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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*
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| **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*
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| **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*

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| **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

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|  | **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

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|  | **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 |