

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** ENG3C | **TC Name:** Phil, Jan, Nicole | |
| **Grade Level:** 11 | **Date:** | |
| **Topic:** Coexist | **Time of Class:** 5- 75 mins periods | |
| **AT Name:** | **Room # / Location:** | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | **Oral Communications**  *Extending Understanding of Texts*  1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them  *Critical Literacy*  1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power  **Media Studies**  *Creating Media Text*  Producing Media Texts  3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.  **Writing**  *Developing and Organizing Content*  Research  1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate | | | |
| 1. **Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | All facets of life require cooperation, understanding, and acceptance of others in order for people to co-exist and create communities. I would like the students to understand the concepts of community and how it applies to their lives and how healthier relationships can reinforce a sense of belonging. | | | |
| **c) Assessment Strategies: (***List the assessment strategies you will use to determine if students have learned what you want them to learn.)*   |  | | --- | | *In class presentations*  *Concept maps* |   **2. Preassessment and Accommodations/Modifications** | | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***Describe the student(s))* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:** *(e.g. student finishes early or doesn’t finish.*  *e.g. Student has difficulty understanding*    **Behavioural/Social/Emotional Needs:**  e.g. student distracts others, gets out of his seat.  *e.g. student does not participate*  **Physical Needs**  *e.g. student difficulty seeing, hearing or moving*  **Diversity Needs:**  *e.g. student has difficulty communicating in English*  *e.g. accommodations due to different cultural background* | This is a Grade 11 University preparation English class.  Students who need assistance such as those students with physical disabilities or I.E.P’s will be accommodated.  Students with physical needs will be seated for optimal success according to their individual needs.  These students will be accommodated by the seating plan – or identifications in the students I.E.P. or student file, by the classroom teacher | | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving how will you make sure smooth transitions?*

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| Five-six areas of the room will be used for the pantomime Tribes activity  Students will read for thirty minutes while sitting in rows.  Think, pair, share exercise – students will be in groups of 4-5. |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| Pantomime  Video and Discussion  Reading of Life of Pi  Think, pair, share - animals (other than domesticated) that interact with humans  Student lead Discussion of community Ties  Ticket out the door – students will form groups for class presentations and inform the teacher |

**5. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| <http://natgeotv.com/ca/human-shark-bait/videos/swimming-with-sharks> (human swimming with sharks)  <http://www.youtube.com/watch?v=InENM6fwIwE>  Chart paper  Markers  Pantomime Cards  Student copies of Life of Pi.  Projector Screen  Concept Maps |

**6. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
| *5 -10 mins* | *Tribes Community exercise* | *Introduction*  *Pantomime - Have the student form into groups of 4-6 and have them perform various scenes which other groups will guess.*   * *Jungle* * *Aquarium* * *Cruise ship* * *Rock band* * *Thunderstorm* * *Traffic jam* * *Airport* |
| *5 mins*  *15 mins*  *30 mins* |  | *Instruction/Application –*  *Show the two videos – swimming with sharks- carp jumping and hitting the kids*  *Talk about their realistic reaction to either of the scenarios.*   1. *Would you be laughing if you were being pelleted by 15 lbs fish?* 2. *Why were the adults laughing, and the kids freaking out?* 3. *Out of the two videos, who was showing the most fear?* 4. *Why do you thing the fish were jumping?* 5. *What experiences have you had with nature or the environment that caused you fear or distress?*   *Group reading of Life of Pi.*  *Think pair share- Pi’s experiences with Richard Parker and the Island.*  *Questions to discuss*   1. *Why could Pi stay on the Island only during the day?* 2. *Why is it considered natural for animals to eat meat?* 3. *Where do animals and human need each other?* 4. *The meerkats found a way to survive and even thrive in an environment that wasn’t their own. Where have you seen this before?* |
|  |  | *Consolidation- in pairs of two-three, students will give a 10-15 min class multi-media presentation on the benefits or downfalls of human interaction with environment.*   |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | **Research Presentation : Humans and the Environment**  Teacher Name:   ENG3C  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | **4** | **3** | **2** | **1** | | **Sources** | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. | | **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. | | **Graphic Organizer** | Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics. | Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics. | Graphic organizer or outline has been started and includes some topics and subtopics. | Graphic organizer or outline has not been attempted. | | **Diagrams & Illustrations** | Diagrams and illustrations are neat, accurate and add to the viewer\'s understanding of the topic. | Diagrams and illustrations are accurate and add to the viewer\'s understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the viewer\'s understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the viewer's understanding of the topic. | |

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

**a) Effectiveness of your lesson***.*

*Include 2 or 3 lesson elements that were effective/ineffective. You may comment on some of the following: pacing of your lesson: variety of teaching and assessment strategies effective, and student engagement.*

*What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
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**b) Effectiveness as a Teacher:**

*Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved such as classroom management, questioning, adaptability, and oral/written communication.*

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| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
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