

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Monica Mammoliti	Duration: 6hrs	Lesson No: 1
Unit: 1	Topic: Introduction to ESLDO	

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;
3. use correctly the language structures appropriate for this level to communicate orally in English

Reading:

2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;

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:

3. demonstrate knowledge of and adaptation to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

Specific Expectations *(Directly from The Ontario Curriculum)*

Listening and Speaking:

- 1.2 demonstrate understanding of more complex spoken English on a variety of topics in inter- active situations
- 3.3 use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication

Reading:

- 2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts
- 3.1 use a variety of vocabulary acquisition strategies to enrich vocabulary
- 3.3 use a variety of resources, including glossaries, available technology, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts

Writing:

- 1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms
- 4.3 revise, edit, and proofread drafts using a variety of strategies
- 4.4 use a wide variety of elements of effective presentation to publish a final product

Socio-Cultural Competence and Media Literacy:

- 3.4 identify school and community policies and resources that are provided to support learning and explain how to use them
- 4.1 view, read, and listen to media texts, and identify strategies used in them to influence specific

<p>audiences</p> <p>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"> - Communicating - Collaborating 	
<p>Learning Goals (<i>What do I want the students to know and/or be able to do?</i>)</p>	
<p>Today you will:</p> <ul style="list-style-type: none"> - (1) understand what they will be learning throughout this course (ESLDO) - (2) verbally introduce themselves using proper sentence structure - (3) differentiate between different English Vocabulary Terms - (4) display their understandings of The Erindale Academy School Rules 	
<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> <ul style="list-style-type: none"> - Create their own Poster/Visual Narrative providing classroom expectations, learning expectations and About Me - Successfully complete or attempt reading activity - Participate and complete Kahoot quiz on English Vocabulary Terms 	
<p>By the end of class I can:</p> <ul style="list-style-type: none"> - Explain what we will be learning about throughout ESLDO - Create my own Classroom Expectations and Learning Expectations - Complete a reading activity to the best of my ability - Creatively make a poster/visual narrative providing information about myself, the classroom and learning expectations 	
<p>Materials and Resources</p>	
<ul style="list-style-type: none"> - PowerPoint - Assignment Instructions - Kahoot - Mentimeter - Moodle Reading Activity - Exit Card 	
<p>Lesson Structure and Activities</p>	
Timing	Lesson

~20 minutes	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - Introduction of teacher and ESLDO Course - Ice Breaker
~25 minutes	<p>LESSON</p> <ul style="list-style-type: none"> - Classroom and Learning Expectations - School Rules - Kahoot: English Vocabulary Terms
~30 minutes	<p>APPLICATION</p> <ul style="list-style-type: none"> - Student Information Form - Learning Skills and Work Habits Self-Assessment
~15 minutes	<p>ASSIGN HOMEWORK</p> <ul style="list-style-type: none"> - Create their own Poster/Visual Narrative providing classroom expectations, learning expectations and About Me - Complete Reading Activity (Martin's Vacation)
<p>Assignments / Homework</p>	
<ul style="list-style-type: none"> - Create their own Poster/Visual Narrative providing classroom expectations, learning expectations and About Me - Complete Reading Activity (Martin's Vacation) 	
<p>Reflections <i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i></p>	
Empty space for reflections	

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

Assessment Strategies Check all that apply (<i>Teacher may modify the list</i>)		
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 <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing 	<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 <input type="checkbox"/> Learning centers 	<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