**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued: Literary Luminary **Grade:** 6/7 **Date:** April 5, 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 “Literary Luminary” will be introduced and teacher will model the completion of the Literary Luminary role sheet.  Teacher will introduce the stories for novel study.  Students will have time to meet with their groups to determine the first roles they will take. | | | |
| ***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; | | | |
| **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 | | | |
| **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 Literary Luminary * how to use the Literary Luminary 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 Literary Luminary Role Sheet  I can: create success criteria for the Literary Luminary Role | | | |
| **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, Literary Luminary, 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 * Literary Luminary Role Sheets (25) * Books for group novel study * Clothes pins | | | |
| **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 – 11:45 (Indicate time breakdown of instructional elements)  Teacher will pass out the Literary Luminary role sheets.  Teacher will explain the Literary Luminary’s job:  The Literary Luminary’s job is to: Select a few passages from the text (***retell***) to read aloud to the circle; Generate discussion around the significance (importance, interest, power, humour) of the passages (***relate***); Invite predictions as to why the author chose to use those passages (***reflect***)  Teacher will instruct students to work independently to complete a Literary Luminary role sheet. | | Students will complete an example for their duotang.  ../../../Downloads/FullSizeRender%2010.jpg  Students will work independently to  complete a model example of the Literary Luminary role sheet.  Students 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: 11:45 – 12:05 (Indicate time breakdown of instructional elements)   1. Teacher will prompt students to form their Literature Circle groups to discuss roles   Teacher will circulate and answer any questions | | Students will discuss and decide on roles for the first meeting of their literature circle.  Students will spend time reading and working on role sheets | |
| **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 hand out clothes pins and instruct students to place them on the role they are taking for the first circle meeting. | | Students will place their clothes pin on the appropriate role. | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| In the next lesson, students will prepare for their first literature circle. | | | |
| **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: | | | |