

# Daily Lesson Plan

<b>Subject: ESLDO</b>		<b>Grade: 10</b>
<b>Teacher: Daryl Bergman</b>	<b>Duration: 3hrs</b>	<b>Lesson No: 2-10</b>
<b>Unit: 2</b>	<b>Topic: Friendships and Interviews &amp; Essay Writing Review</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;
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"> <li>- (1) Understand what a quality essay/interview are</li> <li>- (2) Describe the qualities you look for in an ideal friend/partner</li> <li>- (3) Understand the difference between Verbal and Nonverbal Communication</li> <li>- (4) Conduct an Interview</li> </ul>	
<b>Success Criteria</b> <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"> <li>- Give examples of qualities they want in an ideal friend/partner</li> <li>- Successfully attempt/show verbal and nonverbal communication in their interview</li> <li>- Understand the qualities that I am looking for in a friend/partner and why that is important</li> </ul>	
<b>Materials and Resources</b>	
<ul style="list-style-type: none"> <li>- PowerPoint: Interview, Verbal and Nonverbal Communication</li> <li>- Assignment Instructions: Interview: Questions to ask an Ideal friend/partner</li> <li>- Videos: example of verbal and nonverbal communication</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing</b>	<b>Lesson</b>
~10-15minutes	<b>INTRODUCTION (Attendance/Warm-up)</b> <ul style="list-style-type: none"> <li>- What are some ways to have a good interview?</li> <li>- Describe your best friend in 2-3 sentences....</li> <li>- Why are body gestures important?</li> </ul>
~20-25 minutes	<b>Application</b> <b>Teacher will show Interview tips &amp; examples</b> <b>-Students (ss)</b> will work in a Breakout Rooms to make and practice Interview questions
~30 minutes	<b>Lesson:</b> -The T will review the Essay writing process & ways to revise their essays, & discuss ways to improve their listening skills
~10-15 minutes	<b>APPLICATION</b> <ul style="list-style-type: none"> <li>- Students will do a song listening activity-See you Again &amp; discuss the meaning of the song &amp; fill-in-the-blanks by listening to the song 2-3 times.</li> <li>-</li> </ul>
1.5 hrs.	<b>Independent Study Period:</b> <b>ASSIGN HOMEWORK:</b> -Upload final Copies of their Family History Essay & do Unit 2 Test open Book online.
<b>Assignments / Homework</b>	

- Finish the final Copy of the Family History Essay today; as well as, the Interview Questions..

**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

<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> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance tasks</li> <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>

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