

Subject/Grade: ELA 20		Lesson Title: Charles and He-y		Teacher: AL	
Stage 1: Identify Desired Results					
Outcomes and Indicators:					
CR 20.1					
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>				Essential Questions:	
<i>Students will know...</i>			<i>Students will be able to...</i>		
Stage 2: Determine Evidence for Assessing Learning					
Formative: observation Summative: Hand-in questions if needed					
Stage 3: Build Learning Plan					
Instructional Strategies:					
Indirect Instruction Group Discussion					
Set (Engagement):		Length of Time:		Materials/Resources:	
1. Would you rather go to school four days a week for 10 hours or five days a week for eight hours? - Get them to take land acknowledgement stuff - Assignment due date Oct 27				Possible Adaptations/ Differentiation:	
Development:		Time:		Management Strategies:	
- Read Charles - Assign groups questions - Whole class discussion - Read He-y, - Assign Groups Questions - Whole class discussion - Introduce venn diagram - Give time to complete				Safety Considerations:	

- Discuss as a Class		
Closure:	Time:	
Stage 4: Reflection		
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:		

Subject/Grade: ELA 20 Lesson Title: Mouse and the Fabulous X Teacher: AL		
Stage 1: Identify Desired Results		
Outcomes and Indicators: CR 20.1		
Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>		Essential Questions:
<i>Students will know...</i>	<i>Students will be able to...</i>	
Stage 2: Determine Evidence for Assessing Learning		
Formative: -observation from “X” discussions Summative: - Hand-in response questions and Extrapolation Piece -Connections Map for “X”		
Stage 3: Build Learning Plan		
Instructional Strategies: discussion/group work indirect		

<p>Set (Engagement):</p> <p>Length of Time:</p> <p>1. Would you rather have a pet dragon or a pet unicorn?</p> <ul style="list-style-type: none"> - Get them to take their land acknowledgment stuff somewhere - Give Chloe her rubric <p>Development:</p> <p>Time:</p> <p>P4- Probably more time for Mouse Questions</p> <ul style="list-style-type: none"> - Read out Response Map Expectations - Begin reading “X” <p>Break</p> <p>P5-Have a few discussions</p> <ul style="list-style-type: none"> - What is your initial reaction/thoughts? - What stood out in this story for you/your group? - How old do you think this story is? - What is the significance of X being raised that way? What do you think that results in when X becomes an adult? How will that affect the “Other Children” in their adulthood? - Why do we have gender roles like this? <p>- Begin Connection Map Activity (Can choose pairs)</p> <p>Closure:</p> <p>Time:</p>	<p>Materials/Resources:</p> <p>Possible Adaptations/Differentiation:</p> <p>Management Strategies:</p> <p>Safety Considerations:</p>
Stage 4: Reflection	
<p>1) Professional Goal:</p> <p>2) Steps to Achieve Goal:</p> <p>3) What to look for:</p>	

Subject/Grade: ELA 20	Lesson Title: Short Stories	Teacher: AL
Stage 1: Identify Desired Results		
<p>Outcomes and Indicators:</p> <p>CR 20.1</p>		

Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>		<i>U</i>	Essential Questions:
<i>Students will know...</i>		<i>K</i>	<i>Students will be able to...</i>
Stage 2: Determine Evidence for Assessing Learning			
Formative: P4- observation from Jigsaw discussions and answers			
Summative: P5- Hand-in response questions and Extrapolation Piece			
Stage 3: Build Learning Plan			
Instructional Strategies: Indirect/group work			
Set (Engagement):		Length of Time:	Materials/Resources:
1. Would you rather never lose a sports game or never lose an argument?			
Remind that Personal Essays are due			Possible Adaptations/ Differentiation:
Development:		Time:	Management Strategies:
P4- “Reconciliation” Jigsaw			
1) Break into 3 random groups			
2) Assign 2 questions to each group			
3) After enough time has passed, circulate the questions			
4) Maybe circulate again depending on time.			
5) Discuss what groups found/wrote down			
6) Have them write down and/or discuss 7th question if comfortable			
7) Discuss additional questions if needed			Safety Considerations:
Break			
P5- “Mouse” Individ dissection and Extrapolation			
1) Introduce Story (maybe mention the saying)			
2) Go through questions			
3) Read together if that is preferred			
4) Work time			
Closure:		Time:	

Stage 4: Reflection	
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:	



Subject/Grade: ELA 20		Lesson Title AI & Personal Reflection		Teacher: AL	
Stage 1: Identify Desired Results					
Outcomes and Indicators: CC 20.4 & AR 20.2					
Understandings: (can also be written as ‘I Can’ statements) Students will understand...				Essential Questions:	
Students will know... K			Students will be able to... D		
Stage 2: Determine Evidence for Assessing Learning					
Stage 3: Build Learning Plan					
Instructional Strategies: Direct & Independent					
Set (Engagement): 2. Would you rather never lose a sports game or never lose an argument? Development: P4 - Jud Break P5- Continue Personal Essay (Individ. assignment)				Materials/Resources: Possible Adaptations/ Differentiation: Management Strategies:	

Closure:	Time:	Safety Considerations:
Stage 4: Reflection		
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:		

Subject/Grade:	ELA 20	Lesson Title:	Land Acks & Personal Reflection	Teacher:	AL
Stage 1: Identify Desired Results					
Outcomes and Indicators: CC 20.1 & 20.3 CC 20.4 & AR 20.2					
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>				Essential Questions:	
<i>Students will know...</i>			<i>K</i>	<i>Students will be able to...</i>	
			<i>D</i>		
Stage 2: Determine Evidence for Assessing Learning					
Stage 3: Build Learning Plan					
Instructional Strategies: Direct & Independent					

<p>Set (Engagement): Length of Time:</p> <p>3. Would you rather only be an Instagram influencer or only be YouTube famous?</p> <p>Remind them to hand in Pretendians Sheets</p> <p>Development: Time:</p> <p>P4 - Land Acknowledgement Presentations - Give them time to do final touches and group member assessment</p> <p>Break P5- Begin Personal Essay (Individ. assignment)</p> <p>Closure: Time:</p> <p>AI thing with Jud next day More time to work on these essays</p>	<p>Materials/Resources:</p> <p>Possible Adaptations/ Differentiation:</p> <p>Management Strategies:</p> <p>Safety Considerations:</p>
Stage 4: Reflection	
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:	

Subject/Grade: ELA 20	Lesson Title: Land Acks & Personal Reflection	Teacher: AL
Stage 1: Identify Desired Results		
<p>Outcomes and Indicators:</p> <p>CC 20.1 & 20.3</p> <p>CC 20.4 & AR 20.2</p>		
<p>Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i></p>		Essential Questions:
<i>Students will know...</i>	<i>Students will be able to...</i>	
Stage 2: Determine Evidence for Assessing Learning		

CC 20.1 & 20.3		
Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>		Essential Questions:
<i>Students will know...</i>	<i>K</i>	<i>Students will be able to...</i>
Stage 2: Determine Evidence for Assessing Learning		
Summative: 1) Pretendians Response Question Sheets 2) Land Acknowledgement Assignment		
Stage 3: Build Learning Plan		
Instructional Strategies: Indirect		
Set (Engagement): <ul style="list-style-type: none"> - Attendance - Make sure students hand Pretendians sheets in. 	Length of Time: Development: Time: Begin the Land Acknowledgement Assignment Notes: -All Document titles are <u>underlined</u> below. They are either printed out and on my desk, or are accessible on Edsby. -I will be available on Edsby throughout the class periods to answer questions. <ol style="list-style-type: none"> 1)  In Our Voices: Land Acknowledgement Introduce the assignment using this video. 2) Read through the <u>Creating a Land Acknowledgement</u> Assignment Sheet with students. (Is printed out) 3) Read through the <u>Land Acknowledgement Rubric</u> with students. (Is printed out) 	Materials/Resources: <ul style="list-style-type: none"> - Load up Youtube Video  In Our Voices: Land Acknowledge... - Load up Groups - <u>L. A. Assignment Sheet</u> - <u>L. A. Rubric</u> - <u>Group Work Contract</u> - <u>Symbols Examples</u> - <u>My Examples and Cree Words</u> on Edsby Possible Adaptations/ Differentiation: Management Strategies: Safety Considerations:

> **The last item I am marking them on will be based on how their group members grade them.**

4) Read the Group Work Contract. (Is printed out)

> Explain that students will write down each group member's name in the left column, and write down what parts that each group member will be doing for the project in the right column.

> The second page/side will be completed after all of the presentations are done. Students will mark each other out of 5 if the group member participated and completed their fair share of the work as well as if they were cooperating well with their group members.

5) Mention the Treaty Essential Learnings - Symbolism document, and that they can use those symbols in their presentation. You **do not** have to read through this. (Is printed out)

6) Show/read through Examples of Treaty Acknowledgements and Some Cree Words you can Use. (Students have access to these on Edsby)

>The **highlighted** Cree words are good concepts that connect well to Treaty.

7) Show Kipling 2023 L. A. Groups and get them into those groups. (Students have access to this on Edsby)

>Students must complete their group contracts and hand in one that has been signed by all group members, or at least the ones that are there (1 per group).

>After they have done this, they can continue working on their land acknowledgment.

Timeline: Students will work on this the entire day, and will get all p4 on Thursday. Presentations will happen on Tuesday at the beginning of 4th period.

Closure:	Time:
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Subject/Grade: ELA 20	Lesson Title: Creating Land Acknowledgements (Day 1)	Teacher: Krysta
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Stage 1: Identify Desired Results
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Outcomes and Indicators:
CR 20.1
CC 20.1 & 20.3

Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>	Essential Questions:
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<i>Students will know...</i>	<i>Students will be able to...</i>
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Stage 2: Determine Evidence for Assessing Learning

Summative:
1) Pretendians Response Question Sheets
2) Land Acknowledgement Assignment

Stage 3: Build Learning Plan


Instructional Strategies:
Indirect

Set (Engagement): <ul style="list-style-type: none"> - Attendance - Give students 5 minutes to finish up the Response Questions from the Pretendians video. - Make sure students hand these sheets in. 	Length of Time:	Materials/Resources: <ul style="list-style-type: none"> - Load up Youtube Video  In Our Voices: Land Acknowledge... - Load up Groups - <u>L. A. Assignment Sheet</u> - <u>L. A. Rubric</u> - <u>Group Work Contract</u> - <u>Symbols Examples</u> - <u>My Examples and Cree Words</u> on Edsby
Development:	Time:	
Begin the Land Acknowledgement Assignment		

Notes:

-All Document titles are underlined below. They are either printed out and on my desk, or are accessible on Edsby.

-I will be available on Edsby throughout the class periods to answer questions.

- 8)  In Our Voices: Land Acknowledgement Introduce the assignment using this video.
- 9) Read through the Creating a Land Acknowledgement Assignment Sheet with students. (Is printed out)
- 10) Read through the Land Acknowledgement Rubric with students. (Is printed out)

> **The last item I am marking them on will be based on how their group members grade them.**
- 11) Read the Group Work Contract. (Is printed out)

> Explain that students will write down each group member's name in the left column, and write down what parts that each group member will be doing for the project in the right column.

> The second page/side will be completed after all of the presentations are done. Students will mark each other out of 5 if the group member participated and completed their fair share of the work as well as if they were cooperating well with their group members.
- 12) Mention the Treaty Essential Learnings - Symbolism document, and that they can use those symbols in their presentation. You **do not** have to read through this. (Is printed out)
- 13) Show/read through Examples of Treaty Acknowledgements and Some Cree Words you can Use. (Students have access to these on Edsby)


>The **highlighted** Cree words are good concepts that connect well to Treaty.

**Possible Adaptations/
Differentiation:**

Management Strategies:


Safety Considerations:

<p>14) Show <u>Kipling 2023 L. A. Groups</u> and get them into those groups. (Students have access to this on Edsby)</p> <p>>Students must complete their group contracts and hand in one that has been signed by all group members, or at least the ones that are there (1 per group).</p> <p>>After they have done this, they can continue working on their land acknowledgment.</p> <p>Timeline: Students will work on this for the rest of the day, and will get all of Tuesday to work on it. Presentations will happen on Thursday at the beginning of 4th period, unless we figure out that more time is needed on Tuesday (because Tuesday is a band day).</p> <p>Closure: Time:</p>	
Stage 4: Reflection	
<p>1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:</p>	
Subject/Grade: ELA 20 Lesson Title: Creating Land Acknowledgements (Day 5) Teacher: Alyssa	
Stage 1: Identify Desired Results	
<p>Outcomes and Indicators:</p> <p>CC 20.1 & 20.3</p>	

Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>		Essential Questions:
<i>Students will know...</i>		<i>Students will be able to...</i>
Stage 2: Determine Evidence for Assessing Learning		
Formative: Discussion of Columns Activity Summative: Land Acknowledgement Activity		
Stage 3: Build Learning Plan		
Instructional Strategies:		
Set (Engagement): 5. Would you rather be a famous baker or a famous barbeque master? Discuss columns activity from last day Why did I get you to do this activity? What are the differences between the settler and Indigenous side?	Length of Time: Development: <ul style="list-style-type: none"> - Introduce the Pretendians - Watch the Pretendians - Give time to complete the Corresponding Organizer Sheet Break <ul style="list-style-type: none"> -  In Our Voices: Land Acknowledgement - Introduce Land Acknowledgement Assignment 	Materials/Resources: <ul style="list-style-type: none"> - Load up “Pretendians” - Hand out the rest of the Pretendian Questions - Load up Youtube Video - Load up Groups - Print out <u>L. A. Assignment Sheet</u> - Print out <u>L. A. Rubric</u> - Print out <u>Group Work Contract</u> - Print off <u>Symbols Examples</u> - Load up <u>My Examples</u> and <u>Cree Words</u> and Post them on Edsby Possible Adaptations/ Differentiation:

<p>15) Timeline: Work rest of today, as much of Friday as we get, and maybe 30ish minutes on Tuesday. Presentations will happen on Thursday at the beginning of 4th period.</p> <p>16) Assignment Sheet</p> <p>17) Rubric</p> <p>18) Show My Examples</p> <p>19) Show/Get Into Groups</p> <p>20) Get them to complete the Group Contract and get a picture of each</p> <p>21) Get to work!</p>		<p>Management Strategies:</p> <p>Safety Considerations:</p>
<p>Closure:</p>	<p>Time:</p>	
<p align="center">Stage 4: Reflection</p>		
<p>1) Professional Goal:</p> <p>2) Steps to Achieve Goal:</p> <p>3) What to look for:</p>		

<p>Subject/Grade: ELA 20 Lesson Title: Rights and Responsibilities (Day 3- Band)</p> <p>Teacher: Alyssa</p>			
<p align="center">Stage 1: Identify Desired Results</p>			
<p>Outcomes and Indicators:</p>			
<p>Understandings: (can also be written as 'I Can' statements)</p> <p><i>Students will understand...</i></p>		<p>Essential Questions:</p>	
<p><i>Students will know...</i></p>		<p><i>Students will be able to...</i></p>	
<p align="center">Stage 2: Determine Evidence for Assessing Learning</p>			

Stage 3: Build Learning Plan		
Instructional Strategies:		
Set (Engagement): Length of Time: <div>1. Would you rather eat spicy wings or bite into ice cream?</div> <div>  Reconciliation 'not a one-day affair,' says Murray Sinclair </div>	Materials/Resources: <div> -load video - Print Basic Treaty Info - Write Death Date on the Board - Print Column Activity - Print Essential Learning Contemp. - Load Up Pretendians - Have Pretendian Questions Printed Out </div>	
Development: <div> - Read “Basic Treaty Info” with them (Page 1) - Main Takeaways <ul style="list-style-type: none"> -Nation-to-Nation Agreements -They are PERMANENT (made for the protection future generations) -Supposed to be mutually beneficial (requires both parties benefit) - Get them to discuss Queen/flag situation - Discuss money situation - What would renegotiations look like </div> Column Activity Part 1) Indigenous Part 2) Settler	Time: <div> Possible Adaptations/ Differentiation: </div> <div> Management Strategies: </div> <div> Safety Considerations: </div>	
Break <div>Begin Pretendians</div>		
Closure:	Time:	
Stage 4: Reflection		

- 1) Professional Goal:
- 2) Steps to Achieve Goal:
- 3) What to look for:

Subject/Grade: ELA 20

Lesson Title: Poetry and Karens

Teacher: AL

Stage 1: Identify Desired Results

Outcomes and Indicators:

CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore:

- Identity (e.g., Relationships with Family and Others);
- Social responsibility (e.g., Evolving Roles and Responsibilities); and
- Social action (agency) (e.g., The Past and the Present).

AR 20.1 Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

CR 20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.

Understandings: (can also be written as 'I Can' statements)
Students will understand...

U

Essential Questions:

Students will know...

K

Students will be able to...

D

Stage 2: Determine Evidence for Assessing Learning

Summative:

The Poetry Assignment

The Karen Questions

Stage 3: Build Learning Plan

Instructional Strategies:

Direct/Indirect

<p>Set (Engagement): Length of Time:</p> <p>1. Would you rather read minds or have read every book in the world?</p> <p>Remind that we are working on the poetry assignment for 1st period Check up with students that were away or behind</p> <p>Development: Time:</p> <ul style="list-style-type: none"> - Final work period for poetry assignment - Remind of due date <p>Break</p> <ul style="list-style-type: none"> - Introduce Karen video - Introduce concept/questions - What I mean by challenging/uncomfortable, my challenges - Mention no sound time <p>- Get them to answer “Are you racist” question -Watch</p> <p>Closure: Time:</p>		<p>Materials/Resources:</p> <p>Possible Adaptations/ Differentiation:</p> <p>Management Strategies:</p> <p>Safety Considerations:</p>
<p>Stage 4: Reflection</p> <p>1) Professional Goal:</p> <p>2) Steps to Achieve Goal:</p> <p>3) What to look for:</p>		

Subject/Grade:	ELA 20	Lesson Title:	Family Perspectives	Teacher:	Alyssa
Stage 1: Identify Desired Results					
Outcomes and Indicators:					
CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore:					

- Identity (e.g., Relationships with Family and Others);
- Social responsibility (e.g., Evolving Roles and Responsibilities); and
- Social action (agency) (e.g., The Past and the Present).

AR 20.1 Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

Understandings: (can also be written as ‘I Can’ statements)
Students will understand...

U

Essential Questions:

Students will know...

K

Students will be able to...

D

Stage 2: Determine Evidence for Assessing Learning

Summative:
The introduced assignment

Stage 3: Build Learning Plan

Instructional Strategies:

Direct/Indirect

Set (Engagement):

Length of Time:

Materials/Resources:

1. Would you rather have a famous family member or be the famous family member?

- go over the lenses from last time
- get students to read out different perspective stories

**Possible Adaptations/
 Differentiation:**

Development:

Time:

- Introduce new assignment, and give the rest of class to work on it.

Management Strategies:

Closure:

Time:

Safety Considerations:

Stage 4: Reflection	
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:	

Subject/Grade: ELA 20	Lesson Title:	Teacher:
Stage 1: Identify Desired Results		
Outcomes and Indicators: CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.		
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>		Essential Questions:
<i>Students will know...</i>	<i>K</i>	<i>Students will be able to...</i>
Stage 2: Determine Evidence for Assessing Learning		
Formative: Through the discussions		
Stage 3: Build Learning Plan		
Instructional Strategies:		

Subject/Grade: ELA 20	Lesson Title: Stepping Into Others' Shoes	Teacher: Krysta
Stage 1: Identify Desired Results		
<p>Outcomes and Indicators:</p> <p>CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p> <p>(j) Demonstrate knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).</p> <p>(f) Read and demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex literary and informational First Nations, Métis, Saskatchewan, Canadian, and international texts (including stories, novels, essays, scripts, poetry, research, procedures, websites, blogs, email, message boards); identify and assess the author's purpose, ideas, point of view, tone, techniques, and overall theme or message.</p> <p>CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore:</p> <ul style="list-style-type: none"> identity (e.g., Relationships with Family and Others); social responsibility (e.g., Evolving Roles and Responsibilities); and social action (agency) (e.g., The Past and the Present). <p>(a) Connect ideas, observations, opinions, and emotions to respond to and create texts.</p> <p>(b) Create spoken, written, multimedia, and other representations that include:</p> <ul style="list-style-type: none"> -a style, voice, and format that is audience and purpose appropriate -unity, coherence, and emphasis in a logical progression and with logical support for ideas/thesis 		
<p>Understandings: (can also be written as 'I Can' statements) U</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> - The importance of trying to understand/interpret different character's perspectives. 		<p>Essential Questions:</p> <ul style="list-style-type: none"> - How does interpreting different perspectives change the meaning/your understanding of a text? What does it add to it?
<p><i>Students will know...</i> K</p> <ul style="list-style-type: none"> - 	<p><i>Students will be able to...</i> D</p> <ul style="list-style-type: none"> - View texts from different perspectives and guess how those characters react in a way that is artistic, logical, and coherent 	

Stage 2: Determine Evidence for Assessing Learning

Formative:

Through observation of the groups, and the hand in of the short story they create.

Summative:

Through the hand in of the different family perspectives of an event.

Stage 3: Build Learning Plan

Instructional Strategies:

Mostly Indirect Instruction and group or individual work.

Set (Engagement):

Length of Time:

- Do attendance
- Have students get laptops from Laptop Cart 3 (they will have them for both periods)

(Note: Both of these assignments are formative)

Development:

Time:

- Help students get onto Edsby and find the Assignment titled Different Perspectives in Make 'Em Laugh

>Students might have to make a copy of the Worksheet, or have to copy and paste the contents of that worksheet onto a new document.

- Read through the assignment with them and have them work by themselves.
>They will have the entire hour to work on it. If they need 15-20 more minutes, I will give them time to work on this on Friday.

Note: Samantha's assignment is slightly different from everyone else's. (She has less lines required for the poem parts.) She will also be working on this for the entire 2 periods.

Break (if needed you can start this before break)

- Split students into groups of 3 or 4. **No more than 5 groups.**
- Have students move onto the A Matter of Perspective Assignment.

Materials/Resources:

- Laptop Cart 3
- Make 'Em Laugh Assignment
- Three Little Pigs Story
- The True Story of the Three Little Pigs
- A Matter of Perspectives Assignment

Possible Adaptations/ Differentiation:

Management Strategies:

Safety Considerations:

- Prompt students to move on to the next question/mini-activity by reading out the next question/mini-activity to them.

Follow along with the “A Matter of Perspective Assignment” Questions. The numbers below are associated with the numbers on the assignment sheet.

- 1) Read Out The Three Little Pigs. Students have access to the pdf on Edsby.
- 2) Read out The True Story of the Three Little Pigs As Told by A Wolf. Students have access to the PDF on Edsby.
- 3) Give them *5 minutes* to discuss the differences in perspective and note them on their documents. Afterward, get each group to say their observations for the rest of the class to hear.
- 4) Have the groups choose one of the children’s stories to read. **Each group must have a different story.** Have the groups write down their observations. Give them about *10 minutes* to do this.
- 5) Read out the question on the worksheet. **Make sure that all students hand in their individual document as well.** Give students *20 minutes* to do this, unless they are in need of more time.

- If there is enough time at the end of the class, have each group read out their changed perspective story to the rest of the class.

Closure:

Time:

- Remind students to hand in the A Matter of Perspective Worksheet before putting the computers away.
- For the Different Perspectives in Make ‘Em Laugh Assignment, either tell them that they will have more work time on Friday or that they will have to complete it before Friday’s class.

Stage 4: Reflection

1) Professional Goal: Communication Skills

2) Steps to Achieve Goal: I would like to improve my enunciation skills so students can better understand the instructions I am giving, keep my instructions clear, and make sure I am not talking too fast for students to understand.

3) What to look for: Try to gauge student understanding and whether or not I clearly state the mistakes I make.

Subject/Grade: ELA 20		Lesson Title: Dissecting With Different Lenses		Teacher: Alyssa	
Stage 1: Identify Desired Results					
Outcomes and Indicators:					
CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.					
(j) Demonstrate knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).					
(f) Read and demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex literary and informational First Nations, Métis, Saskatchewan, Canadian, and international texts (including stories, novels, essays, scripts, poetry, research, procedures, websites, blogs, email, message boards); identify and assess the author's purpose, ideas, point of view, tone, techniques, and overall theme or message.					
Understandings: (can also be written as ‘I Can’ statements) Students will understand...			Essential Questions: -How do different perspectives impact how we interpret/view a text?		
Students will know...		K		Students will be able to...	
				D	
Stage 2: Determine Evidence for Assessing Learning					
Formative Through observation of discussions and having discussions with students					
Stage 3: Build Learning Plan					
Instructional Strategies:					
Direct Instruction					
Indirect Instruction					
Group Work/Teacher-led Discussion					

<p>Set (Engagement):</p> <p>Attendance with the question: Would you rather perform at the Super Bowl halftime show or play football in the Super Bowl?</p> <p>- Talk through the ideas of the kids who were away at band, and get them ideas from the others that were here the last day.</p> <p>Development:</p> <p>- Papa's Waltz</p> <ul style="list-style-type: none"> - Do the regular TP-CASTT + allow to talk to each other to figure it out - Reconvene and discuss the findings - Split into groups to discuss perspective related questions on the board <p>Break</p> <p>- Make 'Em Laugh</p> <ul style="list-style-type: none"> - TP-CASTT - Reconvene and discuss - Work though Perspectives Worksheet <p>If extra time:</p> <ul style="list-style-type: none"> - Have an extra poem ready to do some of it together. (<i>Writer's Block in the Computer Age</i> by Peggy Smith Krachun, or <i>Kidnap Poem</i>) <p>Closure:</p> <p>- Remind students to hand in their who am I if they haven't already</p> <p>- Tell them I will not be there the next day</p>	<p>Length of Time:</p> <p>Time:</p> <p>Time:</p>	<p>Materials/Resources:</p> <p>Possible Adaptations/ Differentiation:</p> <p>Management Strategies:</p> <p>Safety Considerations:</p>
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Stage 4: Reflection

- 1) Professional Goal: Communication Skills
- 2) Steps to Achieve Goal: I would like to improve my enunciation skills so students can better understand the instructions I am giving, keep my instructions clear, and make sure I am not talking too fast for students to understand.
- 3) What to look for: Try to gauge student understanding and whether or not I clearly state the mistakes I make.

Subject/Grade: ELA 20

Lesson Title: Intro to Poetry

Teacher: Alyssa (Sept. 7, 2023)

Stage 1: Identify Desired Results

Outcomes and Indicators:

CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.

- (a) Read, interpret, and summarize grade-appropriate literary and informational texts that address identity, social responsibility, and social action (agency) by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.

(j) Demonstrate knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).

Understandings: (can also be written as 'I Can' statements)

Students will understand...

- Why breaking down poetry can help us to understand/enhance its meaning.

U

Essential Questions:

- How does figurative language bring meaning into poetry?
- How does figurative language, meter, word choice/placement, etc. impact how we understand and make meaning from a poem?

Students will know...

- Basics of poetry and figurative language (some of which applies to other forms of writing)

K

Students will be able to...

- Identify figurative language, meter, rhyme scheme, and other conventions in poetry.

D

Stage 2: Determine Evidence for Assessing Learning

Observation

- Through answers given through teacher-led discussions
- Through overhearing/inserting myself into group discussions

Formative

- Through the handed-in TP-CASTT organizer

Stage 3: Build Learning Plan

Instructional Strategies:

- Direct Instruction/Instructional Scaffolding
- Individual and Group Brainstorming/Analysis

<p>Set (Engagement):</p> <ul style="list-style-type: none"> - Attendance with a would you rather question: Would you rather live 100 years in the future or 100 years in the past? - Go through agenda for the day - 10 mins to wrap up/edit Who are You? - Go through submission process with everyone so that everyone knows how to do it/whether or not they can access it 	<p>Length of Time:</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Computers - Lists of Fig Lang definitions, for example, for future reference (print) - Open Identifying Figurative Language Documents - My Analysis of a poem - Reworked TP-CASTT document with Group and Individ. Sections (print) - Printed out poem to mark up (print)
<p>Development:</p> <ul style="list-style-type: none"> - Reintroduce the definitions (w/examples) of meter, rhyme, rhythm, figurative language, word play <ul style="list-style-type: none"> - Go through Identifying Figurative Language Documents for practice if needed. - Sea Shanty Meter Open - Reintroduce and go through my example of TP-CASTT (using <i>This Morning I Sat</i> by Rosalie Fowler), discuss stuff I may have missed in my interpretation and why <p>If extra time:</p> <ul style="list-style-type: none"> - Have an extra poem ready to do some of it together. (<i>Writer's Block in the Computer Age</i> by Peggy Smith Krachun, or <i>Kidnap Poem</i>) 	<p>Time:</p>	<p>Possible Adaptations/ Differentiation:</p> <p>Management Strategies:</p> <ul style="list-style-type: none"> - See Stage 4 below -
<p>Break 10 mins</p> <ul style="list-style-type: none"> - Introduce new poem (<i>The New House</i> by Maya Angelou) for students to dissect individually using the definitions from before & TP-CASTT organizer (15 mins work time & check-in) - Group people up in 3s-4s and have them discuss their interpretations, and write down what others saw, thought, and picked up. What's the same and what's different? - Have a reporter from these groups share what they discussed/discovered. - Jigsaw it Up: Have original group members disperse and create new groups - Have a reporter from these groups share what they discussed/discovered. - Have them hand in the TP-CASTT organizers. 		<p>Safety Considerations:</p>

Closure: Time: <ul style="list-style-type: none"> - How does figurative language bring meaning into poetry? - How does figurative language, meter, word choice/placement, etc. impact how we understand and make meaning from a poem? - Discuss why people's interpretations may be different or the same. (Similar or different upbringing, being raised as a girl vs as a boy, etc.) 	
Stage 4: Reflection	
1) Professional Goal: Classroom Management 2) Steps to Achieve Goal: -look out for students on phones, not closing computers, with earbuds, talking while I am teaching, stopping disrespect between students, ect. 3) What to look for: - look out for behaviour described above and see if I am enforcing the rules I stated on the first day/ overall good classroom practice	

Subject/Grade: ELA 20	Lesson Title: Intro/Get to Know	Teacher: Alyssa (Sept 5, 2023)
Stage 1: Identify Desired Results		
Established Goals: (Learning outcome/s & indicator/s from curriculum) CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore: <ul style="list-style-type: none"> • identity (e.g., Relationships with Family and Others); • social responsibility (e.g., Evolving Roles and Responsibilities); and • social action (agency) (e.g., The Past and the Present). (a) Connect ideas, observations, opinions, and emotions to respond to and create texts.		
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i> <ul style="list-style-type: none"> - Students will understand how quick writes function. 	<i>U</i>	Essential Questions: n/a
<i>Students will know...</i> <ul style="list-style-type: none"> - Strategies to edit quick writes quickly and effectively 	<i>K</i>	<i>Students will be able to...</i> <ul style="list-style-type: none"> - Connect ideas, observations, and opinions into a self-created text. - Create strategies for dealing with time limits for

[illegible]

Stage 4: Reflection	
<i>Professional Development Goal is...</i>	

Subject/Grade: ELA 20		Lesson Title:		Teacher: AL	
Stage 1: Identify Desired Results					
Outcomes and Indicators:					
Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i>				Essential Questions:	
<i>Students will know...</i>			<i>Students will be able to...</i>		
Stage 2: Determine Evidence for Assessing Learning					
Stage 3: Build Learning Plan					
Instructional Strategies:					

Set (Engagement):	Length of Time:	Materials/Resources:
Development:	Time:	Possible Adaptations/ Differentiation:
Closure:	Time:	Management Strategies:
		Safety Considerations:
Stage 4: Reflection		
1) Professional Goal: 2) Steps to Achieve Goal: 3) What to look for:		