**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued: Novel Introduction **Grade:** 6/7 **Date:** Wednesday March 30, 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 “Captain Connector” will be introduced and teacher will model the completion of the Captain Connector role sheet. Students will replicate their own copy of the Captain Connector worksheet.  Students will be introduced to their novels, groupings, and the 8-Box format.  Students will have an introduction to Persuasive Writing | | | |
| ***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 | | | |
| **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 Captain Connector * how to use the Captain Connector Role Sheet in a literature circle * what it means to write persuasively | | | |
| ***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 Captain Connector Role Sheet  I can: create success criteria for the Captain Connector 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, Captain Connector, 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 * Captain Connector Role Sheets (25) * *The Hockey Sweater* by Roch Carrier | | | |
| **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 pass out the Captain Connector role sheets.  Teacher will explain the Captain Connector’s job:  The Cool Connector’s job is to ***relate*** the text to other experiences in text (others books), real life (home, school, conversations, trips), or other subjects (science, social studies, math).  “This reminds me of… This makes me feel… This is the same as”  Teacher will lead the completion of a model of the task sheet using input and direction from the class. Model will be based on *The Hockey Sweater.* | | **../../../Downloads/FullSizeRender%205.jpg**  Students will follow along with the teacher to complete a model example using the short story *The Hockey Sweater.*  Students will complete a model example of the Captain Connector role sheet.  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: 2:10 – 3:00 (Indicate time breakdown of instructional elements)  Teacher will call class back together to introduce all sections of the 8-Box template.  “These 16 boxes will be yours to complete throughout the novel study unit. You may complete them in which ever order you please, but we are going to work on one together as a group to start.”  Teacher will prompt students to begin using the Predicting Using Evidence section of the 8-Box.  Teacher will prompt students to take out an independent study novel.  Teacher will circulate and answer any questions. | | Students will collect 1 copy (2 pages) of the 8-Box format.  Students will use knowledge of what they have learned about their novels to complete this section of the 8-Box template.  Students will spend some time reading the beginning of their novels. (30 mins) | |
| **Consolidation & Connection (Reflect and Connect)** (5-15 min.)  Help students demonstrate what they have learned, provide opportunities for consolidation and reflection. | | | |
| Time: 3:00 – 3:20 (Indicate time breakdown of instructional elements)  “What does it mean to be persuasive?”  Teacher will make note of aspects of persuasive writing   * Specific audience * Clear purpose * Supporting reasons * Persuasive word choice   “What t.v. commercials or advertisements have you seen that are persuasive?”  “What aspect of those ads made them most effective?”  (words, images)  “All commercials are targeted towards a specific audience”  Teacher will play a sketchers shoe ad  <https://www.youtube.com/watch?v=oMTjrrt2wAI>  “Who is the intended audience for this ad?”  “What is the purpose of this ad?”  “What are some of the supporting reasons this ad gives?”  “What are some examples of persuasive words used in this ad?” | | Possible student answers: Change someone’s mind, be convincing  Students will discuss ideas they have about persuasive advertisement in their own lives.  Students will volunteer ideas of why they think these ads are effective.  Students will watch the ad, and in a turn and talk style, will develop ideas on the audience, purpose, reasons, and word choices for this ad. | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| The next lesson will introduce the Artful Artist Role and role sheet, more of the 8-box system, and a look at more examples of persuasive advertising. | | | |
| **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: | | | |