

Daily lesson plan

Group: N/A	Grade level /Program: Secondary 3	Period length: 75 minutes			
Goals for the period (what do you want students to “walk away with”?)					
<ul style="list-style-type: none"> By the end of the class I want the students to be able to identify and pronounce at least 5 contractions. <ul style="list-style-type: none"> <i>I will know they can do this when they can write 5 contractions and their root words by the end of the period.</i> 					
Competencies to be developed		Evaluation criteria (What will you EVALUATE today?)			
<ul style="list-style-type: none"> C1 C2 C3 		C1: X Participation in oral interaction <input checked="" type="checkbox"/> Content of message X Articulation of message C2: X Evidence of Understanding <input checked="" type="checkbox"/> Reinvestment of understanding C3: Content of message <input checked="" type="checkbox"/> Formulation of message			
Functional Language for speaking and writing (expressions) From PoL Working towards: 4c. Describes events, experiences, ideas and issues (e.g. This is about..., It was the best day of my life because...) 9c. Supports opinions (e.g. I believe this because..., For example..., Based on the text...) 15a. Gives advice and feedback (e.g. Why don't you try..., If I were you, I would..., You could...)	Learning strategy From PoL 1.11a. Uses a newly learned item in a new context.	Language conventions (grammar & punctuation) From PoL <i>1b.</i> Uses appropriate stress and pronunciation for words frequently used to participate in classroom life.. <i>2c.</i> Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages. <i>Optional 2d.</i> Uses targeted grammatical structures to express oral and written messages.	Vocabulary Focus: (Up to 8 words you want students to learn today) Shouldn't, can't, won't, I'll, I'm, would've, etc		
Cooperative learning activity structures: <input type="checkbox"/> Graffiti <input type="checkbox"/> Learning stations <input type="checkbox"/> Jigsaw <input type="checkbox"/> Numbered heads together	Teacher centred techniques: <input checked="" type="checkbox"/> Teacher-led discussion <input type="checkbox"/> Cold calling <input type="checkbox"/> Scaffolding	Other Techniques & activities: <input checked="" type="checkbox"/> Competition <input checked="" type="checkbox"/> Gaming: <input type="checkbox"/> Do Now <input checked="" type="checkbox"/> Exit card <input type="checkbox"/> Other			
C1 activities: <input type="checkbox"/> Turn & talk <input type="checkbox"/> Think pair share <input type="checkbox"/> Inside/outside circles <input type="checkbox"/> Say & switch <input type="checkbox"/> Ticket to talk <input type="checkbox"/> Poster fair <input type="checkbox"/> fish bowl					
C2 activities: <input type="checkbox"/> Reader's Theatre <input type="checkbox"/> Choral Reading <input type="checkbox"/> Semantic mapping <input type="checkbox"/> summarizing	C3 activities: <input type="checkbox"/> Free writing <input type="checkbox"/> Guided writing <input type="checkbox"/> Peer review / editing <input type="checkbox"/> Graphic organizers for planning				
Period Start-up Routines (Attendance, Menu on board, collecting homework, handing out materials, silent reading etc.)					
Attendance, collecting homework, menu on board					

1.	Activity ● Break it down into point form 'steps' for students ● Write the instructions you will give students	Teaching techniques Individual / paired / groups – cooperative learning structure?)	Rationale (Your pedagogical reasons / Goals What teaching STEP is this?)	Min .
Intro	Lecture on Contractions and their use in Speeches -Students are expected to take notes -Electric Company Video on n't Contractions -Contraction Boas (in powerpoint) -Several examples for students to reference -Pronunciation described, cold-call students to provide examples -Students practice restating example sentence with contractions	Teacher led discussion Cold Calling	Priming, refreshing past knowledge	20-25
Development	Instructional Lead In -Team Bingo Instructions -Class split into two sides -Each student gets a bingo sheet -In order for a team to get a point, a student must get bingo -They must stand up and recite the contractions forming their bingo and give their root words to ensure they have played correctly	Scaffolding	Get them hooked, make sure they know the game	5
	Contraction Bingo -One student in charge of pulling and calling the bingo slips -Changes each round after someone correctly gets bingo -Teacher helps with pronunciation and comprehension as necessary -Rounds continue until a student has bingo	Groups, cooperative learning	Gamification, competition	20-30
Closure : Goal?	Exit Cards -Five contractions and their root words -Must be read to the teacher before being handed in -BONUS: Students can use the words in a sentence for 5 bonus points	Individual	Make it matter, tie it together	5-10

End of class reminders / routines ... hook them for the next class

Reminder of speech writing (unit), reminder that they are to use contractions in the speech they will be writing

Anticipated problems	Solutions/Plan B
-Students don't know how to play bingo	-Further scaffolding and peer help to learn the game

<ul style="list-style-type: none"> -Powerpoint doesn't work -Students may end up too competitive; students become loud, unruly, etc. 	<ul style="list-style-type: none"> -Teacher led discussion with powerpoint notes but no powerpoint -Worksheets and textbook pronunciation exercises as a back-up activity/consequence
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Materials to prepare	Homework (to assign and collect)
<ul style="list-style-type: none"> -Bingo Cards -Bingo Slips -Stones/Chips for Bingo -Powerpoint on Contractions -Menu on Board -Worksheets and selected textbook exercises in case of an early end to activities 	<ul style="list-style-type: none"> -Reminder to work on the speech/presentation -Worksheet on contraction 'surgery'