

Subject/Grade: grade 7/8 ELA

Lesson Title:

Teacher: Ms. Cottenie

Slides

<https://docs.google.com/presentation/d/1rkm3VaT-scaNZ5xy0KbOIN1niPd36MP5ivCfILYugqg/edit?usp=sharing>

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.

b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.

b) Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral, print, and electronic media.

Key Understandings: ('I Can' statements)

- I can independently read and understand texts related to dystopian worlds.

-I can demonstrate comprehension and interpretation of dystopian short stories by explaining connections between new ideas and information and my previous thoughts.

-I can analyze dystopian stories, to understand their main ideas, events, or

Essential or Key Questions:

1. Can you identify and explain the main ideas and supporting evidence related to dystopian worlds, considering biases or false reasoning?
2. How do you demonstrate comprehension and interpretation of dystopian texts, by explaining the connections between new ideas and your previous thoughts?
3. When reading dystopian information texts, how do you independently

themes, both independently and by recognizing connections between new ideas and information and my prior knowledge. -I can critically evaluate and discuss the main ideas, events, or themes of dystopian literature and identify any biases or false reasoning and explain connections between new ideas and information and my previous thoughts.	understand the main ideas and supporting evidence? 4. How do you explain the connections between new ideas and information and your previous thoughts?
Prerequisite Learning: (What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to ‘learn’ what you expect of them today? An example is: what health promotions strategies are.) Classroom expectations Classroom discussion rules Reading strategies	
Instructional Strategies: - Discussions - Pair and share - Graphic organizers	
Stage 2: Determine Evidence for Assessing Learning	
Summative Graphic organizers Classroom discussion Personal connections	
Stage 3: Build Learning Plan	

Set (Engagement): 10 min
Length of Time:

(Get their attention! And then tell them what you are going to learn through this lesson)

Students get materials and bring to their desk

- Laptops
- Pencil
- Eraser
- Pencil crayons

Review i can statements

Define key terms of

Dystopian worlds: an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.

"environmental disaster is the backdrop to this modern dystopia"

Utopian worlds: an imagined place or state of things in which everything is perfect.

Ask for examples

Heaven - utopia

Hell- dystopia

Ask students to make **Pre-reading Personal Connection**

Is there a

- Movie book
- Show
- Commercial
- Story

That you can think of which shows a utopian world?

Repeat for dystopian worlds

Materials/Resources:

Stories found on commonlit
<https://www.commonlit.org/en>

- **Graphic organizers**
- Laptops
- Pencil
- Eraser
- Pencil crayons

Possible Adaptations/

Differentiation:

- Provide additional time
- Enable students to record oral lessons if needed
- Reduce the amount of text on screens or printouts

Management Strategies:

- lead by example
- Hold students accountable for rule breaking

Safety Considerations:

- being respectful/civil in discussion
- not talking to strangers (staying within Deshayee school/community)

Development: Time: 35 min Have students read stories uploaded to their teams account and then fill in the worksheets <i>Read independently either</i> 1. <i>Her Hand that Held the Stars by By Rebecca Birch 2019</i> <i>Worksheet</i> https://docs.google.com/document/d/1o1hRmo5vW_Jlpp0i7Lp7mLlrwnkoBAYWjuTQrkE0i_c/edit?usp=sharing Learning Closure: Time: 15min Class discussion summarizing Post-reading Personnel Connection Think back to personal connection ... Has your view on dystopia and utopia worlds changed What can you add to it?	
Stage 4: Reflection	
<i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i>	

Professional Development Plan (short term)

Date:

Class/Content:

Intern:

Observer:

Professional focus/target/ goal:

Steps to achieve goal/ I will practise (How I plan to achieve my target?):

Specific Instructions for observer:

Data Collection/observations:

Comments/ Feedback related to professional focus:

Self-reflection related to professional experience, feedback provided and/or post-conference conversations:(what went well? What would I do differently? Where are you headed?)