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| **Course Name:** English, Grade 12 – University Prep | | | **Course Code:** ENG4U |
| **Grade Level:** 12 | | **Duration:** 3 hours | **Lesson No:** 4.6 |
| **Unit:** 4: Novel | | **Topic:** The House on Mango Street Section 6 | |
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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 25 to 36* | | | |
| **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 25 to 36* | | | |
| **Materials and Resources** | | | |
| *Lists the resources to be used:*   * *Moodle* * *The novel* * *Handouts* * *YouTube* | | | |
| **Lesson Structure and Activities** | | | |
| **Timing**  **(minutes)** | **Lesson** | | |
| 10 | **ICEBREAKER FORUM**    #1 – If you had to choose between becoming an actor, a painter, or a writer, which would you choose? Why?  #2 – “The way to get started is to quit talking and begin doing.” ~ Walt Disney. What does the quote mean to you? | | |
|  | **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**   * Review vignettes 21 to 24 * Review worksheets for vignettes up to, and including, 24   **ACTIVITY #2**   * Watch the following video about empathy: * <https://www.youtube.com/watch?v=1Evwgu369Jw> * Then complete the following posting: * In full sentences answer the following questions: * 1. How might empathy be a sign of maturity? * 2. Did Esperanza display empathy at the start of the novel? Why or why not? * 3. Is there evidence of her growing ability to empathize? Why or why not? * Discuss   **ACTIVITY #3**   * Read vignette 25 * Complete the following: * What is Cisneros saying about social class, access to language, and privilege?   **ACTIVITY #4**   * Read vignettes 26 to 28 * Complete questions * Discuss   **ACTIVITY #5**   * Read vignettes 29 to 31 * Complete questions * Discuss   **ACTIVITY #6**   * Read vignette #32 * Complete the following R.A.F.T. writing exercise * Explain how this vignette shows a far more mature Esperanza: one with a deep kindness and understanding. * Answer in one paragraph * R – role – is to write a piece of academic writing * A – audience – peers and teacher * F – format – one paragraph of academic writing – no first person or contractions * T – topic – looking at Esperanza’s maturity | | |
|  | **Assignment(s):**    Claim, Support, Question – AS Learning  Fill out the form for vignette 18.  Due Monday | | |
|  | **HOMEWORK**  Complete the following:  Read vignettes 33 to 36.  Then answer the following [questions](https://moodle.edu4u.ca/mod/forum/view.php?id=117468):  33. How does Cisneros present Minerva as trapped within a cycle of poverty and abuse?  34. How is the issue of social class explored within this short vignette?  35. How might Esperanza's declaration of a "quiet war" been influenced by the women in her community?  36. Esperanza's mother seems to have a happy marriage and family, compared to many of the other women described. Yet what has she been trapped by in society? | | |
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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 |