**LESSON PLAN- MULTILITERCIES PROJECT**

**Teacher Candidates:** Keith Allen, Katie Arsenault, Zach Fulkerson, and Ben Thomas

**Subject:** ENG3U

**Grade/Class:** Grade 11

**Date:** December 8, 2015

**Duration:** 75 minutes

**Lesson Topic:** Lord of the Flies

**CURRICULUM EXPECTATIONS:** 1.4, 2.2, 4.2, 2.5

**SPECIFIC EXPECTATIONS***:*

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

* 1. 1.4: Make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts
  2. 2.2: Identify a variety of text features and explain how they help communicate meaning
  3. 4.2: Identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively.
  4. 2.5: Explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing

**Learning/Teaching RESOURCES:**

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| * Board Game (several copies) * Lord of the Flies book * Computers * Projector |

**Lesson Sequence**

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| **A) INTRODUCTORY ACTIVITY:**  A quick review of the main ideas and themes of the novel. This can take the form of a short power point presentation. Then, introduce the board game and explain how it works, including the rules of the game, to the students. |

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| **B) DEVELOPMENT STRATEGIES:**  **Activity 1**  Split students into groups of 5 or 6. Have them play the game in these small groups.  **Activity 2**  Have the students write a reflection journal comparing how the character they were playing as ended up in the game versus how that same character actually ended up in the novel, and how they feel about this. The journal should also answer the question, “did the game give you a deeper understanding of the themes and characters in the novel?” |

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| **C) Differentiated Instructional Strategies:**   * Provide both verbal and written game and journal instructions |

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| **E) Assessment/Evaluation:**  Students will be assessed on their participation while playing the game. The teacher should take time to go around to each group and watch/ listen in, as well as answer any questions the students may have.  Students will also be assessed on the quality of their written journals based on a rubric that will be provided to the students at the beginning of the lesson |

**Follow-up activities/ideas or next steps:**

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| This is one many lessons that will prepare the students to write the test on the novel. |