

Toronto Central Academy

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3 hrs.	Lesson No: 6
Unit: 2	Topic: Healthy Eating	

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:

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;
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:

- 1.2 demonstrate understanding of more complex spoken English on a variety of topics in inter-active 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
- 1.4 identify a variety of organizational patterns used in informational texts
- 2.2 identify and use a variety of features of texts to locate information and aid comprehension
- 2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level

Writing:

- 1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms
- 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level
- 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:

- 4.3 create a variety of media texts for specific purposes and audiences

Learning Skills (*Where applicable*):

- Creativity
- Communication

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

- Understand what it means to eat healthy
- Understand how menus are created and the proper sentence structure and explanation
- Understand What titles and subtitles are
- How to create a good explanation of a topic
- Understand the different types of adjectives

Success Criteria

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

- Plan a healthy menu for a dinner party
- Create a food guide Placemat
- Read Aloud: Poem About Healthy Eating

By the end of class I can:

- Create my own Healthy Menu
- Create titles and subtitles for my menu
- Give an explanation using full/proper sentences of my menu items
- Use adjectives to describe different portions of the menu
- Use the proper vocabulary terms based on Healthy Eating and Creating menus

Materials and Resources

- Canada’s Food Guide
- Examples of Good and Bad menus
- My Food Guide Placemat
- PowerPoint: Describing Words: Adjectives
- Assignment Instructions and Rubric: Plan a Healthy Menu
- Video: Canada’s Food Guide

Lesson Structure and Activities

Timing	Lesson
~20-30 minutes	<p>INTRODUCTION</p> <ul style="list-style-type: none"> - Warm-up: matching quiz or questions based on terms learned last class - Go through lesson plan as a class - Break-out rooms: What does it mean to eat healthy? What are examples of healthy foods?
~25-35 minutes	<p>LESSON</p> <ul style="list-style-type: none"> - PowerPoint: Describing Words: Adjectives - Introduce Canada’s Food guide and go through it as a class - Talk about Healthy Eating Recommendations
~30 minutes	<p>APPLICATION</p> <ul style="list-style-type: none"> - Look at restaurant menus and have a class discussion about whether they are appealing and have a good explanation of foods (talk about titles, subtitles and explanations) - Look at the themes of the menu and see if it fits with the food they are serving - Student’s will create their own Food Guide Placemat
~1.5 hrs.	<p>ASSIGN HOMEWORK for Independent Study Period</p> <ul style="list-style-type: none"> - Assignment: Create a Healthy Menu - Homework: Read aloud- Food Pyramid - Exit Card

Assignments / Homework

- Assignment: Create a Healthy Menu
- Homework: Read aloud- Food Pyramid
- Exit Card

Reflections

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

Toronto Central Academy Daily Lesson Plan Unit 2 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 	<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