



The Erindale Academy

Tel: 905-232-1576

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| 1576 Dundas St West, Mississauga, ON L5C 1E5

Daily Lesson Plan



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Course Name: Simplified Chinese		Course Code: LKBDU
Grade Level: 12	Duration: 3	Lesson #: 2.3
Unit #: 2	Lesson Title: 2.3 Introduction to Canadian universities and university programs	
Overall Expectations <i>(Directly from The Ontario Curriculum)</i> A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
Specific Expectations <i>(Directly from The Ontario Curriculum)</i> A1,1 A1.2 A2.1 A2.2 A2.3 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1 D1.2 D2.2 D2.3		
Learning Skills & Work Habits <i>(Check all that apply; Select from the following list and describe the activity(ies) you plan to track)</i> Responsibility: Know class rules and expectations Organization: Prepare for quizzes and other assignments on the way Independent Work: Review of learnings in class; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time		
Learning Goals <i>(What do I want the students to know and/or be able to do?)</i> Today you (students) will: 1) Have knowledge of Canadian universities/ colleges and university programs 2) Improve listening and speaking skills through class discussion 3) Use new vocabulary appropriately 4) Learn to explain the university ranking 5) Improve research skills through project 6) Improve Presentation skill 7) Enhance teamwork and public speaking skills through activities		



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Success Criteria (*Based on the application of the lesson, how will I know students have learned what I intended? Recording Devices: anecdotal record, checklist, rating scale, rubric, etc...*)

By the end of this lesson I (students) can:

- Understand Canadian universities/ colleges and university programs
- Group work on translating sentences
- Speak in public (games)

Materials and Resources

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

Relevant reading materials

Lesson Structure and Activities

Timing (minutes)	Content
~5-10 minutes	ICEBREAKER & WARM-UP QUESTIONS <i>Check attendance</i> Warm-up questions: How are you today? Any updates/ news to share?
~15-20 minutes	Part 1 Review of Lesson 2.2 Homework check – 60-second Self-introduction & A brief introduction to your dream university and program
~5-10 minutes	Part 2 - Discussion: <ul style="list-style-type: none">• What is the difference between a college and university?



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	<ul style="list-style-type: none">• How to choose an ideal Canadian university?• How to select your dream program in universities?
~45-50 minutes	Part 3 Lecture: Canadian universities and university programs
15 minutes	Break
~70 minutes	Part 4 – Reading exercise ▶ Top universities in Canada 加拿大的顶尖大学
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK - 1. Finish your resumes and submit them by 11:59pm tonight June 5 - 2. Job search & Job ad analysis: - Can you find one job post that you are very interested in and share with the class tomorrow? Tell us why it impresses you.
ASSIGNMENT/HOMEWORK - 1. Finish your resumes and submit them by 11:59pm tonight June 5 - 2. Job search & Job ad analysis: - Can you find one job post that you are very interested in and share with the class tomorrow? Tell us why it impresses you. -	
EXIT CARD Short Survey	
TEACHER'S REFLECTIONS (What do I need to do to become more effective as a teacher in supporting student learning?) After the lesson:	



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Check all that apply in each list (Teacher may modify the list)

Assessment Strategies		
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		
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



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Interactive Instruction	Independent Study	Experiential Learning
PowerPoint Video clip Debates Role playing Brainstorming Peer partner Learning/analysis Discussion Laboratory groups Cooperative learning Groups Jigsaw Problem solving Conferencing	Essays Computer assisted Instruction Journals Learning logs Reports Learning activity packages Correspondence lessons Learning contracts Homework Research projects Assigned questions Learning centers	Field trips Conducting Experiments Simulations Games Story telling Focused imaging Field observations Role-playing Model building Surveys Case studies