**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued: Super Summarizer **Grade:** 6/7 **Date:** April 4, 2016  **Subject/Strand**: Literacy **Unit:** Literature Circles **Location:** Classroom **Time: (**length in minutes**):** 100 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 “Super Summarizer” will be introduced and teacher will model the completion of the Super Summarizer role sheet.  Students will have times for independent reading and 8-Box completion.  Students will begin writing from different points of view. | | | |
| ***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  **Point of View** 2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evi- dence; and adjust their thinking and expression if appropriate | | | |
| **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…   * the role of the Super Summarizer * how to use the Super Summarizer Role Sheet in a literature circle * strategies for persuasive writing | | | |
| ***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 Super Summarizer Role Sheet  I can: create success criteria for the Super Summarizer Role  I can: identify elements of persuasive writing | | | |
| **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, Artful Artist, role, retell, relate, reflect, persuasive, | | | |
| **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 * Super Summarizer Role Sheets (25) * *The Hockey Sweater* by Roch Carrier * Chart paper, markers | | | |
| **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: 11:30 – 12:10 (Indicate time breakdown of instructional elements)  Teacher will pass out the Super Summarizer role sheets.  Teacher will explain the Artful Artist’s job:  The Super Summarizer’s job is to write a brief summary from the text highlighting the main ideas, major events, and/or key concepts that stress the gist of the material read (***retell***).  Teacher will instruct students to work independently to complete a Super Summarizer role sheet using *The Hockey Sweater.* | | Students will follow along with the teacher to complete a model example using the short story *The Hockey Sweater.*  ../../../Downloads/FullSizeRender%209.jpg  Students will work independently to  complete a model example of the Super Summarizer role sheet.  Groups will have the opportunity to share their writing with the class.  Students will store this model in their duotang for future reference. | |
| **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: 12:10 – 12:30 (Indicate time breakdown of instructional elements)  Teacher will prompt students to begin reading independently and working on their 8-Box.  Teacher will circulate and answer any questions.  Time: 12:30 – 12:50 (Indicate time breakdown of instructional elements)   1. Teacher will pass out student profile pages. 2. Teacher will prompt students to being working in pairs to complete two partner profiles 3. “What two points of view do the profiles represent?” 4. “What is different about the profiles? What is the same?” 5. “Is there anything that surprises you? Is there anything your disagree with?” | | Students will spend some time reading their novels. (20-30 mins)  Students will work on 8-Box.    Students will work in pairs to practice writing from different points of view. | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.)  Help students demonstrate what they have learned, provide opportunities for consolidation and reflection. | | | |
| Time: 12:50 – 1:10(Indicate time breakdown of instructional elements)  Teacher will instruct students to write three paragraphs in total using writing prompts.  *Here is how I see myself*  *Here is someone else’s view of me*  *Here is how my pet \_\_\_\_\_\_ views me* | | Students will practice writing from several different points of view. | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| The next lesson will introduce the Literary Luminary Role and role sheet.  Students will continue looking at point of view. | | | |
| **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: | | | |