|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TCA Daily Lesson Plan** | | | | | | | | | |
| **Lesson #22** | Course Code | | | OLC4O | | Date | Friday Nov. 25, 2022 | Teacher | Philip Desjardins |
| **Periods A** | |  | | | | | | | |
| **Warm up** | | 10 | Review and debriefing | | | | | | |
| **Record Attendance** | | Notes: attendance and concerns | | | | | | |
| **Lesson Intro**. | |  | Specific expectation(s) | | READING: demonstrate the ability to read independently for personal, school-related, and career-related purposes (e.g., by writing a response to a text, answering assigned questions about a text, creating a summary of events outlined in a song lyric, -  *Informational texts* (e.g., scan for text features such as headings to make predictions about content); use cue words and features of print to understand the organization and relationship of ideas in the text (e.g., cue words: first, then, next signal a chronological pattern; similarly, in contrast signal a compare-and-contrast structure) use appropriate strategies to activate and build on prior knowledge of the content of the informational selections  WRITING: use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, and personal reflections. | | | | |
| Learning goals | | Learning Goals: *By the end of this lesson you will be able to:* develop content for writing (e.g., discuss prior knowledge of the topic and experiences for writing; ask W-5 + How questions to clarify instructions; share ideas for writing with peers; understand the principles of a Compare-Contrast Essay | | | | |
| Success Criteria | | You will be able to construct clear, coherent, and objective responses (oral and written) that include relevant facts, information, and supporting details to apply this to a compare-contrast essay outline | | | | |
| **Lesson**  **90 min. Synchronous** | | 80 | Learning Activities | | 1. Song Lyrics: I’m Still Standing (Elton John) 2. Reading Comprehension: Oscars 3. Grammar Comprehension: a, an, the 4. Compare and Contrast Essay review with peers and teacher | | | | |
| Resources | | *Internet / OSSLT Handbook source material / teacher’s own resources* | | | | |
| Assessment and Evaluation | | Class activity observation / Feedback on Moodle | | | | |
| **Application** | |  |  | | | | | | |
| **Period B** | | | | | | | | | |
| **Warm up** | |  |  | | | | | | |
| **Lesson Intro**. | |  | Specific expectation | | use written language skills to develop content for writing (e.g., discuss prior knowledge of the topic and experiences for writing; ask questions to clarify instructions; use appropriate strategies to discover the meaning of unfamiliar and technical words encountered in your reading | | | | |
| Learning goals | | *By the end of this asynchronous lesson you will be able to:* increase the speed of your reading using scanning and context strategies; | | | | |
| Success Criteria | | *You will* decide which compare-contrast topic you wish to write about and be confident in your ability to execute a well thought out and well organized essay. | | | | |
| **Lesson** | | 90 | Learning Activities | | 1. Grammar: uncountable and plural nouns 2. Essay first draft 3. Portfolio Reflection: I’m Still Standing | | | | |
| Resources | | OSSLT Workbook and teacher’s resources | | | | |
| Assessment and Evaluation | | Conversation/Observation  EXIT CARD | | | | |
| **Application** | | 60 | HOMEWORK: PORTFOLIO: Write a reflection with the title: I’M STILL STANDING as it applies to a time in your life when you felt you were down but got back up.  (2) write 1st draft of essay | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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:**  **□** Portfolios □ 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  **□ PORTFOLIO**  □ 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** |