

Lesson Title/Focus	SS7 – Landslide – Plot	Date	Tuesday March 19, 2013
Subject/Grade Level	Grade 8F – Block 1	Time Duration	8:30 – 9:21 – 50 min
Unit	SS: Change – The Long and Short of It	Teacher	M. Watt

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	3.2 Select and Process
Specific Learning Outcomes:	Record information: make notes in point form, summarizing major ideas and supporting details; reference sources

LEARNING OBJECTIVES

Students will:

1. Students will distinguish the key words for the elements of plot

ASSESSMENTS

Observations:	<ul style="list-style-type: none"> • Students will take notes as a class
Key Questions:	<ul style="list-style-type: none"> • For Note Taking Instruction: What words can you identify as key on this slide? How can you derive at the key words from a slide? • For understanding Plot: Can you define plot in your own words? What purpose do the elements of plot serve?
Products/Performances:	<ul style="list-style-type: none"> • Students will take notes – with name/date/pride of ownership

LEARNING RESOURCES CONSULTED

- ABED POS

MATERIALS AND EQUIPMENT

- Power Point of Elements of Short Story on my website – <http://mrswatthomepage.weebly.com> (on the Study of Language Arts Page) slide 20-28

PROCEDURE

Introduction		Time
Attention Grabber	Theme is change – so in keeping with that we are changing up how you will be learning plot	8:30 – 8:35
Assessment of Prior Knowledge	Opportunity to practice note taking method – Outline/ Cornell	
Expectations for Learning and Behaviour	Students will take notes from the power point – in point form	
Advance Organizer/Agenda	Write on White board – 1) Housekeeping 2) Plot 3) Review	
Transition to Body	Show the Webquest – how they may use it for studying	
Body		Time
Learning Activity #1	Plot: Power point of Elements of Short Story Slides 20 – 28 – guide students through “note taking” stressing that not every word is written down – have students (help students) choose the wording by underlining key words on the smart board –try to get the students to choose the key words – stressing that there must be enough information for them to understand when they come back to these notes in a few days. Critical Thinking questions (one/slide) <ul style="list-style-type: none"> - Plot: How can you define plot in your own words? - Antecedent Action: What is the point of providing background information to the story? - Initial Incident: What is the importance of having a problem or conflict in a story? - Rising Action: What purpose does suspense serve in a story? Can you give an example from a story/book you have read? - Climax: What would be the opposite of a climax? 	8:35 – 9:15 35min

	<ul style="list-style-type: none"> - Falling Action: Why would it be important to the reader to understand the consequences of the decision reached in the climax? - Dénouement: What would be the consequences for the reader if loose ends were not tied up? Read excerpt from <i>The Fault in our Stars</i> about loose ends. - Indeterminate Ending: How does the reader feel if they do not know how the story ends? 	
Assessments/ Differentiation:	Hand out of slides for students who find taking notes difficult – have them following along – highlighting key words	
Learning Activity #2	Review Plot on first web page found on the webquest on the Study of Language Arts page – have students read and answer questions prompted by the website – let them work the smart board	9:15 – 9:20
Assessments/ Differentiation	n/a	
Closure		Time
Assessment of Learning:	Exit Slip: Please answer the following question on the provide sticky and hand it to Mrs. Watt as you leave the room: “What element of the plot do you feel is the most important and why?” (write this on the white board)	9:20-0:21
Feedback From Students:	Did they find the study questions helpful?	
Feedback To Students	Thank them for something done well	
Transition To Next Lesson	Next day we will be reading short stories	

Sponge Activity: Read Mrs.Buell from Crossroads p. 302

<p>Reflections from the lesson</p>	
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