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| **Course Name:** English, Grade 11 University Prep | | | **Course Code:** ENG3U |
| **Grade Level:** 11 | | **Duration:** 9 hours | **Lesson No:** Three |
| **Unit 1:** Greek Mythology | | **Topic:** Famous Myths and Brainstorming and Myth Creation | |
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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* * *Writing – Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively* | | | |
| **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* * *Writing – 2. Using Knowledge of Form and Style – Sentence Craft and Fluency – 2.4 write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions* * *Writing – 2. Using Knowledge of Form and Style – Revision – 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies* * *Writing – 2. Using Knowledge of Form and Style – Producing Drafts – 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations* * *Writing – 3. Applying Knowledge of Conventions – Proofreading – 3.5 regularly proofread and correct their writing* * *Writing – 3. Applying Knowledge of Conventions – Producing Finished Works – 3.7 produce pieces of published work to meet criteria identified by the teacher based on the curriculum expectations* | | | |
| **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 famous Greek mythology myths* * *Brainstorm my own myth* | | | |
| **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* * *Make connections between myths and modern day* * *Create a brainstorm outline for my own myth* | | | |
| **Materials and Resources** | | | |
| *Lists the resources to be used:*   * *Moodle* * *YouTube* * *Handouts* * *Disney Plus* * *PowerPoint* | | | |
| **Lesson Structure and Activities** | | | |
| **Timing**  **(minutes)** | **Lesson** | | |
| 10 | **ICEBREAKER FORUM**    Do you like sports? If so, why? If not, why not? | | |
|  | **INTRODUCTION OR REVIEW OR TAKE UP**   * Attendance * Take up homework | | |
|  | **SHORT QUIZ (FOR LEARNING)**  None today | | |
|  | **GLOSSARY**  Brainstorming, outline | | |
|  | **ACTIVITY #1**   * Medusa PowerPoint * Discussion – oral question and answer session * Watch the Medusa clip from the Percy Jackson 2010 film   **ACTIVITY #2**  - Pandora’s Box PowerPoint  - Read the story  - Discussion – oral question and answer session  **ACTIVITY #3**   * In-class OF Learning assignment (see below) brainstorming   **ACTIVITY #4**   * Rough draft of myth   **ACTIVITY #5**   * Peer editing rough drafts * Write out final copy | | |
|  | **Assignment(s):**    Myth Creation – OF Learning  Create your own myth using your knowledge from this unit.  Follow the brainstorming form to set up your myth. You will be handing this in with your myth.  You will write your myth in class by hand on the provided paper.  You will also peer edit the myths.  You will write the good draft in class on Monday.  Rubric attached to these instructions.  Length – 2-3 pages  Due – Monday, January 15th | | |
|  | **HOMEWORK**  None today. | | |
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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 or peer editing  □ Learning/analysis  □ Discussion  □ Laboratory groups  □ Cooperative learning  □ Groups/pairs  □ Jigsaw  □ Problem solving  □ Conferencing | **Independent Study**  □ Essays  □ Computer assisted  □ Rough Draft  □ 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 |