**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**):** 60 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 use the OREO graphic organizer for persuasive wiring to create a persuasive paragraph | | | |
| ***CURRICULUM CONNECTIONS*** | | | |
| **Ontario Curricular Overall Expectations** (numbers from documents and details) | | | |
| 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 | | | |
| 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…   * to effectively use an OREO graphic organizer to plan and write 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: complete an OREO graphic organizer  I can: use the information from the organizer to write a persuasive paragraph | | | |
| **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 and submission of the OREO graphic organizer and paragraph | | Anecdotal notes on Google Classrooms |
| ***CONSIDERATIONS FOR PLANNING*** | | | |
| **Prior Learning: Prior to this lesson, students will have**  **\*** Practice using the OREO graphic organizer | | | |
| **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)  Persuasive, opinion | | | |
| **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 * Computers | | | |
| **Learning Environment (**grouping; transitions; physical set up)  Seated at desks | | | |
| **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: 12:10 – 12:20 (Indicate time breakdown of instructional elements)  Teacher will ask students what kinds of words they think they would use to persuade someone  Teacher will create a mind map on mindmup.com | | Students will turn and talk with a partner about persuasive words  Students will contribute ideas about what words they believe to be persuasive | |
| **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: 12:20 – 1:00 (Indicate time breakdown of instructional elements)  Teacher will give students the writing prompt:  *“Should Canadian students be required to take French in school?”*  Teacher will circulate to guide students in use of the organizer and to answer any questions | | Students will write to complete the OREO graphic organizer and use the information to write a persuasive paragraph. | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.)  Help students demonstrate what they have learned, provide opportunities for consolidation and reflection. | | | |
| Time: 1:00 – 1:10(Indicate time breakdown of instructional elements)  Teacher will have students peer-edit when done  Teacher will prompt students to work on other literacy work when submitted | | Students will submit graphic organizer and paragraph to the google classroom | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| In the next lesson, students will be introduced to the structure of a persuasive essay. | | | |
| **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: | | | |