Lesson Plan #14 Continued (Half-Day of Teaching)

**Name: Laneise Scharback Date: March 28th, 2018**

**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\*  **Lesson 14 Continued (50 minutes)** *After Last Recess*  **Set (5 minutes)**  Body Break!   * The students will dance to the Just Dance 2018 kids song “Footloose” and this can be pulled up on the projector (<https://www.youtube.com/watch?v=7ze7RukwB-c>)   **Development (40 minutes)**   * Give the students time to peer edit with a partner * Remind them that their peer editor needs to sign the peer editing sheet * Give the students time to fix the edits that their partner suggests * Give the students time to print off their essays so that I can correct them over their Easter break. I will return the Essays on Monday April 9th   **Closure (5 minutes)**   * Give the students time to put their peer checklist into their duotang * Have the students hand in their clear duotangs to the hand-in box * Have the students hand in their essays directly to me | |