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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
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| **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 workAgendaRead The Road to AfghanistanWatch a Connected videoJournal Connection |  |
| ***Transition to Body*** | Bell work5 Dictionary words: look up & Sentence -Complex Sentence\* Frisk, To dance, skip lively\*Chronicle, sequence of events in orderChecklist:PeriodsCapitalsConjunctionsVerb TenseComplex SentenceEdit 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 heroesShow a quoteExplain 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?*** |  |