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| **TCA Daily Lesson Plan** |
| **Lesson #7** | Course Code | OLC4O | Date | Fri., Nov. 4, 2022 | Teacher | Philip Desjardins |
| **Periods A**  |  |
| **Warm up**  | 10  | Review and debriefing  |
| **Record Attendance** | Notes: attendance and concerns  |
| **Lesson Intro**. |  | Specific expectation(s) | READING: describe, orally and/or in writing, personally relevant texts they have read and their responses to them (e.g., read an excerpt of a selected text (song lyrics) to a small group or the whole class; write a response to the text; use oral language skills, in English or a first language, to support and enhance their reading experiences (e.g., by activating and building on prior knowledge through small-group discussion; by asking questions to gather relevant information before reading or to clarify instructions for reading tasks); use appropriate pre-reading strategies to preview new texts, including: * -  *Informational texts* (e.g., scan for text features such as headings and for embedded graphics to make predictions about content);
* -  *Narrative texts*(e.g.,read the title and opening paragraph to make predictions about content);

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* *Graphic text s*(e.g.,relate information from graphic texts to their own purposes for reading

WRITING: use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces (i.e., series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.  |
| Learning goals | Learning Goals: *By the end of this lesson you will be able to:* * Increase reading and comprehension speeds for charts
* Become more confident in answering multiple choice questions assessing grammar and diction
* Benefit from peer feedback about an Opinion Essay
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| Success Criteria | Students demonstrate using appropriate strategies to expand their vocabulary through reading (e.g., use knowledge of roots, prefixes, and suffixes to create new words; contribute to class word walls; create personal dictionaries of new words encountered in their reading). |
| **Lesson****90 min. Synchronous** | 80  | Learning Activities | 1. Song Lyrics: ALI by Mustapha (vocabulary and idioms)
2. My Digital Footprint (Group Discussion)
3. My Media Profile (Post in PORTFOLIO for later assessment 15% of course mark
4. ESSAY: Conclusion Paragraph (SUBMIT FINAL ON WEEKEND)
5. Examples from Media and Writing Tasks (from OSSLT Multiple Choice Sample Test
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| 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 appropriate strategies to edit written work (e.g., read aloud to detect errors; correct errors using personal checklists of "look-fors", a shared word/grammar wall, a personal grammar guide, and/or computer spelling and grammar programs) to achieve accuracy in the use of the conventions of standard Canadian English, including the requirements of grammar, usage, spelling, and punctuation  |
| Learning goals | Students will be able to construct clear, complete information paragraphs, some with graphic elements, for a variety of purposes, using correct paragraph structure (e.g., an outline of research on a particular subject; an illustrated explanation of a procedure; a career description etc);  |
| 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** | 85  | Learning Activities | 1. POOL Chart (Sample Test)
2. Frog Stages (Chart – Sample Test)
3. Essay Completion (Conference and Observation)
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| Resources | OSSLT Workbook and teacher’s resources |
| Assessment and Evaluation | Conversation/ObservationEXIT CARD |
| **Application** | 60 | HOMEWORK: Opinion Essay finalized and submitted for Grading (OF LEARNING) |

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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:****□ 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** |