

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Language Arts
Big Idea(s): <i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i> (Gr 5) Using language in creative and playful ways helps us understand how language works. (Gr 6) Developing our understanding of how language works allows us to use it purposefully. (Gr 5/6) Language and text can be a source of creativity and joy. <i>Driving question: How do the introduction, body, and conclusion work together to build a strong paragraph?</i>			
Curricular Competencies: <i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (Gr 5). • Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation (Gr 5). • Assess and refine texts to improve their clarity, effectiveness, and impact for purpose, audience, and message (Gr 6). • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (Gr 6).			
Content: <i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i> Grade 5 (Writing): • Paragraphing: paragraphs with a topic sentence and supporting details • Conventions of punctuation, capitalization, and Canadian spelling Grade 6 (Writing): • Paragraphing: paragraphs with unity, development, and coherence • Sentence structure: transitional words; run-on sentences and sentence fragments • Writing processes: revising, editing, considering audience Key vocabulary: • paragraph, introduction, topic sentence, hook, body, supporting detail, reason, transition word, conclusion, clincher, unity, coherence, revise, edit			
Indigenous Perspectives: <i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> • Learning is embedded in memory, history, and story. • Learning is holistic, reflexive, reflective, experiential, and relational. Connected through First Peoples oral storytelling, where a telling has a strong opening, a middle that carries the meaning, and a closing that stays with the listener. Students see clear structure as a long-standing practice and share their own voice respectfully, as in a sharing circle.			
Inclusive and Equitable Practice: <i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i> Multiple entry points: a colour-coded model paragraph, the hamburger image, sentence frames, and word banks. The cumulative Opinion Paragraph Builder scaffolds one part at a time. Gr 5 aims for a topic sentence with supporting details; Gr 6 extends to unity, coherence, transitions, and self-editing. Students choose their own opinion topic, so all learners write about something they care about.			
/Collaborative Practice: <i>How will collaboration/co-planning/co-teaching be incorporated?</i> Shared with grade 5/6 partner classes.			
Safety Considerations: <i>Are there any lesson and/or venue specific safety issues to be noted?</i> No physical safety concerns. Students choose respectful, school-appropriate opinion topics; reading writing aloud is invited, never required.			
Assessment Design			

What type of assessment might be embedded in this lesson sequence/unit of study?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning;

Metacognition: How are students reflecting on and monitoring their own learning?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Formative: exit tickets, the growing Opinion Paragraph Builder, colour-coding checks, and revising conferences across the unit.

Summative: the finished opinion paragraph from the Builder, assessed with the unit rubric. Gr 5 for a topic sentence and supporting details; Gr 6 for unity, coherence, and transitions. Dates: TBD.

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN
TEMPLATE

Page Two - Lesson Layout

Lesson # Estimated Dates	Overview of Teaching and Learning Activities	Teacher Preparation Materials/ resources or supplies needed
TBD (Period 1): Unit Launch	Lesson 1: What Makes a Strong Paragraph? Meet the three parts of a paragraph: introduction, body, and conclusion. Colour-code a model opinion paragraph and see how the parts work together. Choose an opinion topic and start the Opinion Paragraph Builder.	Model opinion paragraph Paragraph Builder Page 1 Colour markers
TBD (Period 2):	Lesson 2: The Introduction: Hook and Topic Sentence Write a hook that pulls the reader in. Write a topic sentence that states the opinion clearly.	Hook type examples Topic-sentence frames Paragraph Builder Page 2
TBD (Period 3):	Lesson 3: The Body: Reasons, Details, and Transitions Support the opinion with 2-3 reasons and a detail for each. Connect ideas with transition words and stay on topic (unity).	Persuasion Map Transition word bank Paragraph Builder Page 3
TBD (Period 4):	Lesson 4: The Conclusion: Wrapping It Up Restate the opinion in a fresh way. Add a clincher that leaves the reader with a final thought.	Ending examples Clincher frames Paragraph Builder Page 4
TBD (Period 5): Assessment	Lesson 5: Putting It All Together Assemble the full paragraph, then revise and edit with a checklist. Publish a good copy and self-assess with the I can tracker.	Good-copy template Revise and edit checklist Unit rubric

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Language Arts

Lesson Title/Task Summary:

Lesson 1: What Makes a Strong Paragraph?

Unit launch: meet the three parts of a paragraph and choose an opinion topic to build all unit.

Core (Sub) Competency:
Communicating
Creative Thinking

Unit Focus: Grade 5/6 Language Arts - Building a Strong Paragraph

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Using language in creative and playful ways helps us understand how language works.

What are the parts of a strong paragraph, and how do they work together?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can name the three parts of a paragraph: introduction, body, and conclusion.
2. I can find the topic sentence, details, and closing in a model paragraph.
3. I can choose an opinion topic and list reasons for it.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Paragraphing: topic sentence and supporting details (Gr 5 content)
2. Paragraphs with unity, development, and coherence (Gr 6 content)
3. Key vocabulary: paragraph, introduction, topic sentence, body, supporting detail, conclusion

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Connected to First Peoples oral storytelling, where a telling has a strong opening, a middle that carries the meaning, and a closing that stays with the listener.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Colour-coded model paragraph and the hamburger image make the parts visual.
2. Students pick their own opinion topic, so everyone writes about something they care about.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Opinion topics are kept respectful and school-appropriate.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (name the three parts; label a short paragraph).

Metacognition: How are students reflecting on and monitoring their own learning?

Which part of a paragraph do you think is the trickiest, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets and topic choices reviewed to plan support.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Read a short model opinion paragraph together. - Colour-code the introduction, body, and conclusion. - Ask: how does each part help the reader?	ReadWriteThink Essay Map (see intro, details, conclusion): https://www.readwritethink.org/classroom-resources/student-interactives/essay Hamburger paragraph organizer (teacher background, free account): https://www.weareteachers.com/hamburger-writing-graphic-organizer/
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Compare the hamburger parts to oral storytelling: opening, middle, closing. - Brainstorm opinion topics; each student picks one they care about. - Start the Opinion Paragraph Builder: write your topic and list 2-3 reasons.	FNEsc English First Peoples (oral traditions, teacher background): https://www.fnesc.ca/learningfirstpeoples/efp/ Opinion Paragraph Builder - Page 1 (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable): name the three parts; label a short paragraph. • Share your opinion topic with a partner.	Exit ticket handout (printable) Opinion Paragraph Builder - Page 1

Exit Ticket

Lesson 1: What Makes a Strong Paragraph?

5/6 Language Arts - Building a Strong Paragraph

Name: _____ Date: _____

1. Name the three parts of a paragraph.

2. Read the short paragraph and label the introduction, body, and conclusion.

3. Why does a paragraph need all three parts? Write one sentence.

(Grade 6 / challenge)

Self-check: Today I can name the three parts of a paragraph.

[] Yes, on my own [] Getting there [] I need more help

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Language Arts

Lesson Title/Task Summary:

Lesson 2: The Introduction - Hook and Topic Sentence

Write an opening that grabs the reader and states the opinion clearly in a topic sentence.

Core (Sub) Competency:
Communicating
Creative Thinking

Unit Focus: Grade 5/6 Language Arts - Building a Strong Paragraph

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Using language in creative and playful ways helps us understand how language works.

How can the first sentences pull a reader in and make the main idea clear?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can write a hook that makes a reader want to keep reading.
2. I can write a topic sentence that states my opinion clearly.
3. I can tell a strong topic sentence from a weak one.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Paragraphing: the topic sentence introduces the main idea (Gr 5 content)
2. Creating texts for a purpose and audience (Gr 5/6 competency)
3. Key vocabulary: introduction, hook, topic sentence, opinion, audience

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning requires exploration of one's identity.

A storyteller opens by inviting the listener in; students craft an opening that welcomes their reader.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Hook types (question, surprising fact, bold statement) with examples and frames.
2. Word bank and topic-sentence frames support all writers.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Sharing writing aloud is invited, never required.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket (write a hook and a topic sentence).

Metacognition: How are students reflecting on and monitoring their own learning?

Which hook type fits your topic best, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets and Builder introductions reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Compare a boring opener with a strong hook; which makes you read on? - Sort four hook types: question, fact, bold statement, short story. - Ask: what does a topic sentence need to do?	ReadWriteThink Essay Map (introduction box): https://www.readwritethink.org/classroom-resources/student-interactives/essay
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Practise turning a plain sentence into a strong topic sentence. - Try two hook types for your own topic. - Add the introduction to your Opinion Paragraph Builder.	Opinion Paragraph Builder - Page 2 (printable) Hook and topic-sentence frames (in the practice activity)
	PART THREE CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable): write one hook and one topic sentence for your topic. - Read your opening to a partner; does it pull them in?	Exit ticket handout (printable) Opinion Paragraph Builder - Page 2

Exit Ticket

Lesson 2: The Introduction - Hook and Topic Sentence

5/6 Language Arts - Building a Strong Paragraph

Name: _____ Date: _____

1. Write a hook for your opinion topic.

2. Write a topic sentence that states your opinion clearly.

3. What makes a topic sentence strong? Write one sentence.

(Grade 6 / challenge)

Self-check: Today I can write a hook and a clear topic sentence.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Language Arts

Lesson Title/Task Summary:

Lesson 3: The Body - Reasons, Details, and Transitions

Build the middle of the paragraph with 2-3 reasons, supporting details, and transition words.

Core (Sub) Competency:

Communicating

Critical & Reflective Thinking

Unit Focus: Grade 5/6 Language Arts - Building a Strong Paragraph

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 6) Developing our understanding of how language works allows us to use it purposefully.

How do reasons, details, and transitions make the middle of a paragraph strong?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can give 2-3 reasons that support my opinion.
2. I can add a detail or example to each reason.
3. I can use transition words to connect my ideas.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Paragraphing: supporting details develop the main idea (Gr 5 content)
2. Sentence structure: transitional words; unity and coherence (Gr 6 content)
3. Key vocabulary: body, reason, supporting detail, evidence, transition word

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is holistic, reflexive, reflective, experiential, and relational.
2. Learning involves recognizing the consequences of one's actions.

Sharing reasons for a view echoes speaking with care in a sharing circle, where each voice adds to understanding.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. A transition word bank and reason-plus-detail frames scaffold the body.
2. Gr 5 aims for reasons with a detail; Gr 6 adds transitions and stays on topic (unity).

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Keep examples respectful of others.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket (one reason with a detail; one transition word).

Metacognition: How are students reflecting on and monitoring their own learning?

Which reason is your strongest, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets and Builder bodies reviewed for detail and unity.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Read a body with no details, then one with details; which convinces you? - Highlight transition words in a model paragraph. - Ask: how does a detail make a reason stronger?	ReadWriteThink Persuasion Map (goal, reasons, facts): https://www.readwritethink.org/classroom-resources/student-interactives/persuasion
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Use the Persuasion Map to plan reasons and supporting facts. - Add a detail or example to each reason. - Write the body in your Opinion Paragraph Builder using transition words.	Opinion Paragraph Builder - Page 3 (printable) Transition word bank (in the practice activity)
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable): write one reason with a detail and one transition word. - Check your body: does every sentence stay on your topic?	Exit ticket handout (printable) Opinion Paragraph Builder - Page 3

Exit Ticket

Lesson 3: The Body - Reasons, Details, and Transitions

5/6 Language Arts - Building a Strong Paragraph

Name: _____ Date: _____

1. Write one reason that supports your opinion, with a detail.

2. Use a transition word in a sentence about your topic.

3. What does it mean for a paragraph to stay on topic (unity)? One sentence.

(Grade 6 / challenge)

Self-check: Today I can support my opinion with reasons and details.

[] Yes, on my own [] Getting there [] I need more help

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Language Arts

Lesson Title/Task Summary:

Lesson 4: The Conclusion - Wrapping It Up

Write a closing that restates the opinion and leaves the reader with a final thought.

Core (Sub) Competency:

Communicating

Critical & Reflective Thinking

Unit Focus: Grade 5/6 Language Arts - Building a Strong Paragraph

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 6) Developing our understanding of how language works allows us to use it purposefully.

How can a conclusion restate the opinion and leave the reader with something to hold?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can restate my opinion in a new way in the conclusion.
2. I can write a closing thought or clincher.
3. I can tell why a conclusion should not add brand-new reasons.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Paragraphing: the conclusion closes the paragraph (Gr 5 content)
2. Paragraphs with coherence and a satisfying ending (Gr 6 content)
3. Key vocabulary: conclusion, restate, clincher, closing thought

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning involves patience and time.

A storyteller closes by leaving the listener with something to carry away; students end their writing the same way.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Conclusion sentence frames and clincher examples model the closing.
2. Compare weak and strong endings so all learners can improve theirs.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Sharing is invited, not required.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket (restate the opinion; add a clincher).

Metacognition: How are students reflecting on and monitoring their own learning?

What do you want your reader to remember most?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets and Builder conclusions reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Read two endings: one that just stops, one that wraps up. Which is better? - Notice how a conclusion restates the opinion in fresh words. - Ask: why should a conclusion not add a new reason?	ReadWriteThink Essay Map (conclusion box): https://www.readwritethink.org/classroom-resources/student-interactives/essay
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Practise restating a topic sentence in a new way. - Try a clincher: a question, a call to action, or a final thought. - Write the conclusion in your Opinion Paragraph Builder.	Opinion Paragraph Builder - Page 4 (printable) Conclusion and clincher frames (in the practice activity)
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable): restate your opinion and add a clincher. - Read your whole paragraph so far; does the ending fit?	Exit ticket handout (printable) Opinion Paragraph Builder - Page 4

Exit Ticket

Lesson 4: The Conclusion - Wrapping It Up

5/6 Language Arts - Building a Strong Paragraph

Name: _____ Date: _____

1. Restate your opinion in a new way for your conclusion.

2. Write a clincher (a final thought, question, or call to action).

3. Why should a conclusion not add a brand-new reason? One sentence.

(Grade 6 / challenge)

Self-check: Today I can write a conclusion that wraps up my paragraph.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Language Arts

Lesson Title/Task Summary:

Lesson 5: Putting It All Together

Assemble the full opinion paragraph, revise and edit with a checklist, and publish a good copy.

Core (Sub) Competency:

Communicating

Critical & Reflective Thinking

Unit Focus: Grade 5/6 Language Arts - Building a Strong Paragraph

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 6) Developing our understanding of how language works allows us to use it purposefully.

How do I revise and edit so my paragraph is clear, complete, and correct?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can put my introduction, body, and conclusion into one paragraph.
2. I can revise using a checklist to improve clarity.
3. I can edit for capitals, punctuation, and spelling.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Writing processes: revising, editing, considering audience (Gr 6 content)
2. Conventions of Canadian spelling, grammar, and punctuation (Gr 5/6)
3. Key vocabulary: revise, edit, checklist, run-on, fragment, publish

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves patience and time.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Revising honours patience and care in shaping a message, so it is ready to share with others.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. A revise-and-edit checklist and a good-copy template guide every writer.
2. Gr 5 checks the three parts and conventions; Gr 6 also checks transitions, unity, run-ons, and fragments.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. A gallery walk shares work supportively; sharing is invited.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Summative: the finished opinion paragraph from the Builder, assessed with the unit rubric. Gr 5 for topic sentence and details; Gr 6 for unity, coherence, and transitions. Dates: TBD.

Metacognition: How are students reflecting on and monitoring their own learning?

What are you most proud of in your paragraph?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Final paragraphs assessed with the unit rubric and kept as evidence.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Reread your Builder pages; check that all three parts are there. - Review the revise-and-edit checklist and success criteria. - Set a goal for your good copy.	Opinion Paragraph Builder - Page 5 (revise, edit, publish) Unit rubric and revise/edit checklist (printable)
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Assemble the full paragraph on the good-copy page. - Revise with a partner using the checklist (clarity, transitions, unity). - Edit for capitals, end marks, spelling; Gr 6 also fixes run-ons and fragments.	ReadWriteThink Persuasion Map (rubric and plan reference): https://www.readwritethink.org/classroom-resources/student-interactives/persuasion Revise-and-edit checklist (printable)
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Publish a good copy of your opinion paragraph. - Gallery walk: read a classmate paragraph and name one strength. - Self-assess with the I can tracker.	Opinion Paragraph Builder - Page 5 Student I can tracker (printable)

Exit Ticket

Lesson 5: Putting It All Together

5/6 Language Arts - Building a Strong Paragraph

Name: _____ Date: _____

1. Does your paragraph have all three parts? Name any part you improved today.

2. Write one thing you fixed while editing (a capital, an end mark, or a spelling).

3. How did revising make your paragraph clearer? One sentence.

(Grade 6 / challenge)

Self-check: Today I can write, revise, and publish a strong opinion paragraph.

☐ Yes, on my own ☐ Getting there ☐ I need more help