Lesson Plan for Week 1: Sep 3 - 6 **Grade: _____** **Course / Code: _____** **Teacher: _____**

	▼ Office Only ▼
Overall Expectations	Copied from the "The Ontario Curriculum" □ http://www.edu.gov.on.ca/eng/curriculum/ **Example:** 1. English / Writing: 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
Specific Expectations	Copied from the "The Ontario Curriculum" □ http://www.edu.gov.on.ca/eng/curriculum/ **Example:** 1. Proofreading: 3.5 proofread and correct their writing, using guidelines developed with the teacher and peers (e.g., consult print and electronic references to check spelling; develop and use a checklist specific to the writing task; with a partner, read work aloud to check for clarity and interest) **Teacher prompt:** "How could you check your writing for subject-verb agreement or pronoun-antecedent agreement?"

Unit/ Lesson **Big Ideas**	* The title of the **unit/lesson** and page number, or upload handouts and their links, etc. * The **Big Ideas** are the concepts or principles **central to the lesson**. They anchor or connect all the smaller ideas in a lesson and serve as the focal point of curricula, instruction, and assessment. They are the keys that unlock a content area for a wide range of learners and allow educators to focus their resources on the essential elements in a lesson. **Samples:** 1. Science: All matter is made up of three universal particles. 2. English: How to write a well-organized paragraph 3. LA / Writing: Variety in sentence structure helps to engage the reader and make meaning clearer. 4. Technology: In what ways can technology enhance expression and communication? In what ways might technology hinder it?

Learning Goals / **Objectives**	What are the **students expected to learn**? (similar to the curriculum expectation but using the language that students understand). The objectives are the understandings, insights or skills students are expected to develop by the end of this lesson. Setting clear and specific objectives helps students understand the purpose of the work ahead. **Samples:** 1. Science: to describe the three states of matter: solid, liquid, and gas. 2. (a) English: to demonstrate the ability to use the conventions of grammar when creating paragraphs. (b) English: to demonstrate the ability to write a well-organized (structured) paragraph. 3. LA/Writing: to practice writing different types of sentence-structure (simple, compound, complex, and compound-complex) 4. Math: we are learning to compare angles we see around us to benchmark angles. **For more details:** https://etfoassessment.ca/learning-goals/

Success Criteria	How will students know they have learned? Success criteria are teaching and learning tools that students and educators can use to monitor growth and progress. It describes the characteristics or properties of a demonstration of learning so that the learners have a clear understanding of what they are striving to achieve. Success criteria are developed to provide the opportunity for: Students to make judgements about the quality of their work; students to self-assess, students to identify their strengths and next steps. **Example:** I can… ☐ Provide the most important ideas from the text. ☐ Provide relevant and specific details. ☐ Provide sufficient details. **For more details:** https://etfoassessment.ca/success-critera/

Instructional Strategies	Instructional **strategies are techniques** teachers use to help students become independent and strategic learners to select the appropriate ones and use them effectively to accomplish tasks or meet goals. **Examples:** Ongoing assessment, descriptive feedback, peer and self-assessment, individual goal setting, learning conversations group discussion • independent study • portfolio development • journals and learning logs • role-playing • cognitive organizers • literature response • service learning • issue-based inquiry. **For more details:** https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/instructional-approaches

Assessment & Evaluation	**Types of Classroom Assessments** 1. **Assessment for Learning / Diagnostic Assessments** Assessment that precedes instruction, checks students' prior knowledge, and identifies misconceptions, interests, and learning-style preferences. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction. **Examples:** Pretest, student survey, skills check, K-W-L ("What I Know," "What I Want to Know," and "What I Learned.") 2. **Assessment for Learning / Formative Assessments** Ongoing assessments provide information to guide teaching and learning for improving learning and performance. Formative assessments include both formal and informal methods **Examples:** Quiz, oral questioning, observation, conversation, draft work, think aloud, dress rehearsal, portfolio review. 3. **Assessment of Learning / Summative Assessments** Culminating assessments are conducted at the end of a unit, course, or grade level to determine the degree of mastery or proficiency according to identified achievement targets. **Examples:** Tests, exams, oral questioning, observation, conversation, draft work, think aloud, dress rehearsal (real performance), portfolio review, presentations, writing logs or paragraphs or articles, projects, tasks, etc. **For more details:** https://etfoassessment.ca/diagnostic-assessment/

Homework / Class Work	* The title of the **unit/lesson**, page number, exercise no., or upload handouts and their links, etc. and specify which one(s) has been done in class and which one to be done at home.

Materials & Resources	Specify the name of the book, the uploaded handout (provide the link), online resource (provide the link), etc. **Examples:** • Ghadanfar, M. (2001). Great Women of Islam. Kingdom of Saudi Arabia, Darussalam Publication. Electronic copy can be found online. https://www.kalamullah.com/Books/Great%20Women%20of%20Islam.pdf https://www.muslim-library.com/dl/books/English_Great_Women_of_Islam_Who_were_given_the_good_News.pdf • Government of Canada Website (modified 2012). Discover Canada. Retrieved on March 25, 2019 from https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online.html

Islamic Link The 5 Ds (explore, compare, question, connect, appreciate)	The 5D knowledge-based character education model seeks to help students to develop positive views of science from a holistic perspective, as a means for building better character. Students might use the 5Ds materials to supplement what they learn at schools. The materials shall be easy for self-learning for students. **For more details:** https://5dthinking.org/ https://drive.google.com/file/d/1VYoF7V6FqzfSo4zoZrMC5kf-fy2iB5zn/view **1. Explore** = Explore the main ideas of the lesson → write the title of the lesson (ex. Amazing Elephants, page xx) **2 Compare** = → Compare the observed phenomena with a human-made one (ex. Powerful Cranes or Tesla Military Cyber Truck) **3. Question = (1)** → **Who** are the makers of the cranes? Engineers? Designers? Programmers? **What** are they made of? Did it create / assemble itself by itself? From nothing? Did it come from nature? Did it happen by chance? Does it work on its own? How does it work? **(2)** → How does the elephant come about? Did the elephant make its own trunk? Did the plants make the elephant strong? Did the elephant get its trunk by chance? Do elephants need electricity or a battery to move? Can the crane/truck move and navigate ways on its own? Who do you think made the Elephant? Has anyone seen something making itself? **4. Connect** = Helps readers seek the Maker (Allah) of the observed phenomena and understand the hidden messages/meanings of His acts. → Connect to The Divine Names of Allah (ex. Alkhaliq, Alazia, Alhakeem) **5. Appreciate** = encourages readers to reflect on the benefits of the observed phenomena and emphasizes how everything is custom-made for a specific beneficial outcome. → What are the character lessons? → Recall countless benefits of the explored topic and appreciate and thank Allah for these blessings through: zhikr, fikr, and shukr.

Need help? ChatGPT is here to help you! 🙂

1. Apply the previous information to **birds**
    a. Create a 10-question multiple-choice test for Grade 1.
    b. Add 5 more questions related to the Creator, Allah.
    c. Create a presentation about this, including pictures.

2. Create Presentation
Download the presentation, upload in ChatGPT, ask it to create a similar document about **frogs**

3. **Chatgpt:** → Please create **Big Ideas**, **Learning Goals**, and **Success Criteria** for a **Grade 4 Multiplication unit**, aligned with the Ontario curriculum expectations

Please create Big Ideas, Learning Goals, and Success Criteria for a Grade 5 "measuring time" unit, aligned with the Ontario curriculum expectations.

Please create Ontario curriculum Overall Expectations, Specific Expectations, Big Ideas, Learning Goals, Success Criteria, Instructional Strategies, Assessment & Evaluation for a Grade 1 "the importance of rules" unit

Create a multiple-choice test of 10 questions for this lesson
Create a 10-question fill-in-the-blank activity about this
Create 10 critical-thinking questions

Create 10 application questions

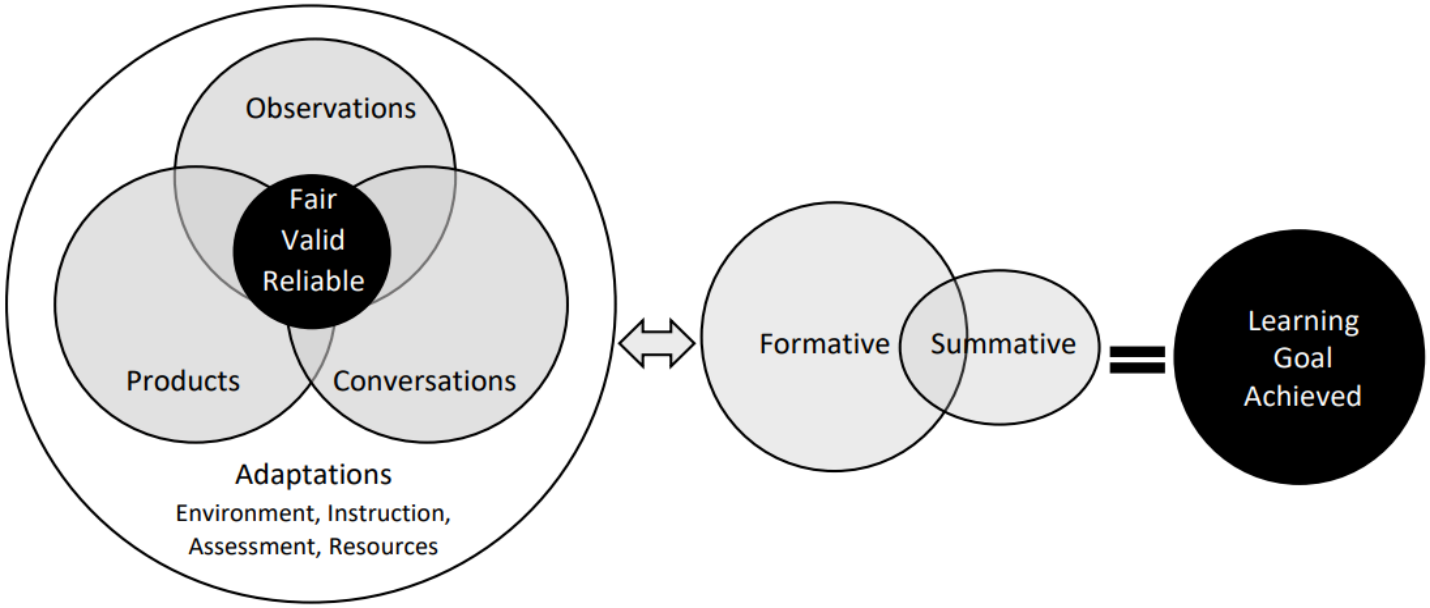
What is Balanced Assessment?

Balanced assessment is the process that provides opportunities for student growth.
Students use multiple forms of feedback to improve their work (Formative Assessment).
Students present their best work illustrating growth and mastery of skills and course concepts(Summative Assessment)
https://langdon.rockyview.ab.ca/our-school/langdon-learning-model/balanced-assessment
http://www.pdmosaic.com/triangulation/

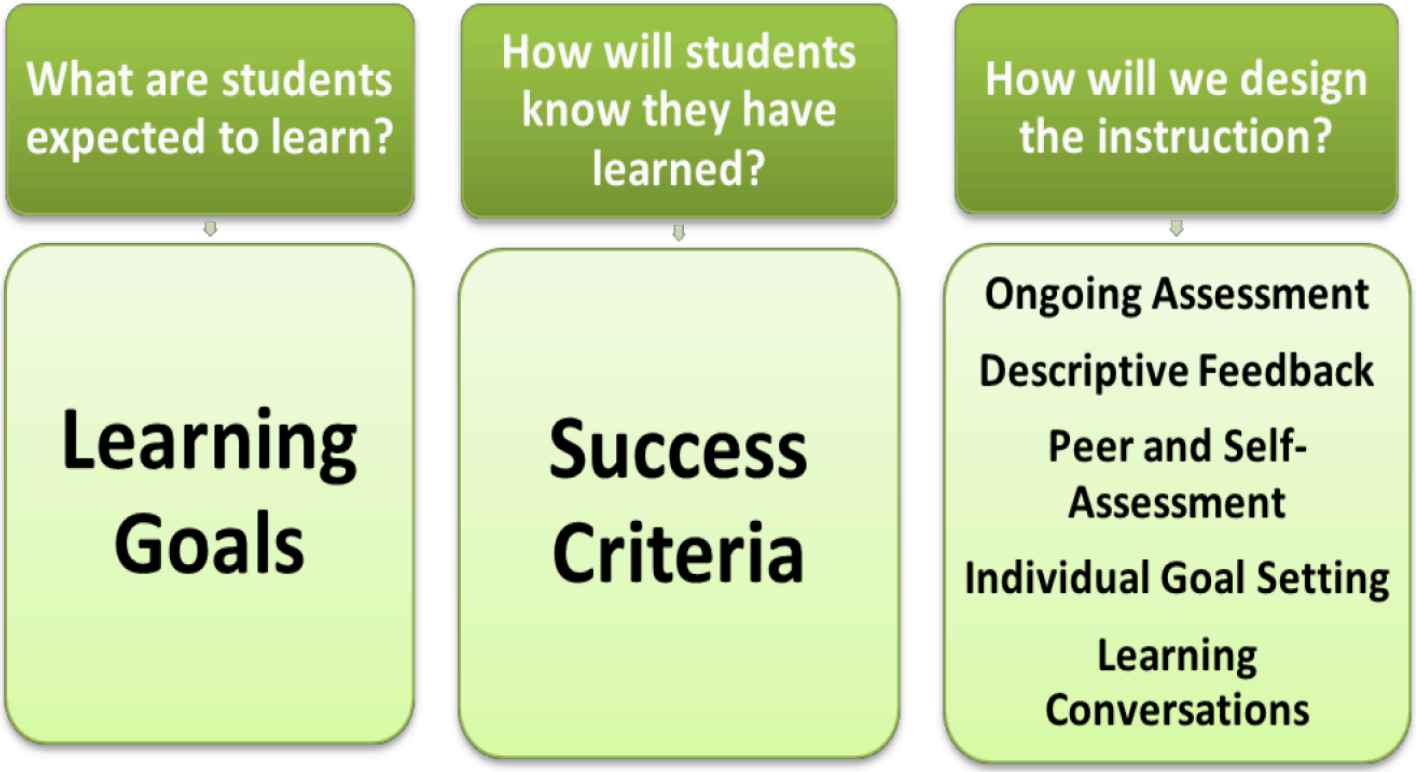
https://www.srsd119.ca/wp-content/uploads/ILT/MED_Supporting-Student-Assessment-Saskatchewan.pdf

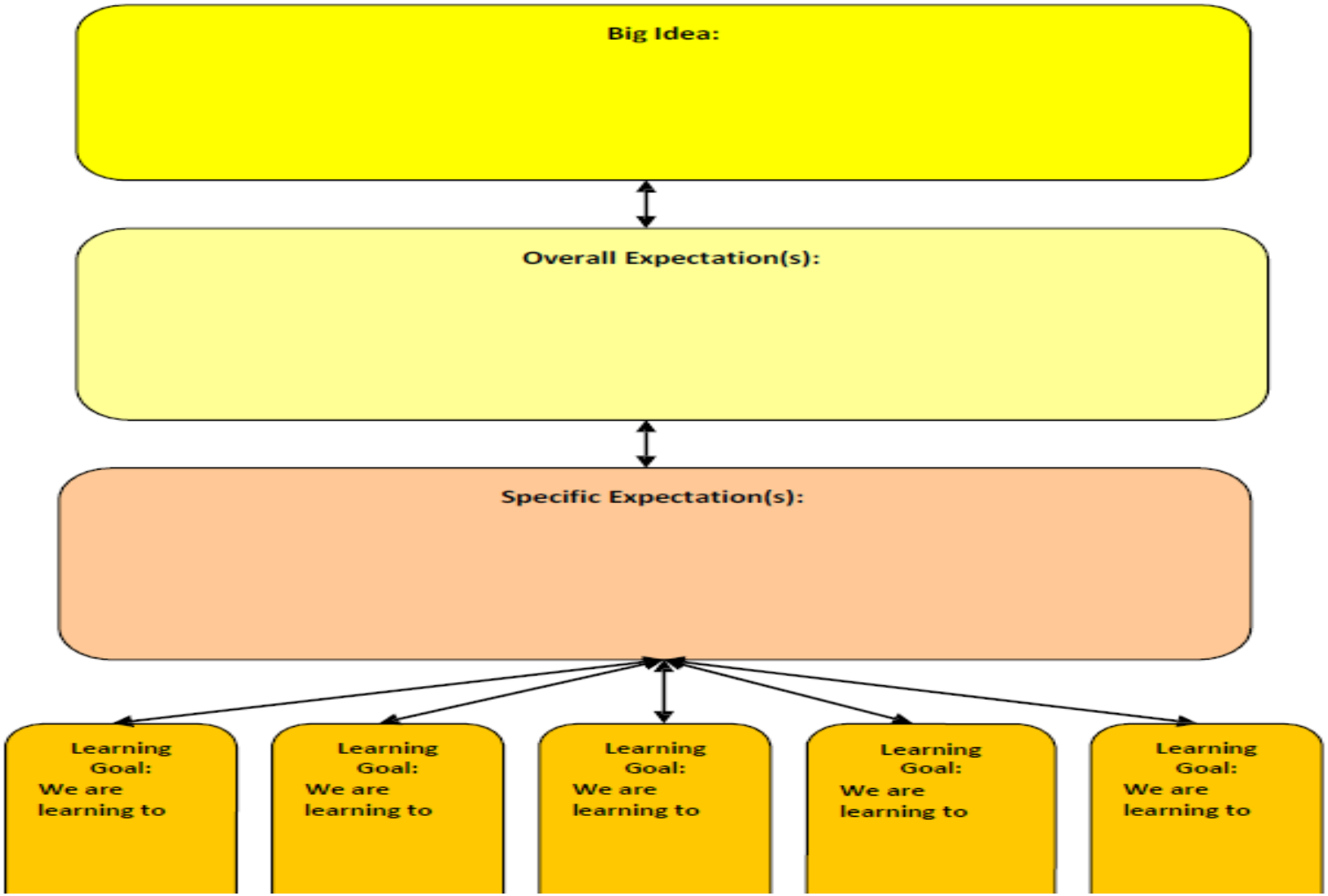
Observation Something students can demonstrate	**Conversations** Something students can say	**Products** Something students can create
Questioning Group work Class work Independent class work (checklist) Peer evaluations (checklist) Concept Discussion (checklist) Performance tasks (anecdotal/scale) Presentations Listening + Speaking Problem Solving Group Skills Exit Slip Role Play Running Record List of books read Vocabulary Checklists Anecdotal	Conferences Questioning Portfolio Conferencing Student teacher conferences (checklist) Small Group Discussions (checklist) Pair work (checklist) Oral pre-tests (scale/rubric) Oral quizzes (scale/rubric) Oral test Oral Presentation with question and answer session Notes Journal Blogs Moderated online Forums Jigsaw Jeopardy Ball Toss	performance Tasks Assignments Test Scores Reader Responses Tests Portfolios Checklists Videoes Journal Projects Graphs Poster Presentation
Practice Prompt Exercise (Responding to a prompt:)		

Balanced Assessment Approach in the Classroom



Evidence of Learning **Types of Assessment** **Growth**


What are students expected to learn?
How will students know they have learned?
How will we design the instruction?
Learning Goals
Success Criteria
Ongoing Assessment
Descriptive Feedback
Peer and Self-Assessment
Individual Goal Setting
Learning Conversations


Big Idea:
Overall Expectation(s):
Specific Expectation(s):
Learning Goal: We are learning to
Learning Goal: We are learning to
Learning Goal: We are learning to
Learning Goal: We are learning to
Learning Goal: We are learning to


Where am I now?
Where am I going?
How am I doing?
Where to next?
Intellectual
Physical
Emotional
Spiritual
ENGAGE and EMPOWER the learner
SUPPORT responsive instruction and INSPIRE learning
clearly INFORM stakeholders
are CULTURALLY INCLUSIVE and AFFIRMING
Effective assessment practices...

	Assessment *for* Learning			Assessment *of* Learning
	Universal Screeners	**Diagnostic Assessments**	**Progress Monitoring**	**Outcome Evaluation**
Why	Which students are at risk? Which systems are at risk?	What skills does this student have? What skills need to be taught?	Is our instruction working? Do we need to change course?	Have students learned what we need them to know? Did our instruction work?
What	Brief, standardized assessments of key literacy skills	In-depth, often unstandardized assessments	Very brief (1-3 minutes)	Evaluations of mastery of learning goals or curriculum expectations
Who	All students	Students at risk	Students at risk	All students
When	Beginning, middle, and end of year	When problem-solving for differentiated instruction or intervention	Weekly or biweekly to allow for quick adjustments based on response to instruction	After units of study or at the end of a school year
Analogy	**Blood pressure or temperature check –** Is there a problem?	**Blood test or diagnostic imaging –** What is the problem? What do we need to do about it?	**GPS system –** Are we going in the right direction? Will we get there on time?	**Time on a running race –** How did we do? What can we learn for next time?
Examples	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	CORE Phonics Survey Really Great Reading Phonological Awareness Survey Acadience Comprehension, Fluency and Oral Language Diagnostic	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	Summative assessments, e.g. unit tests, projects and assignments EQAO

Big ideas, Learning Goals, Success Criteria,