LESSON PLAN (modified from *Creating the Dynamic Classroom*, *Revised Edition*, 2012, Pearson.

Part 1: PLANNING THE LESSON/SUBTASK

Date: Monday, November 11th 2013	Grade: 3	Timeframe (time available): 2 x 40 mins
Curriculum Area: Language Arts	Title of Unit (if appropriate): Recount – Assignment Lesson #1	

Context: *Where does this lesson fit into your overall unit planning — introductory, middle, culminating? How have you or will you activate your students' prior knowledge?*

- This will be one of the last lessons of the students' recount unit. Students will have had extensive experience and exposure writing and understanding the orientation, sequence of events and conclusion.
- This will be the introductory lesson to the students final assignment of the unit.

Curriculum Expectations:

  Academic:

ORAL

Overall:

2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Specific:

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions

2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

WRITING

Overall:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Specific:

1.1 identify the topic, purpose, audience, and form for writing

1.2 generate ideas about a potential topic, using a variety of strategies and resources

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

1.4 sort ideas and information for their writ- ing in a variety of ways

1.5 identify and order main ideas and sup- porting details into units that could be used to develop a short, simple para- graph, using graphic organizers

1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

Big Ideas:

- Imagination, interpretation, perspective

Connections to Equity, Diversity, and Social Justice:

- Students will be provided with a mock crime scene that they must interpret for their recount. Each recount will be different. Gives the student opportunity to put pieces of themselves in their stories. No two stories will be the same, shedding light to the diverse nature of the individuals in the classroom.

Cross Curricular Connections	Connections to Students' lives: (local/global)
- Math → mock crime scene will be integrated in the linear measurement unit. - Media → potential for creating "wanted" posters.	Students will be able to use detective skills observation, making inferences and creating a story line based on real life events (in their classroom, their lunch bags, etc).

Assessment: *How will you know that your students have achieved the expectations? What evidence of learning will you have collected? What will achievement look like?*

Assessment *for* learning ___ (Diagnostic)	Assessment *for/as* learning ____ *(Formative)*	Assessment *of* learning ___ *(Summative)*
	- Observation - Self Assessment - Work samples - Interview/Conference - Oral Reports - Personal Reflection - Self-assessment - Rubric	- Oral Reports - Conference

Differentiated Instruction – Accommodations and/or Modifications		
Instructional	**Environmental**	**Assessment**
- Provide an alternative task. - Increase time. - Provide visual aids, models, calculators, manipulatives, real objects, graphic organizers. - Slow down the rate of delivery. - Provide direct teacher assistance. - Scribe for the student. - Introduce and explain new vocabulary. - Use simplified language. - Adapt teaching materials. - Repeat and reword instructions.	- Change space, seating, - Provide a quiet area.	- Scribe for the student. - Have an interview or conference.. - Audio- record or videotape to report knowledge. - Use the computer to record answers.

♥ Check for understanding often. ♥ Peer-tutoring. ♥ Use technology or media.		

Modifications for:

Materials/Resources:

Teacher Resources	**Student Materials**	**Equipment**
	Evidence Log	Anchor Chart
	Pencil	Mock Crime Scene: caution tape, paint, sponge paw prints, dog hair, water
	Eraser	+ food colouring, leash, collar, lunch bag, food, shared reading poem.
	Shared Reading Poem	

Part 2: DELIVERING THE LESSON/SUBTASK

Grouping: W = Whole class; S = Small group; I = Independent/Individual

Timing	Grouping			Mental Set (hook):	Materials/
	W	**S**	**I**		**Resources**
10 Mins	✔			**Hook:** Have the mock crime scene set up for when the students come in the room. Have students continue with routine (agendas on desk, Oh Canada etc.). Tell the students that over the weekend something must have happened. Explain that you and AT are shocked (really play up the mystery)! *Prompts: What do you see? What observations can you make?*	
2 Mins	✔			**Sharing the Purpose/Objectives/Success Criteria** *(in student language):* **I can:** Make observations and inferences. **Looking for**: number-item correspondence, specific observations, specific inferences that include pieces of evidence.	

				Body: Input, Modeling, Check for Understanding, Guided Practice, Independent Practice	Bloom's Taxonomy:
10 Mins	✔			**Input:** Have students meet you at the meeting place. Put "Making Inferences" anchor chart up on the easel. Explain to the students that an inference is a guess made from clues in pictures and text. Have students reflect on their experience drawing meaning from the book Lighthouse by Robert Munsch (a previous lesson). Explain that when they looked at the title, subtitle and pictures to help find meaning – they were actually making an inference. You need to follow 4 steps when making an inference:	✔ Remembering ✔ Understanding ✔ Applying ✔ Analyzing ✔ Evaluating ✔ Creating
	✔			1. You need to read the title 2. You need to look at the pictures 3. Read a little of the story 4. Think…. a. What do I already know? b. What have I learned so far? 5. Make an Inference	**Learning Styles:** ✔ Visual ✔ Auditory ✔ Kinesthetic
				There is a difference between making a prediction and making an inference. When you make a prediction you make a guess as to what will happen next based on the text, author and what your schema. When you make an inference, it means you are reading all of the clues and making your BEST guess. When you make inferences you draw conclusions about what has happened.	**Multiple Intelligences:** ✔ Verbal/Linguistic ✔ Logical/ Mathematical ✔ Body/ Kinesthetic ✔ Visual/ Spacial ✔ Interpersonal ✔ Intrapersonal
				Check for Understanding: Allow students an opportunity to ask questions.	
5-7 Mins				**Guided Practice/Model:** Explain to the students that it is their job to collect evidence like real detectives. They need to make observations based on what they see at the crime scene. They need to draw inferences (make their BEST GUESS using the clues from the crime scene). Emphasize that there is no right answer and that MANY things could have happened. Show students the sheet that they will be working with. Model how they will look at the crime scene and fill out the pieces of evidence for each evidence number (do #1 with them as an example). Emphasize that students will fill in their observations, being specific.	
15-20 Mins	✔	✔	✔	**Independent Practice:** Allow students time to review the crime scene again, to process the information on their Evidence Log, to record their observations and inferences. Encourage accountable talk, sharing information and ideas with their peers.	
20 Mins	✔		✔	*** Shared Reading (if time allows):** Introduce poem of the week to the students. Have them listen to you read it and follow along on their own pages. Complete the activity for Monday/discuss this as a class (possibly review strategies for M/C → Anchor Chart) to give directions on how they can answer these questions.	
5 Mins	✔	✔		**Closure** *(sharing the learning in some way)*: If time allows, have students share their observations and inferences in the whole group. If time is short, use a Think-Pair-Share and hear from groups.	

Reflections: *Ask yourself about your:*
Successes:

Challenges:

Changes:

Next steps: