



# The Erindale Academy

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

## **Daily Lesson Plan**



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<b>Course Name: Simplified Chinese</b>		<b>Course Code: LKBDU</b>
<b>Grade Level: 12</b>	<b>Duration: 3</b>	<b>Lesson #: 2.5</b>
<b>Unit #: 2</b>	<b>Lesson Title: 2.5 Cover letter writing</b>	
<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
<b>Specific Expectations</b> ( <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		
<b>Learning Skills &amp; Work Habits</b> ( <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		
<b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )  Today you (students) will:  1) Have knowledge of function and format of cover letters; analyze cover letter samples; understand how to write appropriate cover letters 2) Improve listening and speaking skills through class discussion 3) Use new vocabulary appropriately 4) Learn to analyze Chinese and English cover letters 5) Improve research skills through project 6) Improve Presentation skill 7) Enhance teamwork and public speaking skills through activities		



**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 how to write cover letters
- Group work on resume review
- Speak in public (Presentation)

## 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 video and reading materials

## Lesson Structure and Activities

Timing (minutes)	Content
~5-10 minutes	<b>ICEBREAKER &amp; WARM-UP QUESTIONS</b> <i>Check attendance</i>  <b>Warm-up questions:</b> How are you today? Any updates/ news to share?
~15-20 minutes	<b>Part 1</b> Review of Lesson 2.4 Resume review Homework check – e-Portfolio & personal qualities
~5-10 minutes	<b>Part 2 - Discussion:</b> <ul style="list-style-type: none"><li>• What is a cover letter? Is it really necessary in job-hunting? Which is</li></ul>



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	<p>more important, resume or cover letter?</p> <ul style="list-style-type: none"><li>• How pages do a cover letter usually have?</li><li>• What are the differences between a resume and a cover letter?</li><li>• Are there any differences between Chinese cover letters and English ones?</li></ul>
<i>~45-50 minutes</i>	<b>Part 3</b> Lecture: Cover letter writing
<b>15 minutes</b>	<b>Break</b>
<i>~70 minutes</i>	<b>Part 4</b> – Practice in class: write a draft of an English cover letter
<i>~10-15 minutes</i>	<b>ASSIGN ASSIGNMENT/HOMEWORK</b> - 1. Write an English cover letter for a summer intern/ part-time position with the template given - 2. Prepare for your e-Portfolio: Google site and more
<b>ASSIGNMENT/HOMEWORK</b> - 1. Write an English cover letter for a summer intern/ part-time position with the template given - 2. Prepare for your e-Portfolio: Google site and more	
<b>EXIT CARD</b> Short Survey	
<b>TEACHER'S REFLECTIONS</b> (What do I need to do to become more effective as a teacher in supporting student learning?) <b>After the lesson:</b>	



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

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

Assessment Strategies		
For Learning	As Learning	Of Learning
<p><b>Student product:</b>            Diagnostic tests            Practice quiz            Pop quizzes            Homework            Class notes            Peer feedback            Practice questions            Practice tests</p> <p><b>Observation:</b>            Class discussions            Peer feedback</p> <p><b>Conversation:</b>            Student teacher conferences            Small group discussions</p>	<p><b>Student product:</b>            Learning logs            Self-assessment sheet            Homework            Self-analysis sheet            Peer-analysis sheet</p> <p><b>Observation:</b>            Whole class discussions            Group discussions</p> <p><b>Conversation:</b>            Student teacher conferences            Small group discussions            Pair work</p>	<p><b>Student product:</b>            Assignments            Tests            Exam            Case studies            Business report</p> <p><b>Observation:</b>            Student-led discussion/debate            Presentation            Performance tasks</p> <p><b>Conversation:</b>            Student teacher conferences            Question and answer session</p>
Lesson Tools		
<p><b>Direct Instruction</b>            Structured overview            Lecture            Compare &amp; contrast            Socratic method            Demonstrations</p>	<p><b>Indirect Instruction</b>            Problem solving            Case studies            Reading for meaning            Inquiry            Reflective discussion            Writing to inform            Concept formation            Concept mapping            Concept attainment</p>	<p><b>Instructional Skills</b>            Explaining            Demonstrating            Questioning</p>



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<b>Interactive Instruction</b>	<b>Independent Study</b>	<b>Experiential Learning</b>
<ul style="list-style-type: none"><li>PowerPoint</li><li>Video clip</li><li>Debates</li><li>Role playing</li><li>Brainstorming</li><li>Peer partner</li><li>Learning/analysis</li><li>Discussion</li><li>Laboratory groups</li><li>Cooperative learning</li><li>Groups</li><li>Jigsaw</li><li>Problem solving</li><li>Conferencing</li></ul>	<ul style="list-style-type: none"><li>Essays</li><li>Computer assisted</li><li>Instruction</li><li>Journals</li><li>Learning logs</li><li>Reports</li><li>Learning activity packages</li><li>Correspondence lessons</li><li>Learning contracts</li><li>Homework</li><li>Research projects</li><li>Assigned questions</li><li>Learning centers</li></ul>	<ul style="list-style-type: none"><li>Field trips</li><li>Conducting</li><li>Experiments</li><li>Simulations</li><li>Games</li><li>Story telling</li><li>Focused imaging</li><li>Field observations</li><li>Role-playing</li><li>Model building</li><li>Surveys</li><li>Case studies</li></ul>