Lesson Plan #11

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**Subject: Health, English Language Arts Grade: 6/7**

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| **Essential Question** (guiding overall unit of study): **Why are Relationships Important?**  **Guiding Questions** (specific to this lesson): **How do we commit to relationships?** | |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?)  **AP6.10-** Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.  **AP7.10**-Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality  **CC6.2**- Select and use appropriate strategies to construct meaning before (eg., Considering what they know and what they need to know about a topic), during (eg., making connections to prior knowledge and experiences) and after (eg., drawing conclusions) viewing, listening, and reading.  **CC7.4**- Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning. | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?) Use I can statements.  (**e)-** Carry out action plans in ways that affirm personal standards. **“I can carry out an action plan.”**  **(f)-** Assess and revise action plans as necessary. **“I can assess my action plan.”**  **(e)**- Develop, with guidance, criteria to assess one’s commitment to personal standards. **“I can commit to personal standards.”**  **(f)-** Assess and revise the action plans as necessary. **“I can revise my action plan.”**  Indicators **(a)** and **(b)** (Before and During)  **“I can use strategies in my writing to construct meaning.”**  **(a)-** Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing. **“I can use language to convey meaning.”**  **(c)-** Textual. **“I can understand and use forms of texts such as paragraphs and multi-paragraph compositions.”** |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*)  During: Peer Editing checklist  After: Students have access to the assessment rubric for the essay. It is printed on pink paper and in their clear duotangs | |
| **Instructional Strategies:** (specific strategies)  -Direct instruction  -Independent work  -Peer editing  -Use of laptops | |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)  Activate and Build on background knowledge (Instruction)  Provide an advance copy of notes (Instruction)  Advanced resource materials (Content)  Use of coloured paper (Process)  Use rubrics (Assessment)  Provide an advance outline (Instruction)  Give students specific dates for completion (Assessment)  Advance organizers (Process)  Pair students to check work (Environment)  Invite students to use portable electronic devices to document (Resources)  Give students specific dates for completion (Assessment)  Invite students to use dictionaries  Provide and area free of distractions for students (Learning Environment)  Draft assignments submitted for editing (Process) | |
| **Materials Needed:**   * Laptops to access OneNote * Track sheet for Action Plans (For students to reference) * Laptops to type on Microsoft Word * Building a paragraph poster (teacher) * How to Write An Essay poster (teacher) * Peer Editing checklist * Access to a printer so that they essays can be printed | |
| **Learning Experiences:**  **\***Write the essential question and the guiding question up on the board\*  **Set (15 minutes)**   * Recap the Essential Question and the Guiding question * Ask the students to take out their laptops * Do two “Think Aloud” presentations on “Building a Paragraph” and “How to Write an Essay” * For the “How to Write an Essay” poster, explain to the students that even though their cheeseburger has five components, you can increase the components of your cheeseburger if you are writing more than five paragraphs.   **Development (30 minutes)**  *Essay Outline/Expectations: 15 minutes*   * Ask the students to go onto their OneNote under Health * Ask the students to go to the Action Plan Essay Expectations * Do popcorn reading with the students regarding this document * Explain that the a, b, c, d, e under each paragraph is meant to symbolize the five sentences in a paragraph   *Rubric: 15 minutes*   * Have two students hand out the essay rubrics printed on pink paper * Go through each column of the rubric so that they know what they will be assessed on * Have two volunteers hand out the clear duotangs. Explain to the students that they will likely want to reference their track sheets when they write their essays because they may need to be refreshed on what their daily goals were.   \*Any remaining time in class can be used for the students to begin their rough drafts  **Closure: (5 minutes)**   * Ask the students to put their rubrics directly into their clear duotangs and then hand them in to the hand-in box at the back of the classroom | |