INTRODUCTION <ul style="list-style-type: none"> - Explain and go through today’s lesson - Explain my own family - Talk about different types of family
~25-35 minutes	LESSON <ul style="list-style-type: none"> - Watch video-clips on different types of families - PowerPoint: Fiction vs Nonfiction
~30 minutes	APPLICATION <ul style="list-style-type: none"> - Breakout room: Talk about their types of families Fiction vs. Nonfiction Discussion questions
~1.5 hours	ASSIGN HOMEWORK <ul style="list-style-type: none"> - Finish writing a short story about their family history in the Independent Study Period

Assignments / Homework

- Complete a short story about their family history by adding interesting events & adjectives/transition words & adverbs to their sentences.
- Exit Card

Reflections

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

The Erindale Academy Daily Lesson Plan Unit 2 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 <p style="text-align: center;">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 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 <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