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| **TCA Daily Lesson Plan** |
| **Lesson #21** | Course Code | OLC4O | Date | Wed., Nov. 23, 2022 | Teacher | Philip Desjardins |
| **Periods A**  |  |
| **Warm up**  | 10  | Review and debriefing  |
| **Record Attendance** | Notes: attendance and concerns  |
| **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 outlined in a song lyric, -  *Informational texts* (e.g., scan for text features such as headings to make predictions about content); use cue words and features of print to understand the organization and relationship of ideas in the text (e.g., cue words: first, then, next signal a chronological pattern; similarly, in contrast signal a compare-and-contrast structure) use appropriate strategies to activate and build on prior knowledge of the content of the informational selections WRITING: use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, and personal reflections.  |
| Learning goals | Learning Goals: *By the end of this lesson you will be able to:* use oral language skills, in English or a first language, to develop content for writing (e.g., discuss prior knowledge of the topic and experiences for writing; ask questions to clarify instructions; share ideas for writing with peers; understand the principles of a Compare-Contrast Essay |
| Success Criteria | You will be able to construct clear, coherent, and objective responses (oral and written) that include relevant facts, information, and supporting details to apply this to a compare-contrast essay outline |
| **Lesson****90 min. Synchronous** | 80  | Learning Activities | 1. Song Lyrics: I’m Still Standing (Elton John)
2. Lesson: Compare and Contrast (Peer Sharing and Editing)
3. Reading Comprehension: Charles Darwin
4. Reading Comprehension: One Lucky Turkey
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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 written language skills to develop content for writing (e.g., discuss prior knowledge of the topic and experiences for writing; ask questions to clarify instructions; use appropriate strategies to discover the meaning of unfamiliar and technical words encountered in your reading |
| Learning goals | *By the end of this asynchronous lesson you will be able to:* increase the speed of your reading using scanning and context strategies;  |
| Success Criteria | *You will* decide which compare-contrast topic you wish to write about and be confident in your ability to execute a well thought out and well organized essay. |
| **Lesson** | 90  | Learning Activities | 1. Compare and Contrast Essay review and planning an outline
2. Reading (History( A new Country is Born (Canada)
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| Resources | OSSLT Workbook and teacher’s resources |
| Assessment and Evaluation | Conversation/ObservationEXIT CARD |
| **Application** | 60 | HOMEWORK: PORTFOLIO: Write a reflection with the title: I’M STILL STANDING as it applies to a time in your life when you felt you were down but got back up. |

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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** |