Lesson Plan #12,13,14 (Half-Day of Teaching)

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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 * Ask students to define a noun, verb, and run-on sentences   **Definitions:**  **Noun-** a person, place, or thing  **Verb-** an action word (if you can do it then it’s a verb)- a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as hear, become, happen.  **Run-on Sentence-** A sentence that has too many commas. It is when two or more main or independent sentences are joined without a word to connect them or a punctuation mark to separate them: “The fog was thick he could not find his way home.”  After: Students have access to the assessment rubric for the essay. | |
| **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: Half Day- teaching in the afternoon**  **\***Write the essential question and the guiding question up on the board\*  **Lesson 12- Omitted due to time restraints**  **Lesson 13 (One Hour lesson)**  **Set (5 minutes)**   * Recap the Essential question and the Guiding question * Make sure that the posters from lesson #11 are posted up on the board for students to reference * Ask two students to hand-out the clear duotangs * Tell the students to retrieve their laptops   **Development (50 min)**   * Do a demonstration at the board on what indenting a paragraph looks like and how to indent using the tab button on their laptops * Also, make sure that students are creating a title page * The students will have 40 minutes to type their rough drafts for their essays * They will be typing their rough drafts using Microsoft word on their laptops   **Closure (5 min)**  Body Break!   * The students will dance to the Just Dance 3 song “Land of 1000 Dances” and this can be pulled up on the projector (<https://www.youtube.com/watch?v=cOjVqdRQnLA>)   **Lesson 14 (20 minute mini lesson)**  **Set (5 minutes)**   * The students will watch a video on peer-editing (<https://www.youtube.com/watch?v=0FqkkW2t1SY>)   **Development (15 minutes)**   * Have two students hand out the peer-editing checklist. * Go over the peer-editing checklist with the students and discuss what they are looking for when they peer edit. * Discuss the definitions of noun, verb, and run-on sentences. These terms are on the peer-editing sheet and some students may be confused of their meanings. The definitions can be written on the board for students. * Ask the students to find a partner to peer edit with. * The names of the partners need to be written on the board.   *Recess time!!!!* | |