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| **Subject/**  **Grade** | **English Arts** | **Teacher** | Miss. Beazer |
| **Unit** | **Breadwinner** | **Time** | 30 min |
| **Lesson** | **Making Connections** | **Date** | Nov. 10, 2015 |

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| **LEARNING OBJECTIVES** | | | | | | | |
| 4.2.1   * 4.2.1.2 use complex sentence structures and a variety of sentence types in own writing * 4.2.1.1 identify the use of coordinate and subordinate conjunctions to express ideas   4.2.2   * 4.2.2.2 explain the importance of correct spellings for effective communication   2.2.1   * 2.2.1.1 experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * 2.2.1.4 discuss the author’s, illustrator’s, storyteller’s or film maker's intention or purpose   2.3.2   * 2.3.2.1 discuss the connections among plot, setting and characters in oral, print and other media texts | | | | | | | |
| **ASSESSMENTS** | | | | | | | |
| **Observations:** | | | Lesson Objectives   * Students will learn new words, their meaning and spelling. * Students will understand the use of complex sentence * Students will understand proper sentence structure. * Students will silently read and get caught up | | | | |
| **Key Questions**: | | | Why do we need a large vocabulary with good spelling?  What characters do we or have we met? | | | | |
| **Products/Performances:** | | | **Comprehension: Restating the word through sentences**  **Construct: Create an understandable compound sentence.** | | | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | | |
| * <http://education.alberta.ca/media/456082/sockto3.pdf> | | | | | **Dictionary section in Binder** | | |
| **PROCEDURE** | | | | | | | |
| **Introduction** | | | | | | | **Time&**  **Material** |
| ***Attention Grabber*** | Introduction | | | | | | 5 min |
| ***Assessment of Prior Knowledge*** | We have been using Capitals and Periods and Conjunctions for 5 weeks now, we should know this. | | | | | |  |
| ***Expectations for Learning and Behaviour*** | I expect them to listen to the story, evaluated the characters we meet and sketch what they imagine they look like. | | | | | |  |
| ***Advance Organizer/Agenda*** | Bell work  Agenda  Read The Road to Afghanistan  Watch a Connected video  Journal Connection | | | | | |  |
| ***Transition to Body*** | Bell work  5 Dictionary words: look up & Sentence  -Complex Sentence  \* Frisk, To dance, skip lively  \*Chronicle, sequence of events in order  Checklist:  Periods  Capitals  Conjunctions  Verb Tense  Complex Sentence  Edit and peer edit | | | **6A Mr. Anderson** Brennen,  Bron,  **6B Mr. Anderson**  **6C Miss. Beazer**  Lakiesha, Tyler Kash, Calvin  **6D Mrs S.**  Jamal,  Jozee Maddie | | * Work on Conjunctions | 10 min |
| **Body** | | | | | | | **Time** |
| ***Learning Activity #1*** | Read The Road to Afghanistan:  Show a 5 minute clip: The highway of heroes  Show a quote  Explain That I have connected 4 different pieces of literature text (Breadwinner). Write in your journal how they are connected. | | | | | | Rest of Class |
| *Assessments/ Differentiation:* | 2.3.2.1 | | | | | |  |
| ***Learning Activity #2*** |  | | | | | |  |
| *Assessments/ Differentiation* |  | | | | | |  |
| ***Learning Activity #3*** |  | | | | | |  |
| *Assessments/ Differentiation* |  | | | | | |  |
| **Closure** | | | | | | | **Time** |
| ***Assessment of Learning:*** | |  | | | | |  |
| ***Feedback From Students:*** | |  | | | | |  |
| ***Feedback To Students*** | |  | | | | |  |
| ***Transition To Next Lesson*** | |  | | | | |  |
| **Reflections** | | | | | | | |
| ***What went well? What changes would you make in your planning? What have you learned to improve upon future instruction?*** | | |  | | | | |