

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3hrs	Lesson No: 2-9
Unit: 2	Topic: Friendships and Interviews & Reading / Essay Writing Review	

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;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

Reading:

4. locate and extract relevant information from written and graphic texts for a variety of purposes.

Writing:

4. use the stages of the writing process.

Socio-Cultural Competence and Media Literacy:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
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
- 2.2 use a variety of conversational expressions to negotiate spoken interactions
- 2.3 present ideas and information orally for academic purposes in a variety of situations
- 3.1 use correctly the grammatical structures of spoken English appropriate for this level

Reading:

- 4.1 locate information for guided research projects from a variety of print and electronic sources selected in consultation with the teacher-librarian, and acknowledge their sources

Writing:

- 4.4 use a wide variety of elements of effective presentation to publish a final product

Socio-Cultural Competence and Media Literacy:

- 1.1 determine and use the appropriate language register in a wide variety of social and classroom contexts
- 1.2 analyse examples of non-verbal communication to determine their appropriateness in a variety of social, academic, and workplace contexts
- 4.3 create a variety of media texts for specific purposes and audiences

Learning Skills *(Where applicable):*

- Communication
- Collaboration
- Creativity

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

<ul style="list-style-type: none"> - (1) Understand what a quality is - (2) Describe the qualities you look for in an ideal friend/partner - (3) Understand the difference between Verbal and Nonverbal Communication - (4) Conduct an Interview 	
Success Criteria <i>(Based on the application, how will I know students have learned what I intended?)</i> <i>(Recording Devices: anecdotal record, checklist, rating scale, rubric)</i> -	
By the end of class I can: <ul style="list-style-type: none"> - Give examples of qualities they want in an ideal friend/partner - Successfully attempt/show verbal and nonverbal communication in their interview - Understand the qualities that I am looking for in a friend/partner and why that is important 	
Materials and Resources	
<ul style="list-style-type: none"> - PowerPoint: Interview, Verbal and Nonverbal Communication - Assignment Instructions: Interview: Questions to ask an Ideal friend/partner - Videos: example of verbal and nonverbal communication 	
Lesson Structure and Activities	
Timing	Lesson
~10-15 minutes	INTRODUCTION (Attendance/Warm-up) <ul style="list-style-type: none"> - What are some characteristics of a great friend? - Describe your best friend in 2-3 sentences....
~10-15 minutes	Application -Students (ss) will show 2-3 minute power-points on friendship characteristics -The teacher (t) & ss can ask each other questions about their best friend
~30 minutes	Lesson: -The T will review the Interview process with a ppt/video-clips/glossary of vocabulary terms
~10-15 minutes	APPLICATION <ul style="list-style-type: none"> - Students will do a reading /vocabulary exercise from American English File student book & Workbook & finish the 3 short stories in the Independent Study Periods
1.5 hrs.	Independent Study Period: ASSIGN HOMEWORK: -Tutorial Session (one-to-one) on Revising the Rough Copies of their Family History Essay & American English File Stories on p. 8/9 of the workbook & 10/11 of the student book.
Assignments / Homework	
<ul style="list-style-type: none"> - Finish the final Copy of the Family History Essay by Friday. 	

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 1 and Lesson Plan 1

Assessment Strategies Check all that apply (<i>Teacher may modify the list</i>)		
For Learning	As Learning	Of Learning
Student product: <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 Observation: <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Peer feedback Conversation: <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions 	Student product: <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 Observation: <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Group discussions Conversation: <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work 	Student product: <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 Observation: <ul style="list-style-type: none"> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation Conversation: <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>)		
Direct Instruction <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 	Indirect Instruction <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 	Instructional Skills <ul style="list-style-type: none"> <input type="checkbox"/> Explaining <input type="checkbox"/> Demonstrating <input type="checkbox"/> Questioning
Interactive Instruction <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 	Independent Study <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 	Experiential Learning <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

<input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<input type="checkbox"/> Learning centers	
---	---	--