**MHF4U - Summative**

Presentation Date: January 19 , 20, 21, 22

Group Members:

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The summative will involve you and your group members developing a **review lesson** that will be taught to your peers during the last week of class. You will create a lesson that requires active involvement of your peers on whiteboards in groups. You will be responsible for determining how the groups will be formed – self-selected, teacher selected, or random groupings (using playing cards for example).

Your group must choose enough questions for a 75 minute period review class that summarize the course content. You should consult the curriculum documents to ensure that you are asking questions that match the expectations for this course.

Your group will create a lesson plan for the class you are teaching where you outline the questions that you will pose and connect each question to the curriculum documents: <https://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

Your lesson plan should outline which overall expectation each question falls under. A lesson plan template is attached that you may wish to use.

Along with creating a lesson plan, and teaching the lesson, your group will create a homework sheet with 10 review questions that correspond to the questions from your lesson. You will also create a solution guide for your questions that you will hand in prior to the start of the lesson so that it can be posted on the website by your teacher.

**Lesson Plan Template**

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| **Title** *Focus on action or pose as a question*Lesson *#* | | **Grade, course, program** |
| Critical Learning | | **Guiding Questions** |
| *List 1-2 for the lesson. These are the crux of the lesson. They derive from a teacher’s conceptual understanding of the discipline, of how things are connected and of why they are taught.*  *These may include collaborative, interpersonal, or other goals if these need to be explicitly taught for learning to occur and activities to be productive.* | | *List questions that frame students’ learning in the lesson.*  *Guiding questions occur at 3 levels:*  *Guiding questions for the course*  *Guiding questions for a unit*  *Guiding questions for a lesson*  *Guiding questions for a lesson nest within guiding questions for a unit, which nest within guiding questions for a course.*  *Sometimes the same question can serve more than one level.* |
| Curriculum Expectations | | |
| *Copy in full overall and specific expectations addressed in this lesson. All of these expectations are addressed in the lesson. Organize by strand and include the title of the strand from the curriculum document.* | | Learning Goals **(Unpacked Expectations)**  At the end of this lesson, students will be able to  *State learning goals in direct, explicit, student-friendly language.*  *Learning goals make explicit building blocks that are embedded or implicit in the expectations.* |
| Instructional Components and Context | | |
| Readiness *Link back.*  *List what students need to know and be able to do before beginning new learning.*  *This includes what they need to know and be able to do in order to*  *eliminate lengthy digressions to fill in necessary knowledge and skills*  *ensure students’ success in the lesson.* *The lesson may include an initial subtask intended to identify students’ prior knowledge and skills (e.g., diagnostic activity).* Terminology *List key terms that are used in the lesson as either a conceptual learning focus or a functional, shared vocabulary.* | Materials *List all materials required by the teacher and the student for the lesson.* | |

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| **Title** *Focus on action or pose as a question*Lesson # | **Grade, course, program** |
| **Minds On Approximately # minutes** | **Pause and Ponder** |
| *The first part of the lesson—not just before, but necessary and integrated.*   1. *Make connections: connect with students, connect students to the learning and to each other, link back to previous lessons, link forward to what’s to come.* 2. *Explicitly identify the lesson’s learning goals.*   *3. Create a positive classroom climate: welcome students, invite them into the lesson*   * *Engage students emotionally and cognitively* * *Motivate students to engage* * *Respond to a thought-provoking question, quotation, image, fact, problem, issue* * *Provide entry points, such as narrative, overview* * *Set a tone, tempo*   *4. Prepare for learning, ensuring that every minute moves students toward the critical learning*   * *Orient students to the topic, materials, activities* * *Create a mental set* * *Assess students’ prior learning* * *Activate (or build) prior learning* * *Anticipate key lesson activities* * *Connect to previous lesson(s)* * *Connect to students’ interests*   *5. Develop interpersonal, learning, collaborative skills* | **Assessment for Learning (AfL)**  **Assessment as Learning**  **(AaL)**  *Link assessment and instruction.*  *Identify*   * *opportunities for assessment—in Minds On, Action! and Consolidation* * *what will be assessed* * *an appropriate assessment strategy* * *an appropriate assessment tool.*   **Differentiation (DI)**  *Explicitly identify planned differentiation of content, process, product based on readiness, interest or learning preference—in Minds On, Action! and Consolidation.*  **Quick Tip**  *Provide alternatives, additional suggestions for scaffolding, other considerations, or links to guides.*  **Link and Layer**  *Link to prior learning (e.g., make explicit links to expectations students have already demonstrated).*  **Hyperlinks in the Lesson**  (see example below)  *Provide hyperlink to excerpts from or paraphrases of research; samples of teacher-created resources, prompts or questions, student work; video footage of classrooms in action; teacher think-alouds or journal excerpts—in Minds On, Action! and Consolidation.* |
| **Action!**  **Approximately # minutes** |
| *Students do history, English, science, etc.—not hear or read about them.*  *Action includes*   * *Questioning to evoke and expose thinking* * *Responding with appropriate levels of challenge and support* * *Fearless speaking and listening* * *Practising principled practices for depth, precision and power* * *Engaging learners in critical literacy* * *Addressing the indicators*   *Instruction includes*   * *Modelling* * *Guided practice and scaffolded exploration* * *Co-construction of understanding* * *Gradual release of responsibility* * *Differentiation* * *A variety of groupings and collaborative structures* |
| **Consolidation** **Approximately # minutes** |
| *Check for conceptual understanding of critical learning through reflection, summary, application, consideration of alternative approaches*  *Use whole-class discussion, journals, exit cards*  *Prepare students for/anticipate follow-up or next lesson* |

Minds On

**Mix and mingle**

This strategy provides an opportunity for constructing understanding through productive talk. It also supports community building. In this strategy, students engage in brief paired discussions about a particular topic. Students may generate their own ideas to share on the topic, or the teacher may provide information to read aloud to a partner. Students speak to as many partners as they can in the allotted time. As students share, they build their understanding on the topic. See *Think Literacy, Subject-specific Examples, English, Grades 7-9*, pp 56-59

**Action!**

**Anchor Chart**

An anchor chart is a strategy for capturing students’ voices and thinking. Anchor charts are co-constructed. By making students’ thinking visible and public, they “anchor”, or stabilize and scaffold classroom learning. Anchor charts should be developmentally appropriate and clearly focused, accessible, and organized.

**Sample Questions**

What can (or could) be accomplished when collaboration works?

What happens when the collaboration process doesn’t work?

What things do you watch out for?

What values do you have to have in order to be collaborative and at the same time be creative? What values do you have to have in order to be collaborative and at the same time creating quality work?

**Consolidation**

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| Lesson Plan |  |  |  |  |  |
| Implementation of Lesson |  |  |  |  |  |
| Lesson Questions |  |  |  |  |  |
| Extension Questions |  |  |  |  |  |
| Homework Questions |  |  |  |  |  |
| Solutions |  |  |  |  |  |