

Daily Lesson Plan

Subject: ESLDO		Grade: 10
Teacher: Daryl Bergman	Duration: 3hrs	Lesson No: 2-8
Unit: 2	Topic: Friendships and Relationships/Essay Writing	

Overall Expectations <i>(Directly from The Ontario Curriculum)</i>
<p>Listening and Speaking:</p> <ol style="list-style-type: none"> 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. <p>Reading:</p> <ol style="list-style-type: none"> 4. locate and extract relevant information from written and graphic texts for a variety of purposes. <p>Writing:</p> <ol style="list-style-type: none"> 4. use the stages of the writing process. <p>Socio-Cultural Competence and Media Literacy:</p> <ol style="list-style-type: none"> 1. use English and non-verbal communication strategies appropriately in a variety of social contexts; 4. demonstrate an understanding of, interpret, and create a variety of media texts.
Specific Expectations <i>(Directly from The Ontario Curriculum)</i>
<p>Listening and Speaking:</p> <ol style="list-style-type: none"> 1.1 demonstrate comprehension of specific information in more complex directions, instructions, and classroom presentations 2.2 use a variety of conversational expressions to negotiate spoken interactions 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 <p>Reading:</p> <ol style="list-style-type: none"> 4.1 locate information for guided research projects from a variety of print and electronic sources selected in consultation with the teacher-librarian, and acknowledge their sources <p>Writing:</p> <ol style="list-style-type: none"> 4.4 use a wide variety of elements of effective presentation to publish a final product <p>Socio-Cultural Competence and Media Literacy:</p> <ol style="list-style-type: none"> 1.1 determine and use the appropriate language register in a wide variety of social and classroom contexts 1.2 analyse examples of non-verbal communication to determine their appropriateness in a variety of social, academic, and workplace contexts 4.3 create a variety of media texts for specific purposes and audiences
Learning Skills <i>(Where applicable):</i>
<ul style="list-style-type: none"> - Communication - Collaboration - Creativity
Learning Goals <i>(What do I want the students to know and/or be able to do?)</i>

- (1) Understand what a quality is
- (2) Describe the qualities you look for in an ideal friend/partner
- (3) Understand the difference between Verbal and Nonverbal Communication
- (4) Conduct an Interview

Success Criteria

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

-

By the end of class I can:

- Give examples of qualities they want in an ideal friend/partner
- Successfully attempt/show verbal and nonverbal communication in their interview
- Understand the qualities that I am looking for in a friend/partner and why that is important

Materials and Resources

- PowerPoint: Interview, Verbal and Nonverbal Communication
- Assignment Instructions: Interview: Questions to ask an Ideal friend/partner
- Videos: example of verbal and nonverbal communication

Lesson Structure and Activities

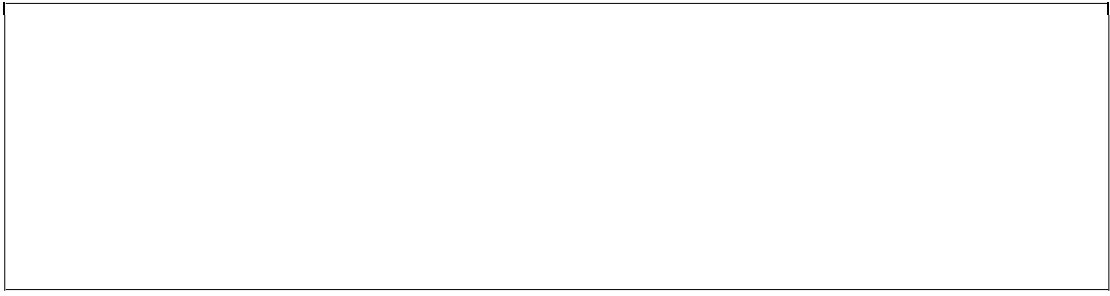
Timing	Lesson
~10-15minutes	INTRODUCTION (Attendance/Warm-up) <ul style="list-style-type: none"> - Why are good friend important? - What are some characteristics of a great friend?
~25-35 minutes	Application -Students (ss) will show 2-3 minute power-points on friendship characteristics -The teacher (t) & ss can ask each other questions about their best friend
~30 minutes	Lesson: -The T will review the essay structure with a brief handout & video-clip on all the characteristics of an essay, & show the final copy of his revised essay.
~10-15 minutes	APPLICATION <ul style="list-style-type: none"> - Student will do a fill-in-the-blank exercise on the essay structure
1.5 hrs.	Independent Study Period: ASSIGN HOMEWORK -Tutorial Session (one-to-one) on Revising the Rough Copies of their Family History Essay

Assignments / Homework

- Finish the final Copy of the Family History Essay.

Reflections

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



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 	<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

<ul style="list-style-type: none"><input type="checkbox"/> Problem solving<input type="checkbox"/> Conferencing	<ul style="list-style-type: none"><input type="checkbox"/> Learning centers	
--	---	--