Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Monica Mammoliti	Duration: 3hrs	Lesson No: 10
Unit: 4	Topic: Canadian Short Stories	

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;
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;
4. use the stages of the writing process.
Socio-Cultural Competence and Media Literacy:
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
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
2.1 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:
1.1 read a wide variety of more complex, authentic texts
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
2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts
Writing:
1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms
4.4 use a wide variety of elements of effective presentation to publish a final product
Socio-Cultural Competence and Media Literacy:
2.3 analyse and outline some benefits and challenges of living in a society made up of diverse linguistic and cultural groups
4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific audiences

Learning Skills *(Where applicable):*

- Communication
- Collaboration
- Critical Thinking
- Reflection

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

- Read Aloud during class discussions
- Complete workbook independently using critical thinking and reflection skills

Success Criteria
(Based on the application, how will I know students have learned what I intended?)
(Recording Devices: anecdotal record, checklist, rating scale, rubric)
- Read part of "The Scholarship Jacket"
- Complete questions completely and hand them in to Moodle

By the end of class I can:
- Read a Canadian Short Story
- Answer questions using critical thinking and reflection skills
- Understand what how a short story is written by a Canadian Author
- Understand where the 5 key elements of a short story are in the example we look at as a class.

Materials and Resources

- *The Scholarship Jacket* short story
- The Scholarship Jacket Workbook

Lesson Structure and Activities

Timing	Lesson
~20 minutes	**INTRODUCTION** - Presentations from Breakout room activity from previous day (5 key elements) - Introduction to *The Scholarship Jacket*
~25 minutes	**LESSON** - As a class, we will read aloud *The Scholarship Jacket*
~30 minutes	**APPLICATION** - Independently, students will complete The Scholarship Jacket Workbook
~15 minutes	**ASSIGN HOMEWORK** - The Scholarship Jacket Workbook

Assignments / Homework

- The Scholarship Jacket Workbook

Reflections

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

- Using Warmer Questions and Exit Cards, ask the students what they want to learn or how they think they will be successful in their learning
- Give them enough time to work with their groups during breakout room activities, make sure they are not rushed

The Erindale Academy Daily Lesson Plan **Unit 1 and Lesson Plan 1**

Assessment Strategies Check all that apply (*Teacher may modify the list*)		
For Learning	**As Learning**	**Of Learning**
Student product: □ Diagnostic tests □ Practice quiz □ Pop quizzes □ Homework □ Class notes □ Peer feedback □ Practice questions □ Practice tests **Observation:** □ Class discussions □ Peer feedback **Conversation:** □ Student teacher conferences □ Small group discussions	**Student product:** □ Learning logs □ Self-assessment sheet □ Homework □ Self-analysis sheet □ Peer-analysis sheet **Observation:** □ Whole class discussions □ Group discussions **Conversation:** □ Student teacher conferences □ Small group discussions □ Pair work	**Student product:** □ Assignments □ Tests □ Exam □ Case studies □ Business report **Observation:** □ Student-led discussion/debate □ Presentation □ Performance tasks **Conversation:** □ Student teacher conferences □ Question and answer session

Lesson Tools Check all that apply (*Teacher may modify the list*)		
Direct Instruction □ Structured overview □ Lecture □ Compare & contrast □ Socratic method □ Demonstrations	**Indirect Instruction** □ Problem solving □ Case studies □ Reading for meaning □ Inquiry □ Reflective discussion □ Writing to inform □ Concept formation □ Concept mapping □ Concept attainment	**Instructional Skills** □ Explaining □ Demonstrating □ Questioning
Interactive Instruction □ PowerPoint □ Video clip □ Debates □ Role playing □ Brainstorming □ Peer partner □ Learning/analysis □ Discussion □ Laboratory groups □ Cooperative learning □ Groups □ Jigsaw	**Independent Study** □ Essays □ Computer assisted □ instruction □ Journals □ Learning logs □ Reports □ Learning activity packages □ Correspondence lessons □ Learning contracts □ Homework □ Research projects □ Assigned questions	**Experiential Learning** □ Field trips □ Conducting □ Experiments □ Simulations □ Games □ Story telling □ Focused imaging □ Field observations □ Role-playing □ Model building □ Surveys □ Case studies

□ Problem solving □ Conferencing	□ Learning centers	