**Name: Boehme Cohort: B**

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| **Lesson Plan** |
| **Lesson Title:** Literacy Centres **Grade:** 6/7 **Date:** April 7, 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 have the first meetings of their literature circles. The meeting will serve as one centre. The other three centres will be Persuasive Writing, Silent Reading, and 8-Box. |

Literacy Centres: Literature Circle

Curriculum Area: Reading Date: Thursday April 7, 2016

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| **Overall Expectations:** read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  **Specific Expectations:**  **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:  Today I am learning… to participate in a Literature Circle discussion group. |
| Success Criteria:  I know I will have learned it when… I can participate as part of a discussion group meeting all success criterial of my role  I can complete a self-reflection after the group meeting |
| Materials required:   * Copies of the book * Literature Circle duotangs and role sheets * White boards and white board markers * Role nametags |
| Possible learning experiences:  Students will participate in discussion about the text they have read. Each member will have the opportunity to speak and share the information they have prepared for their role. Group members will jot down questions or areas for discussion on a white board while one member is presenting. When the presenter has finished group members will continue discussion with ideas they have jotted down.  Students will complete a self-reflection forma about their participation in the circle. |

Literacy Centres: Silent Reading

Curriculum Area: Reading Date: Thursday April 7, 2016

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| **Overall Expectations:** use knowledge of words and cueing systems to read fluently;  **Specific Expectations:**  Reading Fluently 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose |
| Learning Goals:  Today I am learning… to read my novel independently. |
| Success Criteria:  I know I will have learned it when… I can read silently and independently without disrupting others |
| Materials required:   * Independent study novels |
| Possible learning experiences:  Students will read independently to further progress their independent novel study |

Literacy Centres: Persuasive Writing

Curriculum Area: Writing Date: Thursday April 7, 2016

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| **Overall Expectations:** generate, gather, and organize ideas and information to write for an intended purpose and audience;  **Specific Expectations:**  Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms |
| Learning Goals:  Today I am learning… to write persuasive paragraphs using the OREO organizer. |
| Success Criteria:  I know I will have learned it when… I can use an OREO graphic organizer to plan and write a persuasive paragraph |
| Materials required:   * Computers |
| Possible learning experiences:  Students will use the OREO graphic organizer to create a persuasive response. Students will complete the organizer and a paragraph about their topic to submit to Google Classrooms. |

Literacy Centres: 8-Box

Curriculum Area: Writing Date: Thursday April 7, 2016

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| **Overall Expectations:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  **Specific Expectations:**  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  Review 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary |
| Learning Goals:  Today I am learning… to complete all sections of my 8-Box organizer with evidence and detail. |
| Success Criteria:  I know I will have learned it when… I can complete each box thoughtfully and reflectively. |
| Materials required:   * 8-Box organizers * Independent Novel |
| Possible learning experiences:  Students will work to complete sections of their 8-Box organizers. |