

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English | **TC Name:** Nicole, Jan & Phil | |
| **Grade Level:** 11 | **Date:** March 2013 | |
| **Topic:** Fear in Life of Pi | **Time of Class:** 5 X 75 minute classes | |
| **AT Name:** | **Room # / Location:** 313 | |
| **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.*  |  | | --- | | **Specific Expectations**  **Listening to Understand**  **Demonstrating Understanding of Content**  **1.4** identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways  **Diction and Devices**  **2.4** use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience  **Developing and Organizing Content**  **Organizing Ideas**  **1.4** identify, sort, and order main ideas and supporting details for writing tasks, using a variety  of strategies and selecting the organizational pattern best suited to the content and the purpose for writing  **Reading For Meaning**  **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  **Reflecting on Skills and Strategies**  **Interconnected Skills**  **4.2** identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively  **Media Studies**  **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 | | | |
| 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?)*  |  | | --- | | -**Students will demonstrate an understanding of the book, *Life of Pi.* This will be demonstrated through the use of looking at the overall expectations in the reading and literature studies. The students will Read for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; Students will Understand Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;**  **Students will Read With Fluency: use knowledge of words and cueing systems to read fluently and finally students will Reflect on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.**  **-Students will engage in discussion surrounding the book, Life of Pi. Students will demonstrate an understanding of the book orally paying close attention to the over expectations. The overall expectations are as follows: Listening to Understand: listen in order to understand and respond appropriately in a varietyof situations for a variety of purposes. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**  **Finally students will Reflect on Skills and Strategies: reflect on and identify their strengths as listeners and speakers,**  **areas for improvement, and the strategies they found most helpful in oral communication situations.**  -**Students will demonstrate their language and thinking skills when they work on their Voki Avatar and be able to entice a reader through the use of their language. This assignment is associated with Media Studies. The overall expectations for this lesson is governed by Creating Media Texts through the use of a Voki Avatar. The overall expectation is as follows, students will create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques**; | | | |
| **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 College Level 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. There is one student that has an Educational Assistant and this student is at the front of the class.  These students will be accommodated by the seating plan – or identifications in the students I.E.P. or student file, by the classroom teacher. The English Language Learners will refer to the outline that I comprised of the expectations for the assignment. The student that is on an accommodated IEP will have more time to complete this assignment. | | | |

**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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| This lesson will take place in a classroom with a PowerPoint presentation. The classroom teacher will design the first part of the lesson to be given from the front of the room where the PowerPoint presentation will be up on the interactive white board. The lesson will be comprised of students reading aloud for the first half of class and then there will be a class discussion as well as a question and answer period. This lesson will take several classes to complete. |

**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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| -reading will take place for 30minutes each day  -activities each day, building up to the students assignment on fear  -Voki Avatar assignment on fear and the students example  -students will be asked to go into the voki classroom that has already been set up  <https://voki.com/classroom/login_status.php> |

**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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| PowerPoint presentation, computers booked in library on Day 4 and Day 5, book, *Life of Pi,*  *Students will need to go to voki avatar classroom at* [*https://voki.com/classroom/login\_status.php*](https://voki.com/classroom/login_status.php) *this has already been set up* |

**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*** |
|  |  | *Introduction (Hook) What activity/questions will you use to introduce your lesson?*  http://t2.gstatic.com/images?q=tbn:ANd9GcSl5QlTOGKI1GdofI6iV_sG7BSL2MgN1Isqve1FuvRajKiBaxOqTsr3pl9S  *Students will be asked what they think that book is about based on this picture.* |
|  |  | *Instruction/Application – Detail what you will say, questions you will ask, and activities for the students.*  *The class will begin with the students reading the book out loud for the first half and then for the second half the students will have a variety of discussions and activities to do. The students will then complete a Voki Avatar on an occasion when they experienced fear and how they overcame the fear. Students will explore the occurring theme of fear that is mentioned over and over in The Life of Pi book. By encompassing this theme students will write their own descriptive essay in which they will come up with an occasion when they felt fear and what the outcome of their experience was. The rubric that is going to assess the students work is included at the bottom of this Unit plan.*  **THREE FACES OF FEAR**  by David W. Edgerly, Ph.D. and Chelona Edgerly, Ph.D.  Copyright 1998. All rights reserved.  Presented compliments of Celeritous Dancer, Chtd. at www.untaming.com/archive7.html  Fear changes behavior. One of the most common defenses is to avoid whatever you fear. Another response, in some situations, is to freeze or become paralyzed. Yet another response is to become angry. Some people cry. Or, you can use fear to become mobilized. Fear also generates internal changes, often described as anxiety. These changes involve blood flow, breathing, skin temperature and muscle tension. Whatever your responses the experience of fear generates behavior.  HELPFUL FEAR  There is a popular line of clothing called “No Fear” and some people believe this is the desired state. I would strongly suggest that a person who has no fear is a disaster waiting to happen. Fear can be life-saving and trouble-avoiding.  Once when I was still doing regular boxing, a stranger showed up who hadn’t fought in several years. He wanted to spar as he considered resuming training. Even though he outweighed me by about 30 pounds, the coach decided I would make a good sparring partner for him. The stranger asked me to “go light”, so I kept my punches to a mild sting. Within the first minute of round one, I figured out I was much better at boxing and in better condition so I relaxed and began to play. For the next few rounds I danced around stinging him repeatedly. I had no fear. At the end of the third round the bell rang. Smiling at my now winded opponent I dropped my hands and was about to turn to go to my corner when he lunged forward, hitting me full force with two left hooks and a straight right punch to the head. The gym spun, as I stood literally struggling not to nose dive into the canvas.  I wanted to continue, but the coach wisely pulled me out of the fight. The stranger never showed up again on a day I was training, much to my disappointment. His fear worked well for him and my lack of fear almost led to my being knocked out for the first time. As you can clearly see, fear is an important tool for keeping us alert and safe.  When you have a fear response it is time to take stock and evaluate whether the fear is helpful (the threat is real and the magnitude large) or hurtful (the threat is not real or the magnitude is minimal). If the threat is real, respond accordingly, using your fear to increase your alertness and helping you calculate your responses. Once when I was traveling in a major city, I went for a walk at night. It was an area I was quite familiar with and I felt confident. As I walked I began to suspect someone was trailing me about 30 feet inside a park, off to the side and 20 to 30 feet behind me. I increased the pace of my walking and so did they. At that point fear set in. I crossed the street and reversed direction to head back toward the hotel and better lighting. Whoever was following moved closer to the street and also reversed direction. At that point I broke into a full run, heading to the best-lit area I could find. The other person ran too. At the corner I ran to the center of the street and ran straight down the yellow line to draw as much attention as possible. The other person turned and walked the other way. Even though I have trained for several years to fight, I always have and always will prefer to run rather than fight.  Fighting is risky business. I can’t know, but certainly speculate what might have happened that night if I had “no fear”. A common concept is that running away is bad as people say, “you can’t run away from your problems.” Running away is underrated!  For further information on this type of fear try The Gift of Fear by Gavin DeBecker.  HURTFUL FEAR  Fear becomes a problem when it interferes with things we want or need to do. For instance, if your behavior of choice is avoidance of what you fear and you are afraid of speaking you will avoid opportunities for certain career moves or club or church involvement. And most important, people will never have the chance to hear the significant things you have to say. If you fear being hurt or looking silly in a certain sport, you will miss out on something you would enjoy.  This is a common response I hear from women who would like to train in something like martial arts or self-defence. Their fear not only keeps them from having fun, it also leaves them more vulnerable to attack. If you freeze in response to fear, you are likely to get clobbered by whatever the threat is. If you freeze in response to public speaking, you are likely to get passed over for a promotion. If you fear rejection, you are likely to avoid intimate relationships or stay in relationships which are unsatisfying or hurtful to you.  If your response to fear is anger, then you may lash out at unsuspecting people inappropriately. If you cry in response to fear, you will perceived as weak and may be exploited in a variety of different ways. The list could go on and on. So do your own inventory about what responses you have and how these responses have interfered in your life.  A second category of potentially hurtful fear is when you are afraid, but still need to confront the situation that causes the fear. Situations like this include things like confronting someone who has ill will towards you, or when you have anxiety about trying something new or different which you really want to do. At these times you need a combination of skills and courage. Courage is when you do what you need to do even though you are afraid. That might include approaching your boss about a raise or a harassment problem. It might be a time when you tell your partner the relationship needs to be upgraded. For most people confrontational situations require courage.  You can build skills through training and practice. (For general information in this on this idea see the article on this website “upgrading How You Relate”). Training often requires seeking outside help from a person, a book, a video or a combination of these. For instance, if assertiveness is your challenge, consider taking an Assertiveness Training Class or reading one of the several excellent books available. Practice requires patience, discipline and endurance. All too often people quit things because the skill does not come easily, yet with persistence, the skill would have been acquired. And when difficult skill is mastered confidence and self-esteem go up.  I believe most people struggle with fears in this category by dealing with situations that are challenging yet need to be mastered. These situations call for extra alertness. Being alert and aware is the focal skill needed in self-defence and soul defense. Awareness helps us avoid when necessary and be skillful when needed. Now is the time to start building your skills and confidence. Pick one of your fears and face it! There is no time like today to begin to really live your life...fully.  HOKEY FEAR  If your fear is unrealistic and interfering in your life it is time to turn and face this emotion. Hokey fears range from phobias (consider an NLP practitioner for treatment), fears of people who are actually friendly toward you, fears of situations where you are competent, or fears of things which are harmless. These situations need to be challenged directly, first at as cognitive level then at a behavioral level.  On a cognitive level, do an accurate self analysis of your abilities along with an evaluation of the actual risks (or lack there of) of the situation. Focus on your skill base and begin to imagine how you will apply these skills to the circumstances of your fear. If your anxiety goes quite high, take a break and come back to this task. Working in the face of high anxiety only tends to increase the fear rather than decrease it. Keep coming back to this task until you can imagine yourself functioning well and safely in the feared situation.  When you can imagine yourself doing the feared task, move on to planning the first behaviors you will do to accomplish this. This could include private rehearsal in front of a mirror, or role playing with a friend, or both. Then plan how you will manifest these behaviors in your day to day life. Take it in small steps to maximize your odds for success. When you have success, bask in it! Somewhere, some people get the funny idea that basking in success is being self centered or big headed. Nonsense! If you succeed, relish in it. Feel it, think it, hear it, smell it, taste it! This is how you will prepare for the next step, and the one after that and the one after that, until Poof...your fear is gone!  Fear is a funny thing. Here so strong one moment that you cannot even imagine yourself living through the feared event. When you face your fear, in the blink of an eye, in that one shining moment when you find your courage--it is gone! And where did it go?  [*http://www.untaming.com/archive7.html*](http://www.untaming.com/archive7.html)    *images of fear*  [*http://www.google.ca/search?q=fear&hl=en&rls=com.microsoft:en-ca:IE-SearchBox&tbm=isch&tbo=u&source=univ&sa=X&ei=SzcxUZ-dB6nQ2QWI74GABg&ved=0CFwQsAQ&biw=1311&bih=564*](http://www.google.ca/search?q=fear&hl=en&rls=com.microsoft:en-ca:IE-SearchBox&tbm=isch&tbo=u&source=univ&sa=X&ei=SzcxUZ-dB6nQ2QWI74GABg&ved=0CFwQsAQ&biw=1311&bih=564)  *Why Humans fear the unknown*  [*http://www.psychologytoday.com/articles/200305/why-we-fear-the-unknown*](http://www.psychologytoday.com/articles/200305/why-we-fear-the-unknown) [Recipe For Defeating Fear](http://talonsjenna.edublogs.org/2011/05/11/recipe-for-defeating-fear/) I must say a word about fear. It is life’s only true opponent. Only fear can defeat life.  -Life of Pi, Yann Martel  Many of us have dreams about being fearless. Standing tall, and facing fear right in the eyes and defeating it with one swift motion. But in order to do this, we have to find the cause of the fear, accept it, and face the reality of its outcome. Finding what eats away at your strength is not always the easiest of tasks and it takes a whole lot of courage to do it. To me, Pi Patel represents what it’s like to look fear in the eyes and face it head on. And although he may never defeat it entirely, he has more courage than any of us may have found in ourselves.  Pi is placed in an environment where fear surrounds him: fear of death, fear of starvation, fear of Richard Parker, fear of the unknown and the fear of no way home. Throughout his journey, you see his struggle to stay alive. This struggle is not only cause by his surroundings, but rather his state of mind. Fear is a scary thing – it eats away at the pits of your stomach of anticipation of what’s to come. How does one handle something like that on such a huge level?  **Step One – Coming To Terms**  Pi spent his first couple weeks on the lifeboat endlessly looking out into the horizon waiting for a glimpse of rescue and never accepting his fear of being left alone in the middle of the ocean. Disappointment washed over his every time there was a false alarm, and I think it really wore down his spirit. Eventually he accepts that there is not going to be a rescue boat approaching any time soon, and once his accepts this fact he can determine what to do next. He can focus on survival and he realizes that he cannot survive on wishing alone. Pi might never come to terms with everything that happened, as you can tell at the end of the book, if indeed the story with Richard Parker was not the “real” story”, you can tell that in his heart, he hasn’t and probably never will come to terms.  **Step Two – Taking Action**  Pi decides that he is not going to be a helpless victim of a terrible disaster, but he’s going to do everything he can to survive no matter what it takes! Throughout the book, Pi takes matters into his own hands and kills to feed and risk his life just to try and make his situation a little bit better. This is Pi fighting the fear, making sacrifices left, right and center to defeat this horrible beast.  Pi stood tall, held his head up high and decided to face the monster. And I don’t think it was the defeating that mattered, but rather the battle itself.  [*http://talonsjenna.edublogs.org/*](http://talonsjenna.edublogs.org/)  The following will take place over 5 days: The intention of this lesson is intended to reach many of the learners through differentiated instruction. It has the components of musical, written, listening, creative, and analysing and lots of discussion. This is an important aspect to refer to and is directly related to the Growing Success Document.  **Day 2**—30 minutes of reading, *Life of Pi, Life of Pi* 20 minutes of PowerPoint presentation on fear **THREE FACES OF FEAR** by David W. Edgerly, Ph.D. and Chelona Edgerly, Ph.D., the first note above, 10minutes discussion on fear and 15 minutes consolidation where the class will come up with a time that they had to face a fear.  **Day 3**—30 minutes of reading, *Life of Pi* and then 20minutes going over the following quote: I must say a word about fear. It is life’s only true opponent. Only fear can defeat life. Life of Pi, Yann Martel 20 minutes discussing the quote with class and then in the last 5minutes wrap-up.  **Day 4**— 30 minutes of reading, *Life of Pi* 20minutes going over images of fear: *images of fear* and 25minutes to begin to write descriptive essay.  [*http://www.google.ca/search?q=fear&hl=en&rls=com.microsoft:en-ca:IE-SearchBox&tbm=isch&tbo=u&source=univ&sa=X&ei=SzcxUZ-dB6nQ2QWI74GABg&ved=0CFwQsAQ&biw=1311&bih=564*](http://www.google.ca/search?q=fear&hl=en&rls=com.microsoft:en-ca:IE-SearchBox&tbm=isch&tbo=u&source=univ&sa=X&ei=SzcxUZ-dB6nQ2QWI74GABg&ved=0CFwQsAQ&biw=1311&bih=564)  10minutes discussion about the images and in the last 15minutes the class is going to think in depth (brainstorm) about the assignment they are going to get on Day 4 regarding the Voki Avatar. This assignment must have a clear thesis and must be written in the format of an essay. This assignment will invoke the student’s creativity and will demonstrate differentiated learning through the use of the technology piece that will be graded. Students will be able to listen to the music that was played in the movie as they brainstorm what they are going to write. Teacher will refer to website for songs from the movie: (You Tube) <http://youtu.be/QCzOK6p1sUo>  **Day 5**—The class will go into the library where they will spend the remainder of the class either finishing up their descriptive essay or the students will begin working on their Voki Avatar assignment. Students will go to this website and follow the teacher’s direction. [*https://voki.com/classroom/login\_status.php*](https://voki.com/classroom/login_status.php)  **Day 6**—The class will have 75minutes of the time in the library completing their Voki Avatar’s. Students will go onto this website and follow the teacher’s directions. The essay and Voki Avatar are due at the start of class tomorrow. *<https://voki.com/classroom/login_status.php>*  Descriptive Essay: As a class we will go over what this means referring to what a descriptive essay entails from the student.  <http://www.writeexpress.com/descriptive-essay.html>  Voki Avatar Descriptive Essay Assignment on Fear  NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You are to create a five paragraph descriptive essay that outlines a time when you experienced fear. Once your essay is complete you will create your Voki Avatar using the information. You will be graded on the completion of your Voki Avatar. Please complete the following:   1. Fill out the outline chart below in complete sentences. 2. After you fill in this chart, write out your essay on a separate sheet of lined paper. 3. You MUST skip lines. 4. You must follow MLA format as explained in class if you use quotes from the book *Life of Pi*.   Descriptive Essay Outline  NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Thesis Statement: (list description in complete sentence form).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Body 1:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Body 2:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Body 3:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Conclusion:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Rubric: Voki Avatar  Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criteria | Level 1(50-59%) | Level 2(60-69%) | Level 3 (70-79%) | Level 4(80-100%) | | **Knowledge/**  **Understanding**  **/10** | Provides limited relevant information | Provides some relevant information | Provides considerable information | Provides thorough, well-chosen information and ideas | | **Thinking/Inquiry**  **/10** | -Offers little explanation and analysis  -Concludes with limited logic | -provides some depth and refinement  -offers some explanation and analysis  -concludes with some logic | -offers thoughtful explanation and analysis  -concludes with thoughtful logic | -provides a highly effective, thought provoking story  -offers insight and explanation  -concludes with highly creative and insightful logic | | **Communication**   * **sense of purpose** * **sense of audience** * **organization** * **tone and style**   **/20** | -focuses on a controlling idea to a limited degree  -offers little vivid description and detail to appeal to audience  -organizes material with limited clarity and logic  -uses a personal, conversational style with limited effectiveness | -focuses on a controlling idea to some extent  -offers some vivid description and detail to appeal to an audience  -organizes material with some clarity and logic  -uses a personal, conversational style with some effectiveness | -focuses quite clearly on a controlling idea  -offers considerable vivid description and detail to appeal to an audience  -organizes material with considerable clarity and logic  -uses a personal, conversational style with considerable effectiveness | -focuses very effectively on a controlling idea  -offers highly effective, evocative description and detail to appeal to audience  -organizes material with a high degree of clarity and logic  -uses a highly effective personal and conversational style | | **Application**  **/5** | -student is able to apply knowledge with limited accuracy and effectiveness | -student is able to apply knowledge with some accuracy and effectiveness | -student is able to apply knowledge with considerable accuracy and effectiveness | -student is able to apply knowledge with a high degree of accuracy and effectiveness | |
|  |  | *Consolidation- Referring back to the learning goals for the lesson, how will you know they have learned?* |

**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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