**Name: Boehme Cohort: B**

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| **Lesson Plan** | | | |
| **Lesson Title:** Literature Circles Continued: Artful Artist **Grade:** 6/7 **Date:** Wednesday March 31, 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 “Artful Artist” will be introduced and teacher will model the completion of the Artful Artist role sheet. Students will replicate their own copy of the Artful Artist worksheet. Students will word in small groups to create an example of the artful artist role on chart paper and will share with the class.  Students will have times for independent reading and 8-Box completion.  Students will continue learning about Persuasive Writing by analyzing advertisements and organizing their ideas to write their own ads. | | | |
| ***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 Artful Artist * how to use the Artful Artist Role Sheet in a literature circle * strategies for persuasive writing | | | |
| ***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 Artful Artist Role Sheet  I can: create success criteria for the Artful Artist 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, Artful Artist, 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 * Artful Artist Role Sheets (25) * *The Hockey Sweater* by Roch Carrier * Examples of advertisements * Chart paper, markers | | | |
| **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 – 12:10 (Indicate time breakdown of instructional elements)  Teacher will pass out the Artful Artist role sheets.  Teacher will explain the Artful Artist’s job:  The Artful Artist’s job is to illustrate/sketch/make a labelled diagram to:   * Highlight part of the text read (***retell*** an interesting part, character, or setting)   Reflect upon what events might have occurred before the written text OR make a prediction (***relate***)  Teacher will instruct students to separate into groups of 4 to complete an Artful Artist role sheet using chart paper will be based on *The Hockey Sweater.* | | Students will follow along with the teacher to complete a model example using the short story *The Hockey Sweater.*  Students will work in groups to  complete a model example of the Artful Artist role sheet.  Groups will share their image, diagram, etc. and their writing with the class.  Students will store this model in their duotang for future reference.  Students will work as part of a group to complete the roll expectations. Groups will share with class. | |
| **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: 12:10 – 12:30 (Indicate time breakdown of instructional elements)  Teacher will prompt students to begin reading independently and working on their 8-Box.  Teacher will circulate and answer any questions.  Time: 12:30 – 1:10 (Indicate time breakdown of instructional elements)   1. Teacher will review characteristics of persuasive writing and introduce advertising devices 2. **Specific audience** – Kids? Parents? Doctors? Families? Elderly? Men? Women? 3. **Clear purpose** – Selling? Convincing? 4. **Supporting reasons** – Price? Benefits? 5. **Persuasive word choice** – Only! Recommended! New! 6. Teacher will introduce 4 Advertising Devices (Bandwagon, Testimonials, Glittering Generalities, Slogans)   Teacher will show the class several print ads. As a group they will determine:   * What is the product or idea being sold? * Who do you think is the targeted audience? * What techniques *(bandwagon, testimonial, glittering generalities, slogans)* are used to capture the audience’s attention?   Teacher will prompt students to work in groups of 3 or 4 to choose one advertisement and create a new advertisement for the same product, targeted at a different audience. | | Students will spend some time reading their novels. (20-30 mins)  Students will work on 8-Box.    Students will reinforce understanding of persuasive writing.  Students will contribute to group discussion of persuasive ads.  Students will work in small groups to complete the task:   * Choose one advertisement * As a group, create an advertisement for the **same product or idea**, but target it toward a different audience   Answer these questions:   * What product or idea is being sold? * Who is the targeted audience? * What techniques *(bandwagon, testimonial, glittering generalities, slogans)* did you use to capture the audience’s attention? | |
| **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)  Will take place in the next lesson. | |  | |
| **Extension Activities/Next Steps** (where will this lesson lead to next) | | | |
| The next lesson will introduce the Fortune Teller Role and role sheet, students will have the opportunity to share their new advertisement and have other students guess the intended audience. | | | |
| **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: | | | |