

Daily Lesson Plan

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| Subject: ESLDO | | Grade: 10 |
| Teacher: Daryl Bergman | Duration: 3 hrs. | Lesson No: 4-3 |
| Unit: 4 | Topic: Canadian Short Stories & Short Story 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;
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:

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;
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
- 1.2 demonstrate understanding of more complex spoken English on a variety of topics in inter- active situations
- 2.1 engage in more complex spoken interactions on a variety of topics
- 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:

- 1.2 demonstrate an understanding of more complex authentic texts in a variety of ways
- 1.3 respond to more complex authentic texts in a variety of ways
- 1.5 identify literary elements and devices in texts and explain how they help convey the author's meaning

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
- 2.1 organize information relating to a central idea in a structured composition of three or more paragraphs
- 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level
- 4.2 produce draft pieces of writing using a variety of strategies and models
- 4.3 revise, edit, and proofread drafts using a variety of strategies

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| <p>Socio-Cultural Competence and Media Literacy: 4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences 4.3 create a variety of media texts for specific purposes and audiences</p> | |
| <p>Learning Skills (<i>Where applicable</i>):</p> | |
| <ul style="list-style-type: none"> - Communication - Collaboration | |
| <p>Learning Goals (<i>What do I want the students to know and/or be able to do?</i>)</p> | |
| <ul style="list-style-type: none"> - Understand what a short story is - Understand the Key Elements that make up a Short Story - Understand how to write ideas to build a character & analyze a short story/ brainstorm ideas for the short story writing process | |
| <p>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></p> | |
| <p>By the end of class I can:</p> <ul style="list-style-type: none"> - Explain how to write a short story - Describe the key elements of a short story, how they are used, and examples of each - Participate in breakout room activities and provide my group members with assistance and ideas on how to start their short story | |
| <p>Materials and Resources</p> | |
| <ul style="list-style-type: none"> - PPT: Key Elements of a Short Story Writing - Assignment: Create Your Own Short Story | |
| <p>Lesson Structure and Activities</p> | |
| Timing | Lesson |
| ~15-20 minutes | <p>INTRODUCTION</p> <ul style="list-style-type: none"> - Class discussion: - What kind of movies do you enjoy watching? - What is your favourite genre (type of literature) you enjoy reading or viewing? - Adventure, Fantasy, Science-Fiction, Horror, Biographies, Romance, Westerns, etc.... |
| ~25-35 minutes | <p>LESSON</p> <ul style="list-style-type: none"> - PPT: Key Elements of a Short Story/Character Analysis - What is a short story? Key Elements- Setting, Plot, Main Characters. - What are Canadian & American Short Stories & how might they differ from Asian short stories? |
| ~30 -40mins. | <p>APPLICATION</p> <ul style="list-style-type: none"> - Breakout Room Activity: - Share your Character & Setting with 1 to 2 people for editing purposes - Analyze ways to make the character/setting more interesting to read |

~1.5 hrs.

ASSIGN HOMEWORK

- Assignment: Analyze a Short Story & start writing ideas for your own short story-characters, plot, setting, etc....

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Assignments / Homework

- Assignment: Create Your Own Short Story

Reflections

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

- Chunking of tasks
- Pause to see if students have any questions
- Spend good amount of time in breakout rooms talking to each student

Toronto Central Academy Daily Lesson Plan Unit 4 and Lesson Plan 3

| Assessment Strategies Check all that apply (<i>Teacher may modify the list</i>) | | |
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| 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 |

- Problem solving
- Conferencing

- Learning centers