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| **Course Name:** English, Grade 12 – University Prep | | | **Course Code:** ENG4U |
| **Grade Level:** 12 | | **Duration:** 3 hours | **Lesson No:** 4.5 |
| **Unit:** 4: Novel | | **Topic:** The House on Mango Street Section 5 | |
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| **Overall Expectations** *(Directly from The Ontario Curriculum)* | | | |
| * *Oral Communication – Speaking to Communicate – use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes* * *Reading and Literature Studies – 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* * *Reading and Literature Studies – Understanding Form and Style – recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning* * *Writing – 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* * *Writing – Reflecting on Skills and Strategies – reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process* | | | |
| **Specific Expectations** *(Directly from The Ontario Curriculum)* | | | |
| * *Oral Communication – Speaking to Communicate – Clarity and Coherence – 2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience* * *Reading and Literature – Reading for Meaning – Demonstrating Understanding of Content – 1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts* * *Reading and Literature Studies – Reading for Meaning – Making Inferences – 1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts* * *Reading and Literature Studies – Reading for Meaning – 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* * *Writing – Using Knowledge of Form and Style – Sentence Craft and Fluency – 2.4 write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas* * *Writing – Reflecting on Skills and Strategies – Metacognition – 4.1 demonstrate insight into their strengths and weaknesses as writers, and practise the strategies they found most helpful when writing particularly complex texts to improve their writing skills* | | | |
| **Learning Skills & Work Habits** *(Select from the following list and describe the activity(ies) you plan to track)* | | | |
| * Responsibility: completes class work according to agreed upon timelines * Organization: establishes priorities and manages time to complete tasks * Independent Work: uses class time appropriately to complete tasks * Collaboration: responds positively to the ideas, opinions, values, and traditions of others * Initiative: demonstrates the capacity for innovation and a willingness to take risks * Self-Regulation: seeks clarification or assistance when needed | | | |
| **Learning Goals** *(What do I want the students to know and/or be able to do?)* | | | |
| Today you will:   * *Be able to identify a variety of characteristics of literary text forms and demonstrate insight into the way they help communicate meaning* * *Be able to analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements* * *Understand vignettes 16, 17, and 18* | | | |
| **Success Criteria**  *(Based on the application, how will I know students have learned what I intended?)*  *(Recording Devices: anecdotal record, checklist, rating scale, rubric)* | | | |
| By the end of this lesson I can:   * *Explain, and analyse, important points in vignettes 16, 17, and 18* | | | |
| **Materials and Resources** | | | |
| *Lists the resources to be used:*   * *Moodle* * *The novel* * *Handouts* * *YouTube* | | | |
| **Lesson Structure and Activities** | | | |
| **Timing**  **(minutes)** | **Lesson** | | |
| 10 | **ICEBREAKER FORUM**    If you could go back in history to any historical place where would you go and why? | | |
|  | **INTRODUCTION OR REVIEW OR TAKE UP**   * Attendance | | |
|  | **SHORT QUIZ (FOR LEARNING)**  None today | | |
|  | **GLOSSARY**  Any words the students do not understand in the vignettes. | | |
|  | **ACTIVITY #1**   * Read vignette 16, 17, and 18 * Students read out loud * Discuss main points in the vignettes * Discuss themes in the vignettes   **ACTIVITY #2**   * Group work * Impressions of the novel so far * Predictions about what will happen in the rest of the novel   **ACTIVITY #3**   * AS Learning – see below | | |
|  | **Assignment(s):**    Claim, Support, Question – AS Learning  Fill out the form for vignette 18. | | |
|  | **HOMEWORK**  Complete the following:  Do you agree or disagree with following statements:  1. The way the girls argue and squabble show that they don't get along very well  2. Clouds represent the girls' shifting identities and maturing  3. The girls are extremely naive when they put on high heels  Give reasons for why you agree or disagree with each statement. Answer in full sentences.  Post your answers here.  Comment on two or three other posts. | | |
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| **Exit Card** | | | |
| None today. | | | |
| **Teacher’s Reflections**  *(What do I need to do to become more effective as a teacher in supporting student learning?)* | | | |
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The Erindale Academy Daily Lesson Plan

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| **Assessment Strategies**  Check / Highlight all that apply (*Teacher may modify the list)* | | | |
| **For Learning** | **As Learning** | **Of Learning** | |
| **Student product:**   * Assignment * Practice quiz * Pop quizzes * Homework * Class notes * Peer feedback * Practice questions * Practice tests   **Observation:**   * Class discussions * Peer feedback   **Conversation:**  □ Student teacher conferences  □ Small group discussions | **Student product:**   * Learning logs * Self-assessment sheet   □ Assignment  □ 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   **Observation:**  □ Student-led discussion/debate   * Presentation * Performance tasks   **Conversation:**  □ Student teacher conferences  □ Question and answer session | |
| **Lesson Tools**  Check / Highlight all that apply (*Teacher may modify the list)* | | | |
| **Direct Instruction**  □ Structured overview  □Lecture  □ Compare & contrast  □ Socratic method  □ Demonstrations | **Indirect Instruction**  □ Problem solving  □ Exit Ticket  □ Reading for meaning  □ Inquiry  □ Reflective discussion  □ Writing to inform  □ Concept formation  □ Concept mapping  □ Concept attainment | | **Instructional Skills**  □Explaining  □Demonstrating  □Questioning |
| **Interactive Instruction**  □ PowerPoint / Prezi  □Video clip  □ Debates  □ Role playing  □Brainstorming  □ Peer partner  □ Learning/analysis  □ Discussion  □ Chart paper  □ Cooperative learning  □ Groups  □ Jigsaw  □ Problem solving  □ Conferencing | **Independent Study**  □ Essays  □ Computer assisted  □ instruction  □ Journals  □ Learning logs  □ Rough draft  □ 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  □ Stations  □ Case studies |