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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.
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| 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;
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| 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** |