Multiliteracies Project - Lesson Plan

**Teacher Candidates:** Lauren Farquhar, Erica Renneboog

**Subject:** English

**Grade/Class:** ENG2D (20 students)

**Date:** November 15, 2016

**Duration:** 75 minutes

**Curriculum Expectations:**

Students will:

1. Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning (p. 73).

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (p. 73).

3. Generate, gather, and organize ideas and information to write for an intended purpose and audience (p. 76)

**Specific Objectives:**

Reading for Meaning (p. 73)

1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts.

1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts.

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements.

**Teaching Learning Resources:**

- 5 copies of “The Quest to the Teacher’s Desk” board game

- laptop & projector

* “How to Write an Argumentative Essay by Shmoop” (<https://www.youtube.com/watch?v=-lzGy5gizKg>)

- introductory activity graphic organizer (attached)

- Think Literacy essay template worksheet (attached)

LESSON SEQUENCE

**Introductory Activity:** (5 min.)

Short video: “How to Write an Argumentative Essay by Shmoop” https://www.youtube.com/watch?v=-lzGy5gizKg (2:55)

Students will complete “Writing an Argumentative Essay” worksheet during the video.

**Developmental Strategies:**

Activity 1: (15 min.)

Think Literacy worksheet- review students’ experience with essay writing in END1D.

Activity 2: (45 min.)

Each student will choose a partner and will move into 5 groups of 4. Each group will receive one copy of the board game “The Quest to the Teacher’s Desk!” and will do a quick read-through of the rules. Students will then have roughly 40 minutes to play the game.

**Differentiated Instructional Strategies:**

- board game as a group activity that fosters collaborative skills

- group sizes allow students to share ideas without pressure of a full class and teacher listening

- students may compete individually or in pairs with fewer groups, which allows the teacher to place academically stronger students with academically weaker students (if necessary)

- kinaesthetic learning through moving into groups, moving the pieces and physically assembling an essay

**Culminating Activity:** (10 min.)

Students return to their seats. Teacher conducts class debrief about the game experience/results.

Guiding questions:

What was your experience with this game?

What did you learn about what makes a good essay?

What remaining questions do you have about essay writing?

**Ongoing Assessment/Evaluation:**

- teacher observation of student participation and collaboration

- collect any draft work to use as a formative assessment

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

Prepare class discussion/essay lesson based on students’ displayed level of understanding in essay writing.

Writing an Argumentative Essay

Name: Date:

As you watch the short video, “How to Write An Argumentative Essay” watch for the following. Check TRUE or FALSE.

|  |  |  |
| --- | --- | --- |
|  | 1 | 0 |
| The purpose of an argumentative essay is to persuade the reader. |  |  |
| Evidence is not necessary in an argumentative essay. |  |  |
| In an argumentative essay, your tone should be civil and polite. |  |  |
| The thesis statement appears at the end of the essay. |  |  |
| A university application or Facebook status can be examples of an argument. |  |  |
| A Facebook status is an example of scholarly evidence. |  |  |

**Questions I have about essay writing:**

