**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued: Fortune Teller **Grade:** 6/7 **Date:** Wednesday April 1, 2016  **Subject/Strand**: Literacy **Unit:** Literature Circles **Location:** Classroom **Time: (**length in minutes**):** 40 minutes | | | |
| **Lesson Plan Description** (What are you teaching? How does it fit into the context of the unit? What are the big ideas/essential/enduring understandings?) | | | |
| Students will continue learning about the structure of literature circles. The role of “Fortune Teller” will be introduced and teacher will model the completion of the Fortune Teller role sheet. Students will replicate their own copy of the Fortune Teller worksheet. | | | |
| ***CURRICULUM CONNECTIONS*** | | | |
| **Ontario Curricular Overall Expectations** (numbers from documents and details) | | | |
| Reading   1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;   Writing   1. generate, gather, and organize ideas and information to write for an intended purpose and audience; | | | |
| **Ontario Curricular Specific Expectations** (numbers from documents and details) selected & listed from the Ont. Curriculum, refined when necessary, has verbs that are observable & measureable, has realistic number of expectations (1 to 3), have expectations that match assessment | | | |
| **Comprehension Strategies** 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts  **Demonstrating Understanding** 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details  **Making Inferences/Interpreting Texts** 1.5 develop interpretations about texts using stated and implied ideas to sup- port their interpretations  **Extending Understanding** 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **Analyzing Texts** 1.7 analyze increasingly complex texts and explain how the different elements in them contribute to meaning *(e.g., narrative:* contribution of characters, setting, and plot to the theme; *persuasive argument:* the role of the summing-up paragraph in highlighting the most compelling points in the argument*)*  **Responding to and Evaluating Texts** 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views  **Elements of Style** 2.4 identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning  **Classifying Ideas** 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas | | | |
| **Learning Goals Discuss with students: *What will I be learning today?*** (clearly identify what students are expected to know and be able to do, in language that students can readily understand.) | | | |
| Today I will learn…   * to identify targeted audiences in advertisement * the role of the Fortune Teller * how to use the Fortune Teller Role Sheet in a literature circle | | | |
| ***ASSESSMENT and EVALUATION*** | | | |
| **Success Criteria Discuss with students: *How will I know I have learned what I need to learn?*** (Clearly identify the criteria to assess student’s learning, as well as what evidence of learning students will provide to demonstrate their knowledge, skills and thinking, in language that students can readily understand). | | | |
| I can: complete model examples of the Fortune Teller Role Sheet  I can: create success criteria for the Fortune Teller Role  I can: identify targeted audiences in advertisement | | | |
| **Assessment –** How will I know students have learned what I intended? | | | |
| **Achievement Chart Categories** (highlight/circle the ones that apply):  Knowledge and Understanding; Thinking; Communication; Application | | | |
| **Assessment For, As, Of Learning (Circle One)** (Describe way(s) you and/or your students will assess.) | | | |
| **Assessment Mode** Written, Oral, Performance (Write, Say, Do) | **Assessment Strategy and Task for Students-** What are the students doing to show their learning? e.g. turn and talk, role play/individual, cooperative, etc. | | **Assessment Tool - Instrument used to assess task and record learning**  e.g., rubric, checklist, observation sheet, turn/talk, role play etc. |
| Written | Completion of the task sheets | | Checklist |
| ***CONSIDERATIONS FOR PLANNING*** | | | |
| **Prior Learning: Prior to this lesson, students will have**  **\*** Experience reading literature, summarizing, questioning, predicting, making inferences  \*Experience with persuasive advertisements, etc. | | | |
| **Differentiation: Content, Process, Product, Environment, Assessment/Accommodations, Modifications**  **\***Differentiation can occur for learning centre students by providing completed copies of the task sheets | | | |
| **Learning Skills/Work Habits** Highlight/circle ones that are **assessed:** responsibility, organization, independent work, collaboration, initiative, self-regulation | | | |
| **Vocabulary** (for word wall and/or to develop schema)  Literature Circle, Fortune Teller, role, retell, relate, reflect, persuasive, prediction | | | |
| **Resources and Materials /Technology Integration** List ALL items necessary for delivery of the lesson. Include any attachments of student worksheets used and teacher support material that will support communication of instruction. Include the use of Information Technology (ICT) in your lesson plan where appropriate.   * Lesson guiding PowerPoint * Document Camera * Fortune Teller Role Sheets (25) * *The Hockey Sweater* by Roch Carrier | | | |
| **Learning Environment (**grouping; transitions; physical set up)  Seated at desks, in Literature Circle groupings. | | | |
| **Cross Curricular Links**  Media Literacy | | | |
| **Three Part Lesson**  **Identify what the students are expected to think about or do. Write the lesson description with enough detail that another teacher could replicate the lesson without a personal discussion.** | | | |
| **What Teachers Do:** | | **What Students do:** | |
| **Minds on: Motivational Hook/engagement /Introduction** (5-15 min)  Establish a positive learning environment, connect to prior learning, set the context for learning, pre-determine key questions to guide lesson. | | | |
| Time: 2:40 – 2:45 (Indicate time breakdown of instructional elements)  Teacher will reinforce qualities of a good prediction statement  Teacher will pass out the Fortune Teller role sheets.  Teacher will explain the Fortune Teller’s job:  The Fortune Teller’s job is to make predictions about what will happen next in the story. These predictions should ***reflect*** what has already happened in the story, and include evidence from the text.  Teacher will give success criteria. | |  | |
| **Action: During /Working on it** (time given for each component, suggested 15-40 min)  Introduce new learning or extend/reinforce prior learning, provide opportunities for practice & application of learning. | | | |
| Time: 2:45 – 2:55 (Indicate time breakdown of instructional elements)  Teacher will pose students with the question:  “The ending of The Hockey Sweater leaves us with Roch in the church praying for moths to eat up his sweater. The author does not tell us what happens next.  Using evidence from the text, what can you predict happens next?”   1. Teacher will ask students to create their own predictions about what will happen after the text.   Teacher will invite students to share their predictions | | Students will write their own predictions  Students will share their predictions with the class. | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.)  Help students demonstrate what they have learned, provide opportunities for consolidation and reflection. | | | |
| Time: 2:55 – 3:20 (Indicate time breakdown of instructional elements)  “You have 10 minutes now to finish your advertisements and statements from yesterday and then we will be sharing them with the class”  Teacher will prompt students to share their advertisements from the previous day. | | Students will share their new advertisement and the rest of the group will have the chance to guess who the new target audience is. | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| The next lesson will introduce the Super Summarizer Role and role sheet, more of the 8-box system, and a look at more examples of persuasive writing. | | | |
| **Personal Reflection (**what went well, what would I change, what will I have to consider in my next lesson for this subject/topic)  The Lesson:  The Teacher: | | | |