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| **Course Name:** English, Grade 11 University Prep | | | **Course Code:** ENG3U |
| **Grade Level:** 11 | | **Duration:** 3 hours | **Lesson No:** Two |
| **Unit 1:** Greek Mythology | | **Topic:** Greek Mythology Couples | |
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| **Overall Expectations** *(Directly from The Ontario Curriculum)* | | | |
| * *Oral Communication – Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes* * *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* * *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 purposes and audience* | | | |
| **Specific Expectations** *(Directly from The Ontario Curriculum)* | | | |
| * *Oral Communication – 1. Listening to Understand – Using Active Listening Strategies – 1.2 select and use the most appropriate active listening strategies when participating in a range of situations* * *Oral Communication – 2. Speaking to Communicate – Purpose – 2.1 communicate orally for a range of purposes, using language appropriate for the intended audience* * *Reading and Literature Studies – 1. Reading for Meaning – Using Reading Comprehension Strategies – 1.2 select and use the most appropriate reading and comprehension strategies to understand texts, including increasingly complex or difficult texts* * *Writing – 2. Using Knowledge of Form and Style – Form – 2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms* | | | |
| **Learning Skills & Work Habits** *(Select from the following list and describe the activity(ies) you plan to track)* | | | |
| * Responsibility: completes and submits class work, homework, and assignments * Organization: establishes priorities and manages time to complete tasks * Independent Work: uses class time appropriately to complete tasks * Collaboration: pair or group work * Initiative: demonstrates the capacity for innovation and a willingness to take risks * Self-Regulation: focus on task at hand without being reminded & 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:   * *Understand the Course Agreement* * *Understand the course overview* * *Understand famous couples* | | | |
| **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:   * *Orally answer questions* * *Complete the activity with group members* * *Read a myth* * *Orally answer the Think About question* | | | |
| **Materials and Resources** | | | |
| *Lists the resources to be used:*   * *Moodle* * *YouTube* * *Handouts* | | | |
| **Lesson Structure and Activities** | | | |
| **Timing**  **(minutes)** | **Lesson** | | |
| 10 | **ICEBREAKER FORUM**    #1 – What book would you like to read and why?  #2 – Which historical person would you like to meet and why? | | |
|  | **INTRODUCTION OR REVIEW OR TAKE UP**   * Attendance * Take up homework | | |
|  | **SHORT QUIZ (FOR LEARNING)**  None today | | |
|  | **GLOSSARY**  Narcissist | | |
|  | **ACTIVITY #1**   * Think About – we will orally answer this after reading all of the stories * What lesson(s) can I learn from these couples?   **ACTIVITY #2**  - Read Echo and Narcissus  - Answer questions  - Take up questions  - Read Eos and Tithonus  - Answer questions  - Take up questions  - Read Eros and Psyche  - Answer questions  - Take up questions  - Read Persephone and Hades  - Answer questions  - Take up questions   * Note – all reading is out loud   **ACTIVITY #3**   * Homework – see below | | |
|  | **Assignment(s):**    None today. | | |
|  | **HOMEWORK**  Read Orpheus and Eurydice and answer questions. | | |
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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:**   * Diagnostic tests * 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   □Homework  □ Self-analysis sheet  □ Peer-analysis sheet  **Observation:**  □ Whole class discussions  □ Group discussions  **Conversation:**  □ Student teacher conferences   * Small group discussions * Pair/group 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  □ Case studies  □ 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  □ Laboratory groups  □ Cooperative learning  □ Groups/pairs  □ 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 |