### ANNOTATED LESSON PLAN TEMPLATE

**Teacher Candidate: Subject: Grade/Class:**

Appendix K

**Date: Duration (minutes)**

**Time:**

**Lesson Topic**

**CURRICULUM EXPECTATIONS:** This should be ***quoted*** *directly from the Provincial Curriculum Document for the relevant subject or discipline. It identifies the ‘expectation’ being addressed in the lesson.*

**SPECIFIC OBJECTIVES OR EXPECTATIONS***:* These are derived from the curriculum expectations but are more focused & narrow hence the term specific- Usually categorized under knowledge & skills & attitudes.

* Knowledge: the key learnings or big ideas you want students to learn and understand
* Skills: competencies you want students to develop and demonstrate: Thinking, Application, Communication, Knowledge and Understanding (TACK).
* Attitudes: the habits of mind and dispositions you want to evoke in students

**TEACHING LEARNING RESOURCES:** Materials and resources required for learning activities including technological equipment.

### LESSON SEQUENCE:

**Introductory Activity:**

A short opening activity for the lesson often referred as ‘the hook’. The introduction is designed to grab students’ attention and focus their minds on what will follow.

**Developmental Strategies:** This is the main part of the lesson. It sets out what teachers and students will be doing and how they will be doing it. Typically, these strategies are outlined as a sequence of learning activities which are related to the content and learning expectations/objectives.

**Differentiated Instructional Strategies:** This outlines specific accommodations and/or modification and strategies which account for the diverse learner and his/her learning needs.

**Culminating Activity:** This activity closes the lesson and serves several purposes.

* consolidates & synthesizes learning
* reinforces learning
* summarizes main points and essential learning from the lesson
* assesses students’ grasp of the concepts & content

**ON-GOING ASSESSMENT/EVALUATION:** Outline of strategies the teacher will employ to determine if lesson objectives are being met.

**REFLECTION & SELF-EVALUATION:** A critical assessment of the lesson that incorporates your own assessment & feedback from the Associate Teacher/Mentor. Include the following:

* Highlights
* Lowlights
* Reasons things might not have worked
* What and how you would/could do better

**NEXT STEPS:** A brief outline of what will follow in next lesson. It should be informed by the results of your reflection. Key questions:

* Is there anything that needs to be clarified for any student?
* Do you need to re-teach anything?
* How will you link this learning to the next lesson?

# LESSON PLAN STRUCTURE TEMPLATE

**Teacher Candidate: Risa Hlymbicky, Angelica Lachance, Ruxandra Nahaiciuc Subject: History Grade/Class: Grade 10 Academic**

**Date: 25 November 2014 Duration: 75 minutes**

**Time: 4:00pm*\_***

# Lesson Topic: Introduction to residential schools in Canada

**CURRICULUM EXPECTATIONS:** A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

**SPECIFIC EXPECTATIONS***:*

**By the end of the lesson students should/will be able to:**

**1. Formulate different types of questions to guide investigation into Canadian history**

**2. Assess the credibility of sources and information relevant to their investigations**

**3. Interpret and analyze relevant evidence and information using appropriate tools**

**4. Use appropriate terminology when communicating the results of their investigations**

**LEARNING/TEACHING RESOURCES:**

Yes/No paddles Anticipation Guide Virtual timeline Scrapbooks

Pens and pencils Paper Computer Projector

Chart paper Markers

**LESSON SEQUENCE (10 minutes)**

**A) INTRODUCTORY ACTIVITY:** Anticipation Guide. Teacher reads out each statement, and students hold up either a “Yes” or a “No” paddle depending on if they think each statement is historically accurate. Teacher gives the correct responses. Discuss anything that was surprising. Designed to use students’ prior knowledge and to introduce them to the new historical topic.

**B) DEVELOPMENT STRATEGIES:**

**Activity 1 Scrapbooks:** Students will sit at their desks in groups of 4-6. Each group will have a book that they can examine together during the lesson. The first lesson will focus on introducing the most basic concepts of the unit: students will discuss the main points of the Indian Act and will learn (in brief) what a residential school in Canada was. Relevant discussion questions will be addressed as a class. **(25 minutes)**

**Activity 2 Virtual timeline with videos:** Students will view the interactive Google timeline on the projector and will take notes on the dates and events. They will watch the embedded YouTube videos that continue to introduce the key facts and terminology related to residential schools in Canada. **(15 minutes)**

 **Activity 3 Begin group timeline activity:** Students will work in their table groups to start creating their own timeline of what they consider to be the most relevant dates to the residential school system. This activity will be ongoing throughout the unit. Students will, eventually, have chosen at least ten dates and events. They will present their timeline to the rest of the class and explain why they chose to record those specific dates and events. Students can plot one or two key dates on their group’s timeline chart paper during this first lesson. **(10 minutes)**

**Activity 4 Respond to an image:** Students will each choose one image from the scrapbook and write a brief (1-2 paragraphs in length) response to the image. They can consider how it makes them feel, what they think the image is about, how it relates to what they have learned so far, or anything else that they think is relevant. **(10 minutes)**

**C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:** The activities in this lesson use a variety of different instructional strategies, including those that will appeal to students who enjoy using reading, writing, listening, visuals, movement, physical objects, technology, group work, and independent work at school. The activities can be altered to accommodate the learning needs of all students in the class: for example, students who need extra time to complete the written response can be given class time the next day to complete it, and any students who needs extra help or clarification will be given it. Students also have the advantage of having a physical learning tool (the scrapbook) that they can hold, look through, and revisit as often as necessary and at their own pace.

**D) CULMINATING ACTIVITY:**

Students will have to complete and submit an exit slip before they leave the classroom. They will have to write at least one thing they learned about residential schools as well as one thing that they want to learn in subsequent lessons and can take the form of a question. The brief assignment will help students to continue thinking about the class material and also gives the teacher the opportunity to incorporate the students’ interests into future classes. **(2-3 minutes)**

**E) ON-GOING ASSESSMENT/EVALUATION:**

All group work and independent work that the students do will be assessed informally for comprehension during the class. The teacher will also collect the written responses and exit slips. These pieces of written work will not be formally evaluated but will also be assessed to find out what students learned from the first lesson, what they struggled with, and what can be improved for future lessons in the unit. They will prepare students for future assignments that will be evaluated, such as the timeline group assignment (once it is completed and presented at the end of the unit) and other written work.

**REFLECTION & SELF-EVALUATION:**

N/A

**FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:**

Students will continue to learn about residential schools in Canada for the rest of the week. They will continue to use the scrapbooks in their table groups and will build on their timelines each class with their groups.

**TEACHER CANDIDATE SELF-REFLECTION**

## Teacher Candidate:

Appendix L

Lesson: Date:

|  |  |
| --- | --- |
| Successes I experienced… | Challenges I encountered… |
| Areas to work on…. | Action Plan… |
| What I learned from this experience… |