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| **TCA Daily Lesson Plan** | | | | | | | | | |
| **Lesson #5** | Course Code | | | OLC4O | | Date | Nov. 2, 2022 | Teacher | Philip Desjardins |
| **Periods A** | |  | | | | | | | |
| **Warm up** | | 10 | Review and debriefing | | | | | | |
| **Record Attendance** | | Notes: attendance and concerns regarding specific student | | | | | | |
| **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; use knowledge of the organizational structure of information paragraphs to identify the main idea (often in the topic sentence) and supporting details; choose an appropriate approach to reading a text to match the purpose of reading (e.g., scan to locate the relevant section in a text; skim to identify the main point;  WRITING: demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks; explain the purpose and uses of opinion pieces (e.g., to justify a point of view; to persuade; to convince); | | | | |
| Learning goals | | Learning Goals: *By the end of this lesson you will be able to*   1. more familiar with the OSSLT test 2. write more effective sentences 3. understand sentence structure 4. recognize sentence fragments and run-on sentences. | | | | |
| Success Criteria | | Students demonstrate understanding of the importance of communication skills in their everyday lives. | | | | |
| **Lesson**  **90 min. Synchronous** | | 80 | Learning Activities | | 1. Song Lyrics (vocabulary and idioms) “Everything Now” Arcade Fire 2. SYNCHRONOUS: Write Practice Test Booklet #1 of a Sample OSSLT Exam (75 min) includes Graphic Text Analysis (from OSSLT Sample Exam) 3. Facts about Canada: Fresh Water; | | | | |
| Resources | | *Internet / OSSLT Handbook source material / teacher’s own resources* | | | | |
| Assessment and Evaluation | | Class activity observation / marking OSSLT sample test | | | | |
| **Application** | |  |  | | | | | | |
| **Period B** | | | | | | | | | |
| **Warm up** | |  | Talk about the OSSLT TEST | | | | | | |
| **Lesson Intro**. | |  | Specific expectation | | demonstrate understanding of a variety of informational news reports, by using and/or responding to them appropriately. | | | | |
| Learning goals | | Students will be able to construct clear, coherent, and objective news reports that include relevant facts, information, and supporting details, using the five-questions model - Who? What? Where? When? Why? (e.g., a news report about a current event; a news report about a historical event they have studied in a history course; a traveller's report from another country); explain the purpose and uses of news reports (e.g., to inform, to entertain, to arouse interest, to prompt further research); | | | | |
| Success Criteria | | Student can explain the purpose and uses of news reports (e.g., to inform, to entertain, to arouse interest, to prompt further research); | | | | |
| **Lesson** | | 90 | Learning Activities | | Reading and writing a news report | | | | |
| Resources | | OSSLT Workbook and teacher’s resources | | | | |
| Assessment and Evaluation | | Conversation/observation | | | | |
| **Application** | | 20 | CQs | | | | | | |

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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** |