

ESLCO	4 Aug 2017	Unit: 2-2	Topic	Colours in the Sky	Period 1: 8:30 – 12:00
<p>Curriculum Expectations: L2.1 engage in spoken interactions on personal and content-area topics R1.2 demonstrate an understanding of adapted and authentic texts in a variety of ways W1.1 write more complex texts to convey information and ideas for academic purposes using a variety of forms</p>					
<p>Resources: Writing notebooks, Q:Skills textbook, Vocab worksheet, Northern Lights reading worksheet. Context Clues worksheet</p>					
<p>Learning Goals: 1. I can carry on a conversation in English 2. I can read and respond to a text to demonstrate understanding 3. I can write a paragraph in response to a text</p>			<p>Success Criteria: 1. I will ask and answer questions and share my ideas 2. I will answer questions in my textbook 3. I will write a topic sentence, two further sentences that include supporting details, and a closing sentence.</p>		
<p>Lesson Plan: Silent Reading – Students will read for the first fifteen minutes of class. Give the students marks for this today. Don't give them any warnings. They can score 5 points for reading at 8:30 without talking or going on their phone. If it takes them longer to get a book and read, the marks will go down all the way to 1.</p> <p>Writing – Write a complete paragraph with a topic sentence, two reasons, supporting details, and a concluding sentence for this topic - Why can wearing dark clothes at night be dangerous?</p> <p>4 Corners Conversation + Share – Ask the class this question, “Should scientists be allowed to use animals to test new medicines?” Then, ask the students to move to four places in the room based on how they feel about the topic. One corner of the room will be for people who strongly agree with the statement. The other three corners will be agree, disagree, and strongly disagree. There are full-sized printed pages with these words on to display at each corner. The students need to move to these areas and from new groups based on their opinions. They will then talk for three minutes about why they moved to that specific corner and come up with a couple good reasons to support their belief. At the end of the three minutes, have one person from each group share one of their reasons. Repeat this process with another two questions, Should kids younger than 18 be able to make their own decisions about whether to get a body piercing?</p> <p>Textbook Work– In the Reading and Writing book, have the students catch up on page 29 #A,C,D and 33 #B,C,D. Demonstrate how to summarize a paragraph using the example on pg 34 #E-1 and then have the students complete the other questions in that section. Teach the reading skill at the top of page 35 and then have them complete #A and B.</p> <p>Context Clues – Teach the lesson at the top of page 35 and then have the students complete Section A and B and the worksheet. No translation or dictionaries allowed.</p> <p>Outlines – Continue the guided reading from yesterday with the Northern Lights reading. Sit with the remaining groups one at a time. Each student will take turns reading a paragraph outloud. the students for the Northern Lights article and instruct them how to fill in the outline. Conduct running records for each student in small group settings.</p>				<p>Assessment</p> <p>For Learning</p> <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Focused questioning <input type="checkbox"/> Observation <input type="checkbox"/> Individual Conference <input type="checkbox"/> Writing Journals <input type="checkbox"/> Exit Cards <input type="checkbox"/> Plicker <p>As Learning</p> <input type="checkbox"/> Learning logs <input type="checkbox"/> Reference Charts <input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer evaluation <input type="checkbox"/> Concept / Mind Maps <input type="checkbox"/> Word webs <input type="checkbox"/> Graphic Organizers <p>Of Learning</p> <input type="checkbox"/> Mini-test <input checked="" type="checkbox"/> Running Records <input type="checkbox"/> Unit test <input type="checkbox"/> Vocabulary Quiz <input type="checkbox"/> Presentation <input type="checkbox"/> Assignment	
<p>Lesson Reflection:</p>					