

Unit: 3 – Slam Poetry	Grade: 10 English Lesson Length: 70 minutes	Date: 30/08/21	
Content Overview: <ul style="list-style-type: none">In this lesson students are preparing to submit their final analytical essay on Thursday. We will go over the submission expectations as they are submitting in the next lesson. We will then revise the elements of a conclusion and continue to refine the students’ drafts through activities that work on their analysis and writing skills.			
Learning Objectives: <ul style="list-style-type: none">To refine writing – specifically the conclusion – of your analytical essay.		Success criteria: <ul style="list-style-type: none">You have understood the submission requirements, participated in activities and refined your work in preparation for the final submission.	
Specific Objectives (& estimated time)	Teaching Activity	Student Activity	Resources / Notes
Intro (15 minutes)	<p>Write learning goal on the board</p> <p>Remind of strict requirements for final submission.</p> <ul style="list-style-type: none">They need a printed copy including the draft + feedbackTask sheet signedFinal EssayI’ll bring a staplerRemind that they have until period 3 so they are expected to have it printed and ready. <p>For the online submission they will need to submit on Turnitin – remind them that</p>	<p>Students note the requirements:</p> <ul style="list-style-type: none">Students will ensure that they can meet these requirements to submit correctly.They will write these requirements down.They will check if they have a Turnitin account outside of class time and if not they will use the information on the OneNote to create one.	<p>PowerPoint</p> <p>OneNote</p>

	they'll need it. Note if anyone is having technical difficulties.		
Writing a Conclusion Info (20 mins)	<ul style="list-style-type: none"> • Use video about conclusion creation. • Ask students to write notes while they watch • Using resources on OneNote (week 6 lesson 2) • Go over the main parts of the conclusion • Teacher analyses a conclusion from a student and asks for suggestions following the Peer feedback structure • Students write their suggestions on the board or on the OneNote (as per preference) 	<ul style="list-style-type: none"> • Students watch the video and take notes • Students will revise what the teacher is looking for in their conclusion. • Students will suggest changes and then write on the board or OneNote 	PowerPoint https://www.youtube.com/watch?v=szg28y3ydyo Markers OneNote
Peer Feedback Activity (15 minutes)	<ul style="list-style-type: none"> • Students are put into randomly selected pairs • Students are provided with a peer feedback sheet to fill out for their partner that follows the WWW & EBI structure. • Give them the topic and information they would need to write the conclusion 	<ul style="list-style-type: none"> • Students get into their pairs and give structured feedback on their partner's conclusion • Talk about/look up what the big picture could be • Move around the space to sit together 	Feedback sheet https://francinemassue.weebly.com/www--ebi--what-went-well--even-better-if.html Student laptops

	<ul style="list-style-type: none"> • They will have to look online for a big picture info point to add if there isn't one <ul style="list-style-type: none"> ○ Give the instruction: Say something new – big point of the work – why they chose to make a slam poem • 5 students will be chosen randomly to summarise the feedback they gave and received 		
Delivery info (5 minutes)	<ul style="list-style-type: none"> • Talk about the delivery – look at document – with them including to meet the criteria (a couple of sentences) • Remind of criteria sheet – show requirement. • Scaffold what we are looking for as a reminder e.g., tone changes and pace. 	Students will note the delivery information and be reminded to re-listen to the slam poem.	PowerPoint OneNote
Check for understanding and left-over time is draft work.	<ul style="list-style-type: none"> • Ask for questions • Give students my email for if they have questions • Remind them that they have until Thursday • Allow for work on the final with any left-over time. 	<ul style="list-style-type: none"> • Students will ask questions and work on drafts with time left. 	N/A

LESSON OBSERVATION

Preservice Teacher	<i>Taylor Leslie</i>	Supervising Teacher	<i>Michelle Terrut</i>	Date	<i>30/8</i>	Time/Period	<i>P 3</i>
School	<i>1545</i>	Class & Subject	<i>10 ENG</i>	Facilitator	Linda Tunny		

Phase	Activity	Comment
Opening and Closure	Brings the group together	✓ <i>marked roll</i>
	Establishes lesson routines	✓ <i>⑤ were very engaged</i>
	Captures student interest	✓
	Summarises key concepts	✓
	Has group leave in an orderly way	
Evidence of preparation	Structured in appropriate phases	✓ <i>GREAT VIDEO ON CONCLUSIONS</i>
	Appropriate transitions from phase to phase	✓ <i>- highlighted key parts of a conclusion</i>
	Lesson objectives are clear to and realistic for the group	✓ <i>• Very thorough prep</i>
	Appropriate resources sourced and used	✓ <i>• Great example & deconstruction of a conclusion</i>
Management Skills	Motivates the learners	
	Explains and, where appropriate, models concept/s and ideas	✓ <i>• Could laptops be closed for video viewing?</i>
	Uses appropriate questions and student responses to questions	✓ <i>• Great to see you roaming to check ⑤'s on task</i>
	Encourages, listens to, and uses, input from students	✓ <i>✓ Use of Randomisers for questioning</i>
	Provides regular feedback that is constructive and shows respect for the student	✓ <i>✓ Good way of ÷ into groups</i>
	Maintains momentum	✓ <i>Could you have pre sorted?</i>
	Demonstrates flexibility	✓ <i>Everyone stand then move?</i>

Communication Skills	Uses language appropriate to the age group, discipline and topic/s	✓	
	Uses appropriate gesture and body language	✓	
	Voice is audible and clear	✓	
	Speech is well paced	✓	
	New vocabulary, including discipline specific terms, is explained	✓	
	Whiteboard/PowerPoint used appropriately	✓	nice & clear Great P. point
Building rapport and managing behaviour	Shows enthusiasm	✓	
	Friendly positive	✓	
	Knows names	✓✓✓	used a timer
	Values diversity and treats students as individuals	✓	⑤ were very engaged
	Encourages positive behaviour	✓	I liked how you checked students on task
	Use appropriate techniques for disruptive students	✓	
General Comment	<ul style="list-style-type: none"> • I really liked your calm supportive style. • a very well thought out & prepared lesson • clear phases & different activities very engaging 		