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| **TCA Daily Lesson Plan** | | | | | | | | |
| **Lesson #1** | Course Code | | OLC4O | | Date | 27/10/2022 | Teacher | Philip D |
| **Period A** |  | | | | | | | |
| **Warm up** | 10 | Introduce the OLC4O Expectations and Success Criteria.  Introduce attendance rules. | | | | | | |
| **Record Attendance** | Notes: attendance and concerns regarding specific student | | | | | | |
| **Lesson Intro**. | 15 | Specific expectation(s) | | **Building Reading Skills** Students need to be able to read and understand a variety of texts accurately for a variety of school and other real-life purposes. The competent reader, according to the OSSLT criteria, is able to read informational, narrative, and graphic texts with reasonable accuracy and proficiency, to understand directly and indirectly stated ideas and information, and to make connections between texts and his or her own experiences and knowledge. The competent reader reads for a variety of purposes, and is able to understand texts of varying levels of challenge. | | | | |
| Learning goals | | Students will be able to retrieve background knowledge. | | | | |
| Success Criteria | | Students will be able to describe in a short paragraph an impressionistic French painting to demonstrate their writing skills and answer questions on a textual passage about French impressionist painting. | | | | |
| **Lesson** | 40 | Learning Activities | | 1. Students introduce themselves and their comfort levels as English readers and writers; 2. What is a Portfolio? Starting a Portfolio (Digital or Physical Copy) 3. French Impressionist Painting. Imagine you have to describe this painting to someone who is blind. Write a paragraph or 100-125 words on the subject; mood; any narrative story you can see in the painting. | | | | |
| Resources | | Teacher provided illustration | | | | |
| Assessment and Evaluation | | Observation/ conversation | | | | |
| **Application** | 20 | Interview | | | | | | |
| **Period B** | | | | | | | | |
| **Warm up** | 20 | Review period A | | | | | | |
| **Lesson Intro**. | 10 | Specific expectation | | **Building Reading Skills** Students need to be able to read and understand a variety of texts accurately for a variety of school and other real-life purposes. The competent reader, according to the OSSLT criteria, is able to read informational, narrative, and graphic texts4 with reasonable accuracy and proficiency, to understand directly and indirectly stated ideas and information, and to make connections between texts and his or her own experiences and knowledge. The competent reader reads for a variety of purposes, and is able to understand texts of varying levels of challenge.  **Building Writing Skills** Students need to be able to write competently for a variety of school and other real-life purposes. The competent writer, as defined by the OSSLT criteria, states and supports main ideas, organizes writing clearly and coherently, and uses the conventions of standard Canadian English. | | | | |
| Learning goals | | * Students will be able to recognize informational texts. * Students will be able to guess lexis from context. | | | | |
| Success Criteria | | Students can analyze a lyrical text and they will be able to relate the theme and content to their own lives and life experiences. | | | | |
| **Lesson** | 60 | Learning Activities | | 1. After 15 minute BREAK, in a Breakout Room conduct 1:1 oral interviews with 50% of class (complete Oral Interviews the next day) 2. During 1:1 oral interviews other students watch a music video with transcribed lyrics, and write a paragraph describing how the content might relate to their own lives and life experiences. 3. Students discuss their relationship to the music video with an assigned partner (male/female) | | | | |
| Resources | | Teacher provided video and lyrics | | | | |
| Assessment and Evaluation | | Full Class sharing of their written paragraphs about the music video | | | | |
| **Application** |  | Reading | | | | | | |
| **HOMEWORK** | 20 | Read the short play THE OPEN WINDOW and answer two questions in writing. Resource “SIGHTLINES” pages 22-27 | | | | | | |

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| **Assessment Strategies** | | | | | | |
| **For Learning** | | **As Learning** | | **Of Learning** | | |
| **Student product:**  □ Practice tests □ Practice quiz  □ Pop quizzes □ Homework  □ Class notes □ Peer feedback  □ Practice questions  **Observation:**  □ Class discussions □ Peer feedback  **Conversation:**  □ Student teacher conferences  □ Small group discussions | | **Student product:**  □ Learning logs □ Self-assessment sheet  □Homework □ Self-analysis sheet  □ Peer-analysis sheet  **Observation:**  □ Whole class discussions  □ Group discussions  **Conversation:**  □ Student teacher conferences  □ Small group discussions □ Pair work | | **Student product:**  □ Assignments □ Tests  □ Exam □ Case studies  □ Business report □Exit card  **Observation:**  □ Student-led discussion/debate  □ Presentation □ Performance tasks  **Conversation:**  □ Student teacher conferences  □ Question and answer session | | |
| **Lesson Tools** | | | | | | |
| **Direct Instruction**  □ Structured overview  □Lecture  □ Compare & contrast  □ Socratic method  □ Demonstrations | **Indirect Instruction**  □ Problem solving  □ Case studies  □ Reading for meaning  □ Inquiry  □ Reflective discussion  □ Writing to inform  □ Concept formation  □ Concept mapping  □ Concept attainment | **Interactive Instruction**  □ PowerPoint  □Video clip  □ Debates  □ Role playing  □Brainstorming  □ Peer partner  □ Learning/analysis  □ Discussion  □ Laboratory groups  □ Cooperative learning  □ Groups  □ Jigsaw  □ Problem solving  □ Conferencing | **Independent Study**  □Essays  □ Computer assisted  □ instruction  □ Journals  □ Learning logs  □ Reports  □ Learning activity packages  □ Correspondence lessons  □ Learning contracts  □ Homework  □ Research projects  □ Assigned questions  □ Learning centers | | **Experiential Learning**  □ Field trips  □ Conducting  □ Experiments  □ Simulations  □ Games  □ Story telling  □ Focused imaging  □ Field observations  □ Role-playing  □ Model building  □ Surveys  □ Case studies | **Instructional Skills**  □Explaining  □Demonstrating  □Questioning |