

LLED 367: LESSON PLAN TEMPLATE

Subject: English Language Arts - Focused Literary Studies	Grade: 11	Date: 03/03/17	Duration: 60 minutes
Lesson Overview	Class 4/10 of the short story unit: Last class, I gave my students the short story "How Pearl Button Was Kidnapped" by Katherine Mansfield without the title. I asked them to read the story and come to class with a title. Today, we will talk about their titles. I will do a lesson on the importance of a title. They will do some writing. We will then begin our next story, and they will try to guess what will happen by the title.		
Class Profile	30 students. 16 are ELL learners, 5 of which are struggling. Three students have higher-than-average literacy skills and therefore often need an extra challenge.		

Big Idea(s)	Language shapes ideas and influences others.
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Curriculum Competencies	<ul style="list-style-type: none"> - Construct meaningful personal connections between self, text, and world - Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context - Respond to text in personal, creative, and critical ways
Content	<ul style="list-style-type: none"> - Strategies and processes: writing processes - Language features, structures, and conventions: syntax and sentence fluency
Language Objectives	<ul style="list-style-type: none"> - the students will demonstrate an effective title - practise writing skills - Students will experience the impact an effective title can have in creating meaning throughout a story

Materials and Equipment Needed for this Lesson	
<ul style="list-style-type: none"> - handout of "Hairball" by Margaret Atwood - left over "How Pearl Button Was Kidnapped" by Katherine Mansfield handouts, if any - handout of "Writing an Effective Title" 	

	Lesson Stages	Learning Activities	Time
1	Warm-up	- let the students come in and settle. Take attendance.	2 min

		<p>- Quick recap of the assigned reading. Gauge reactions of the story. Make a note if I should use it again next year.</p> <p>- Battle of the Titles! First, I will explain the process (as followed). I will also stress that each time a title is decided, the students in the group need to be able to defend why they choose that title over another. (2 min)</p> <p>Process:</p> <ol style="list-style-type: none"> 1. each student pairs up and talks about their title. Together, they decide on the best one. They have 1 minute. 2. Then they, as a pair, goes to the next pair, share each pair's titles, then decide on the best one. They have 1 minute. 3. They continue to join together until it is half of the class with one title versus the other half with one title. They will then decide on the title between them all. I will cut them off at 10 minutes. 	<p>5 min</p> <p>12min</p>
2	Presentation	<p>- students return to their seats. We have a class discussion about why they choose someone else's title. What was the predominant reason throughout each new grouping? Tell them the actual title.</p> <p>- hand out "Writing an Effective Title" and go over it. Ask the students if their titles were examples of one of the 4 things a "good title" does. Ask for the students to share theirs with the class.</p>	<p>5-10 min</p> <p>10 min</p>
3	Practice and Production	<p>- Students will spend 10 minutes writing a short story and giving it a title.</p> <p>Constraints (written on the board):</p> <ol style="list-style-type: none"> 1. 10 minutes 2. Needs to be about a person being kidnapped, but from the kidnapper's perspective 3. Must have proper use of dialogue format (which we went over 2 classes ago and I haven't had a chance to evaluate if they understand how to do it) 4. must have a title that does 1 of the 4 good things a title does. <p>OPTIONAL FOR ADVANCED (write down definition of adverb and 2 examples on the board):</p> <ol style="list-style-type: none"> 5. Each verb must have an adverb 	12 min
4	Closure	- I will collect the writing sample and ask them to think about what our next story, "Hairball", will be	5 min

		about. They will write an exit slip, predicting what it will be about. - Hand "Hairball" out as they leave and collect the exit slip	2 min
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Adaptations for English Language Learners	<ul style="list-style-type: none"> - Ask an ELL student what their title was for the story, and show the class how theirs was appropriate (make sure to chat with some before class to make sure it'll work well!) - pay special attention to the written work of the ELL students and see where they need help. Find worksheets or online quizzes may be helpful.
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Assessment/ Evaluation of Students' Learning	<ul style="list-style-type: none"> - the writing sample will be for completion. I will mark through the grammar and hand it back next class. - make note if they are using dialogue format correctly. If not, I will go over it at the beginning of next class. - read through exit slips to see what the students think "Hairball" will be about. Make note of any major spelling or grammar mistakes to go over. Pick a few of my favourites to share next class.
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Reflection	<ul style="list-style-type: none"> - I think that my timing will get the best of me. Trying to keep everything on track time-wise will be difficult - I wonder if "Hairball" is too advanced for a high school? It's about abortion, so I'm not sure if I'm allowed to bring that into a grade 11 class.
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