

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English | **TC Name:** Amber Buyting | |
| **Grade Level:** 12 University | **Date:** March 8th, 2013 | |
| **Topic: *Silver Lining Playbook*: Emotional Tracker** | **Time of Class:** 70 mins | |
| **AT Name:** | **Room # / Location:** | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | **Reading and Literature Studies**  **Overall Expectations:**  Reading for Meaning: read and demonstrate an understanding of a variety of literary,  informational, and graphic texts, using a range of strategies to construct  meaning  Reflecting on Skills and Strategies:reflect on and identify their strengths as readers, areas  for improvement, and the strategies they found most helpful  before, during, and after reading.  Understanding Form and Style:recognize a variety of text forms, text features, and stylistic  elements and demonstrate understanding of how they help  communicate meaning;  **Specific Expectations:**  Using Reading Comprehension Strategies  1.2 select and use, with increasing facility, the most appropriate reading comprehension  strategies to understand texts, including complex and challenging texts  Demonstrating Understanding of Content  1.3 identify the most important ideas and supporting details in texts, including complex  and challenging texts  Extending Understanding of Texts  1.5 extend understanding of texts, including complex and challenging texts, by making rich  and increasingly insightful connections between the ideas in them and personal knowledge,  experience, and insights; other texts; and the world around them.  Elements of Style  2.3 identify a variety of elements of style in texts and explain how they help communicate  meaning and enhance the effectiveness of the texts  Interconnected Skills  4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing  and explain how the skills help them read more effectively  **Writing**  **Overall Expectations:**  Developing and Organizing Content: generate, gather, and organize ideas and information to  write for an intended purpose and audience  Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary,  informational, and graphic forms and stylistic elements  appropriate for the purpose and audience.  **Specific Expectations:**  Organizing Ideas  1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a  variety of strategies and selecting the organizational pattern best suited to the content and  the purpose for writing.  Diction  2.3 use a wide range of descriptive and evocative words, phrases, and expressions precisely  and imaginatively to make their writing clear, vivid, and compelling for their intended  audience | | | |
| 1. **Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | I can read and demonstrate an understand complex texts  I can recognize and express main ideas, issues, and events in the text through creative writing.  I can make connections between content in the text and outside sources (personal knowledge, experience, insights, culture, etc. | | | |
| 1. **Assessment Strategies: (***List the assessment strategies you will use to determine if students have learned what you want them to learn.)*  |  | | --- | | - Thumbs up thumbs down  - Literature Circle group discussions/peer evaluations  - Large group discussion  - Individual progress checks  - Circulation during work time  -Ticket out the Door (chapter, character, and main events related) |   **2. Preassessment and Accommodations/Modifications** | | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***Describe the student(s))* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:**  Finishing Early  Needing More Time  **Behavioural/Social/Emotional Needs:**  Chatty  Attitude  Unmotivated  Avoid handing work in  **Physical Needs**  Difficulty Moving  **Diversity Needs:**  IEP:  Gifted (4)  LD  Accomodations/Modifications  Mental Illness:  Anxiety  Depression | If students finish early:   * Help their /group members or someone in the class who may be struggling * Read a book they have signed out from the library at the beginning of the week * Look at the agenda, work on something else that has been assigned for homework   Students having trouble understanding:   * The majority of the lesson is partner work, so it is encouraged that classmates work together and help each other out on activities. I will also be circulating the room for extra help during work time.   Chatty/Unproductive Behaviour:   * Pre-assigned partners/groups to ensure students can stay on task easier and avoid being distracted by friends * Keep a close eye on the time, avoid activities being too long that students lose focus   Student Who Distracts Others Easily or is Unmotivated:   * Pre-assign partners/group members make sure a generally distracting student is placed with a student who is motivating and focused rather than close friends who will be distracted easily. * Keep activities engaging and change them up frequently to avoid boredom (centers) * As the teacher, circulate the class to help students stay on task * Remind students that the assignment will be homework and the more time they waste in class the more time they have to work on it at home.   Difficulty Moving:   * There are a few students who have mobility difficulties; one student in-particular uses a walker for assistance. To accommodate students would be able to sit in an area that has a little bit more space and easier access/exit options (ex. A work table at the back of the room, or moving the desks around to create more space).   Academic Diversity IEP:   * Work can always be modified, less work load, fewer * Rephrase questions and explanations for students who may have difficulty understanding * Allow extra time to finish assignments/ present at another time * “chunking” assignments * Frequent feedback and check in’s * Visual aids   Mental Health   * Calm, comfortable, and safe atmosphere   Avoid a lot of pressure continuously use positive feedback and encouraging language | | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving how will you make sure smooth transitions?*

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| * Full Class Lesson & Discussion * Independent/Group Work |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| **Hook**  **Discuss/Review Chapters 1-5**  **Literature Circles**  **Emotional Tracker**  **Independent Reading**  **Ticket out the Door** |

**5. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| **Class Materials:**   * Silver Lining Playbook   **Handout**   * Emotional Tracking Chart (attached) * Peer Assessment Forms * Ticket out the Door (attached)   **Youtube**   * Hemmingway Clip   <http://www.youtube.com/watch?v=tJeEVVYV8xE> |

**6. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
|  |  | *Introduction (Hook) What activity/questions will you use to introduce your lesson?*  **Hook**  <http://www.youtube.com/watch?v=tJeEVVYV8xE> |
|  |  | *Instruction/Application – Detail what you will say, questions you will ask, and activities for the students.*  **Discussion Chapters 1-5**   * Character List & Bios * Summary * The Problem * Ideas/Predictions * Main Events, Theories, Points (within the text so far)   **Literature Circles**   * Meet in groups to present on the first 5 chapters based on you assigned role in the group (ie. Luminator, Illistrator, Summarizer, etc.) * Assign new roles for the next meeting * Fill out Peer Assessment forms |
|  |  | *Consolidation- Referring back to the learning goals for the lesson, how will you know they have learned?*  **Ticket out the Door** |

Peer Evaluation

Literature Circles Group \_\_\_

Level 1-Limited Level2-Satisfactory Level 3-Competent Level4-Effective

During our literature circle meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was:

Well Prepared

Fulfilled Role Requirements

Provided Interesting Discussion Questions and Findings

On a scale of 1-4 I would give my partner a level \_\_\_\_ on their presentation because:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

**a) Effectiveness of your lesson***.*

*Include 2 or 3 lesson elements that were effective/ineffective. You may comment on some of the following: pacing of your lesson: variety of teaching and assessment strategies effective, and student engagement.*

*What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
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**b) Effectiveness as a Teacher:**

*Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved such as classroom management, questioning, adaptability, and oral/written communication.*

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| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
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