

Daily Lesson Plan

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| Course Name: English as a Second Language ESL Level 2 – 4 | | Course Code: ESLEO |
| Grade Level: 9 – 12 | Duration: 3 hours | Lesson No: 26 |
| Unit 6: Eco-guilt | Topic: Thanksgiving | |

Overall Expectations

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.
- 3. Demonstrate knowledge of and adaptation to the Ontario education system.

Specific Expectations

- Knowledge About Canada: 2.1 explain the relationship between some important aspects of geography and history and current Canadian issues.
- Canadian Citizenship: 2.2 demonstrate knowledge of a variety of key facts about Canadian citizenship, levels of government in Canada, and current Canadian issues.
- Canadian Diversity: 2.3 compare and contrast the traditions and behavioural norms of a number of cultural communities in Canada, including Aboriginal communities.
- Strategies for the Cooperative Classroom: 3.3 respond appropriately and respectfully to views that differ from their own in pair work, small groups, and whole-class discussions.

Learning Skills & Work Habits

- Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention.
- Organization and Independent Work: to follow instructions and complete activities within the time assigned, as well as to politely ask for more time if needed.

Learning Goals

Today you will:

- Identify the main reasons for celebrating thanksgiving in Canada.
- Compare the American and Canadian Thanksgiving celebrations.
- Reflect on the importance of Thanksgiving for Canadian culture.

Success Criteria

By the end of this lesson I can:

- Read and answer comprehension questions on an article about Canadian Thanksgiving.
- Watch a video and identify the main differences between the Canadian and the American Thanksgiving celebrations.
- Talk about plans to celebrate thanksgiving.
- Compare Thanksgiving to celebrations in my country.

Materials and Resources

- Thanksgiving worksheet.
- Article 'Thanksgiving in Canada,' retrieved from The Canadian Encyclopedia: <https://www.thecanadianencyclopedia.ca/en/article/thanksgiving-day>
- [CanadaInfo: Symbols, Facts, & Lists: Holidays: Thanksgiving](#)
- YouTube: [7 Ways Canadian Thanksgiving is Different than American Thanksgiving](#)

Lesson Structure and Activities

| Timing (minutes) | Lesson |
|------------------|---|
| 30 | <p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write the question on the whiteboard and their answer, talk about the question with a partner and then share their answers with the class. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance. |
| 20 | <p>THANKSGIVING: INTRODUCTION</p> <ul style="list-style-type: none"> - Sts write what they know about Canadian thanksgiving. - Brainstorm: in groups, share and compare their ideas. - Watch the introduction video and check their predictions. |
| 40 | <p>READING</p> <ul style="list-style-type: none"> - Sts read an article. - Check and write the definition of words they don't know. |
| 15 | BREAK |
| 30 | <p>READING</p> <ul style="list-style-type: none"> - Sts finish reading the article. - Answer comprehension questions. - Write what they know, or predictions in case they do not know, about the American Thanksgiving. |
| 40 | <p>SPEAKING</p> <ul style="list-style-type: none"> - Sts watch a video and check their predictions. - Discuss about the differences between what they predicted and what they watched in the video. - Talk about how they are going to celebrate Thanksgiving in their homes. |
| 20 | <p>CLOSING</p> <ul style="list-style-type: none"> - Sts compare the celebration of Thanksgiving and the most similar celebration to Thanksgiving in their countries. - In pairs, compare answers. |

Assignment AS learning / Homework

- Complete the homework given by the teacher, available on Moodle.

Teacher's Reflections

- Encourage students to participate.
- Monitor participation and respect among sts when taking turns.
- Provide sts enough time to think about their answers. Promote conversation among sts' groups before sharing with the class.
- Reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the

feedback.

The Erindale Academy Daily Lesson Plan Unit 6 and Lesson Plan 26

| Assessment Strategies | | |
|---|--|---|
| 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 <p style="text-align: center;">Conversation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance tasks <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session |
| Lesson Tools | | |
| <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 |