

# Daily Lesson Plan

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|-------------------------------|---|-----------------------|
| <b>Subject: ESLDO</b>         |   | <b>Grade: 10</b>      |
| <b>Teacher: Daryl Bergman</b> | <b>Duration: 3hrs</b>   | <b>Lesson No: 4-6</b> |
| <b>Unit: 4</b>                | <b>Topic: Genres and Subgenres &amp; Creative Story Writing</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;

### **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:**

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.

## 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

### **Reading:**

1.1 read a wide variety of more complex, authentic texts  
 1.2 demonstrate an understanding of 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  
 2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts

### **Writing:**

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level  
 4.4 use a wide variety of elements of effective presentation to publish a final product

## Learning Skills *(Where applicable):*

- Work Independently
- Creativity

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

- Understand the difference between a genre and subgenre
- Provide examples of a genre and subgenre

## Success Criteria

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

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

- Complete activities and hand them in to Moodle

- Use class time wisely to complete tasks

By the end of class I can:

- Explain the difference between a genre and a subgenre
- Provide examples of a genre and a subgenre

### Materials and Resources

- Glossary Terms
- Worksheet: Illustrate the Terms
- Worksheet: Genre and Subgenre
- Computer Game: Genre Game

### Lesson Structure and Activities

| Timing      | Lesson   |
|-------------|--|
| ~20 minutes | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>- Discuss what students learned from reading short stories- How are stories both similar &amp; different than movies &amp; TV shows? If you become a famous writer which type of stories would you like to write? If you became a movie director which genre of movie would you make?</li> <li>- Introduce what a genre and subgenre is</li> <li>- Ask students what genres they enjoy reading</li> </ul> |
| ~25 minutes | <b>LESSON</b> <ul style="list-style-type: none"> <li>- Go through and explain lesson</li> <li>- Students will independently read through the glossary terms and make notes of the different types of genres and subgenres</li> </ul>   |
| ~30 minutes | <b>APPLICATION</b> <ul style="list-style-type: none"> <li>- Students will be asked to complete 3 activities on their own using the instruction given on the lesson</li> <li>- They will complete each activity and hand in their work to Moodle when they are finished</li> </ul>  |
| ~15 minutes | <b>ASSIGN HOMEWORK</b> <ul style="list-style-type: none"> <li>- Genre and Subgenre worksheet. Students will read the text provided and state what is the genre and subgenre. Then, in one to two sentences they have to describe why they chose these. Students will finish the final copy of their short story by ensuring the story is in the proper format, is edited for grammar mistakes &amp; has some exciting sentences in it.</li> </ul>                    |

### Assignments / Homework

- Genre and Subgenre Worksheet/ Short story final copy.
- Exit Card.

### Reflections

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

- Chunking of tasks for students
- Repeat instructions multiple times

## The Erindale Academy Daily Lesson Plan Unit 4 and Lesson Plan 6

| <b>Assessment Strategies</b><br>Check all that apply ( <i>Teacher may modify the list</i> )  |   |   |
|--|---|---|
| For Learning   | As Learning   | Of Learning   |
| <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><br>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> |  |
|--|---|--|