

Course & Grade: English 12

Date/Time: March 25th, 6:00pm

Unit/Topic: Short Stories/Prediction/Writing

Location: Mac DXXX

Mentor Teacher: Kerry Robertson

1. Prescribed Learning Outcomes and Cross Curricular Competencies

a) Outcomes (PLOs from the curriculum) that will be assessed:
What outcome(s) or components of outcomes will I be explicitly teaching and having students demonstrate?

Grade 12: A1, A4, A8, A10, B1, B3, B5, B6, B7, B12, C1, C3, C5, C11, C12, C14.

These are mainly aimed at group collaboration, story creation, and prediction strategies

b) Cross Curricular Competencies:
What skills are developing as a result of the lesson (e.g., digital literacy, critical thinking, creative thinking, etc. and how can I convey this to students?)

Critical thinking, creative thinking, developing the whole from the part (only given part of the song), creating own stories.

c) Professional Growth Goal(s):
What am I working on in my teaching practise? How will I gather evidence about this?

Tove: Appropriate facial expressions.

Brad: Using proper body language, wording, and not being too casual.

2. Assessment and Evaluation

What assessment and evaluation strategies will allow students to demonstrate their understanding of the PLOs? Where do I offer opportunities for formative assessment (with feedback) so students can practise and learn? What assessment strategies are best suited to the purpose? Is there a purpose for summative evaluation at this point?

No summative evaluation. Formative (more questions for understanding below) in the shape of discussing the lyrics, creating their own stories.

3. Considering Student Learning Needs

Who are my students? What do I need to know about their learning needs before this lesson? What considerations may be necessary (e.g., cognitive, social/emotional, physical and diversity needs)?

University students “Grade 12s”, not on any IEPs, fairly competent in English. Not everyone likes to be given free range for creativity - show them how it can work, give prompts, present model then allow them to create in a safe environment. Sharing is optional.

4. Required Resources

What resources do I need to make this lesson successful for learners? (e.g., specific room arrangement, technology needs, URLs, handouts, lab equipment, chart paper, textbook chapter and page numbers, maps, videos, posters, lab materials)

<http://www.twosentences.com/>

<http://6wordspluspostage.wordpress.com/hillsboro-to-manhattan/>

<http://fiftywordstories.com/>

<http://www.onefortyfiction.com/>

Lyrics to song.

Class arranged in groups of 2-3, use technology to show examples, chalkboard.

Using a powerpoint as an agenda for overview/guidance to stay on task.

5. Content and Teaching Strategies of Lesson

a) Overview/Agenda/Review

How can I frame the lesson (learning intention, quick overview, key elements, agenda) give students a road map of where we are going?

See chart below with full breakdown of timeline.

b) Introduction (motivational start, minds-on, hook, etc.)

How can I hook students into this lesson? (e.g., relate the lesson to their lives, review, connection to previous lesson(s), video clip, reading, hands on/minds-on activity)

Using song lyrics (from a song they know, they just won't know it yet). Have the student try to find meaning to a broader song from mixed groups of words.

c) Content and Teaching Strategies

What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information and practise it with feedback (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practise new learning? What questions can I ask to discover how learning is going (formative assessment)?

Cooperative learning - groups working on song

Mini lesson - specific story writing “workshop”

Reading - read different stories

Reading - creating own stories (also based on prompts)

Formative Assessment - Checking in with groups when predicting, pushing students for writing.

Questions:

SONG

What themes?

Words in common?

What does this remind you of?

Writing:

Do you have an idea?

Why did you choose...?

Would you like to share?

d) Consolidation

How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back in to the outcomes and learning intentions? How will I summarize or review? How will I gather evidence (see assessment methods)?

EXIT SLIP:

This will be a quick prompt and story writing exercise

6. Reflections

a) Effectiveness of Lesson

What went well in my lesson? What did not go so well? How did I know learning was happening? What will I do next?

What was effective / ineffective in my lesson?

How do I know?

What's next?

b) Professional Growth

What was my professional growth goal for the lesson, what evidence did I gather and what are my next steps?

Professional Growth Goal(s)

Evidence

Next steps for improvement?

Timeline

2 min	Intro to lesson <ul style="list-style-type: none">● Story writing/reading● Occasion for writing
10 min	Song mix up (including reveal) <ul style="list-style-type: none">● Split up circle of life into different sections and pass out● Each group receives a mix of words● They must deduce meaning of the greater song based on words (that are
10 min	Brainstorm <ul style="list-style-type: none">● Discuss/check previous knowledge● selectively place items to be deleted after● Reasons to write a story?● Types of stories? (Genres)● How long should a story be?● What makes a story a story?● What is needed to convey meaning?<ul style="list-style-type: none">○ Who○ What○ Where○ When○ How○ Why
15 min	Examples <ul style="list-style-type: none">● Hemingway story● Random example of 6 word story● 2 sentence example● 140 character example
10 min	Activity <ul style="list-style-type: none">● 140 character story/2 sentence story● Share● Discuss aspects that work vs. don't
5 min	Exit slip <ul style="list-style-type: none">● 6 word story - Based on prompt from picture

Groupings

Remi - 3

Steve - 2

Jay - 1

Brittany - 1

Garrett - 7

Jamie - 4

Gabe - 5

Nick - 7

Evan - 6

William - 4

Willy - 5

Stella - 6

Aarlen - 1

Aaron - 2

Jason - 3

The Circle of Life

Nants ingonyama bagithi Baba [Here comes a lion, **Father**]

Sithi uhm ingonyama [Oh yes, it's a lion]

Nants ingonyama bagithi baba

Sithi uhhmm ingonyama

Ingonyama

Siyo Nqoba [We're going to **conquer**]

Ingonyama

Ingonyama nengw' enamabala [A lion and a leopard come to this **open** place]

[Chant repeats]

From the **day** we **arrive** on the **planet**

And **blinking**, **step** into the **sun**

There's more to see than can **ever** be seen

More to do than can ever be **done**

There's **far** too much to take in here

More to find than can ever be found

But the sun **rolling** high

Through the **sapphire** sky

Keeps **great** and **small** on the **endless** round

It's the Circle of **Life**

And it **moves** us all

Through **despair** and **hope**

Through **faith** and **love**

Till **we** find our **place**

On the **path** **unwinding**

In the **Circle**

The Circle of Life