**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued, Preparing for the first circle **Grade:** 6/7 **Date:** April 6, 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 and will help to create success criteria for group members. Students will also be reminded of the success criteria for each role. Students will have time during class to complete their role sheets.  Students will be introduced to the OREO graphic organizer for persuasive wiring | | | |
| ***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 | | | |
| Reading  **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  Writing  **Purpose and Audience** 1.1 identify the topic, purpose, and audience for a variety of writing forms | | | |
| **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…   * what an effective literature circle looks like and sounds like * how to use an OREO graphic organizer to plan a persuasive paragraph | | | |
| ***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: create success criteria for literature circle group members  I can: complete an OREO graphic organizer | | | |
| **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  Completion and submission of the OREO graphic organizer and paragraph | | Checklist  Anecdotal notes on Google Classrooms |
| ***CONSIDERATIONS FOR PLANNING*** | | | |
| **Prior Learning: Prior to this lesson, students will have**  **\*** Knowledge of all six literature circle roles | | | |
| **Differentiation: Content, Process, Product, Environment, Assessment/Accommodations, Modifications**  **\***Differentiation can occur for learning centre students by allowing the incorporation of speech-to-text technology | | | |
| **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, 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 * Role sheets * Books for group novel study * Computers | | | |
| **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: 1:50 – 2:10 (Indicate time breakdown of instructional elements)  Teacher will hand out stickies and ask students to jot down what they notice an effective literature circle looks like and sounds like.  Teacher will play a short video of an example Literature Circle <https://www.youtube.com/watch?v=ltkprzZhyeI>  Teacher will prompt students to take out their literature circle texts and role sheets  *“This will be your main period to complete your literature circle roles, anything not completed today is your responsibility for tomorrow”*  Teacher will introduce the Learning Skills anchor chart | | Students will watch video and take notes about what an effective literature circle looks like and sounds like.  Students will help to co-create success criteria for Literature Circle group members.  Students will work independently to prepare for their literature circle meetings. | |
| **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: 2:10 – 2:40 (Indicate time breakdown of instructional elements)  Teacher will circulate to ensure on-task work is being completed and that students are well-prepared  Teacher will send a few students in to collect computers at the end of the period. | | Students will work to complete their literature circle duties  If students complete their literature circle readings, and role sheets they may work independently on their 8-Box | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.)  Help students demonstrate what they have learned, provide opportunities for consolidation and reflection. | | | |
| Time: 2:40 – 3:20(Indicate time breakdown of instructional elements)  Teacher will explain the concept of OREO persuasive writing and provide an example  Teacher will prompt students to get a computer and log on to the correct link.  Teacher will provide students will success criteria for the task.  Teacher will guide students to reach the google doc for OREO writing. | | Students will help to co-create an opinion paragraph to answer the question “Should students at Uptergrove have to wear school uniforms?”  Students will complete an exemplar of the OREO format on google docs.  Students will submit graphic organizer and paragraph to google classroom | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| In the next lesson, students will complete 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: | | | |