**Unit 1: Canadian Landscapes**

**ELA A30**

**Overview**

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| --- | --- | --- | --- | --- |
| Introduction to Saskatchewan (Videos, Poem, and Jokes) Famous People Worksheet Introduction to Sinclair Ross **Students Read:** “The Painted Door” – Sinclair Ross  | **Students Read:** “The Painted Door” – Sinclair Ross Vocabulary Worksheet Short Story Worksheet Questions Sheet Symbolic value of clock, storm, and painted door.  | Work time on “Painted Door” Take up answers from last class.**Students Read:** “The Lamp At Noon” – Sinclair Ross   | **Students Read:** “The Lamp At Noon” – Sinclair Ross Vocabulary Worksheet Short Story Worksheet Short Story AnalysisStory Questions  | Work time on questions etc. Take up answers from last class. Compare/Contrast Paragraph between stories  |
| Wrap up Sinclair Ross - Character Sketch Activity and compare similarities and differences Carousel activity  | **Read Out Loud:** “Where the World Began” – Margaret Laurence**Task:** Listening Activity Work Period  | Introduce Lit. Analysis Essay and go over an example  | **No school – interviews**  | Work Period |

**Marking Plan:**

Essay – /50

Bell Work – 7x5 = /35

Compare/Contrast Paragraph – /25

“Painted Door” Worksheets – /102

“The Lamp at Noon” Worksheets – /50

Character Sketch Activity – /25 (5 marks participation)

Listening Activity - /14

Lesson 1 – 3

|  |  |
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| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Monday 24, 2014  | **Length:** 3 hrs.  |

|  |  |
| --- | --- |
| **Content/Topic:** Introduction to Saskatchewan Unit/”The Painted Door”  | **Teaching Strategies:**VideosReading out loud Class discussion (can cold call) Humor/jokes Worksheets Background information Skit Bell work  |
| **Outcomes:** [**CR A 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=1.1) **View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:*** **identity (e.g., Define the Individual, Negotiate the Community)**
* **social responsibility (e.g., Shift Centres, Blur Margins), and**
* **social action (agency) (e.g., Understand Beliefs, Initiate Action).**
 | **Indicators:** **a.** Explore topics and contemporary and traditional visual, oral, multimedia (including digital) and written First Nations, Métis, Saskatchewan, and Canadian texts that present different viewpoints and perspectives including those that reflect the diversity of Canada and its citizens’ diverse personal identities, worldviews, and backgrounds (e.g., community, culture, values, spirituality, socio-economic status, language, ability, age, gender, appearance). |
| **Assessment:** Exit slipsWorksheets   | **Pre-requisite learning:** Watched the movie *One Week* and are from Saskatchewan (this is a familiar topic).  |
| **Lesson Preparation:** Print LessonWrite Schedule on Board1 copy of Sinclair Ross, 1 copy of Prairie Landscape Poem, Photocopy for each student: “Painted Door,” Prairie Landscape Poem, Response Questions, Short Story Worksheet, Vocab. Sheet, famous Sask. People, Exit Slips Get internet search up Wednesday – prep. for “Lamp at Noon” **Materials/Equipment:** Above worksheets * Shit Saskatchewanians Say: <https://www.youtube.com/watch?v=ESIkrxNq1GE>
* Saskatchewan, Canada! (Ellen trying to say "saskatchewan"): <https://www.youtube.com/watch?v=qWCS7k1TgME>
* Things Canadians Want Americans To Know: <https://www.youtube.com/watch?v=ypZcP12uk5I> (stop near end)
* I am Canadian Commercial: <https://www.youtube.com/watch?v=BRI-A3vakVg> (stop at 50 seconds)
* Rick Mercer on Annoying Canadian Stereotypes: <https://www.youtube.com/watch?v=Z3EvS467JK0>
* Painted Door video
 | **Language Strands:** **Listen/View** – to poem, biography, jokes, videos, classmates, etc. **Read –** poem and worksheets; story **Write –** down answers in worksheets **Speak –** in class discussion  |
| **Adaptive Dimension:** N/A; multiple intelligences used **Grouping Choices:** Whole class and individual.  | **Classroom Management:** * No cell phones unless it deals with instruction
* Hands up to answer questions
* Bathroom = 2 minutes
* Respect for others
* Participate
* Work in any grouping assigned
* Come on own time to get missed assignments
* Get missed notes on own time
 |

**Set (10 minutes):**

Start with Substitute Teacher skit:

* *Alright listen up y’all. I’m your substitute teacher, Miss Gorham. I taught school for less than year in a Grade One classroom, so don’t even think about messing with me. Okay. Let’s take role here.*
* *J-Qwellen*
* *Where’s J-Qwellen at? No J-Qwellen here?*
* *D-nice*
* *Is there a D-nice?*
* *A-a-ron where are you? Where are you A-a-ron? Well you better be sick, dead, or mute?*
* *Insubordinate*

Introduce self (name etc.)

Bell work: What do the prairies mean to you?

Take attendance for real.

**Development (30+ minutes):**

* Jokes
	+ If you get a divorce in Saskatchewan, are you still brother and sister?
	+ Why don’t they have daylight savings time in Saskatchewan? Who wants to spend another hour in Saskatchewan?
* Students can add their own jokes
* You know you are from Sask. When:
	+ Girls wear gitch and boys wear gotch; there is no such thing as underwear.
	+ You can relate to almost any country song.
	+ You have a picture of your truck as your Facebook display picture.
	+ Your pronunciation of “Saskatchewan” is down to 1 syllable: “skatchw’n.”
	+ Your idea of a traffic jam is ten cars waiting to pass a combine on the highway.
	+ You swear that you are going to pistol whip the next person who calls a bunnyhug a “hoodie.”
	+ Your family reunions are a yearly event at the Labour Day Classic.
	+ You find -20 degrees “a little chilly.”
	+ You talk about Elbow and Eyebrow and people think you’re talking about body parts.
	+ If duct tape or WD-40 can’t fix it, then it needs replacing.
* Students can add their own.
* Shit Saskatchewanians Say: <https://www.youtube.com/watch?v=ESIkrxNq1GE>
* Saskatchewan, Canada! (Ellen trying to say "saskatchewan"): <https://www.youtube.com/watch?v=qWCS7k1TgME>
* Read: “Editing the Prairies”
* Worksheet: Is the tone of this poem comical, sarcastic, or disrespectful? Are any other places in Canada ridiculed or stereotyped?
* Things Canadians Want Americans To Know: <https://www.youtube.com/watch?v=ypZcP12uk5I> (stop near end)
* I am Canadian Commercial: <https://www.youtube.com/watch?v=BRI-A3vakVg> (stop at 50 seconds)
* Rick Mercer on Annoying Canadian Stereotypes: <https://www.youtube.com/watch?v=Z3EvS467JK0>
* Introduce Sinclair Ross (read bio)

**Closure (20 minutes):**

* Students will do a quick internet search on different famous Saskatchewan people.
* Exit slips

**If extra time:**

* Hand out short story worksheet
* Hand out response questions
* Hand out vocabulary sheet
* **Students Read:** “The Painted Door” – Sinclair Ross

**\*Students will work on this the next class**

**Set (5 minutes):**

* Take the attendance
* Bell work: Based on the title, “The Painted Door,” what do you think the story will be about?

**Development (50 minutes):**

* Students will read the story quietly (“The Painted Door”)
* Students will fill out their worksheets as they read (vocab, short story, response questions)

**Close (5 minutes):**

* Watch: The Painted Door: <https://www.youtube.com/watch?v=aVgR1qafpZs>

**Set (5 minutes):**

* Take the attendance
* Bell work: What is the significance of the clock, the storm, and the painted door?

**Development (50 minutes):**

* Students will work on their questions sheets (20 minutes)
* We will take up the answers (30 minutes)

**Close (5 minutes):**

* Students will start reading “A Lamp at Noon”
* Handouts (worksheets) out to students

**Famous Sask. People**

**Please make note of who these people are, what they do/did, and if they have any extraordinary accomplishments (ex. Nobel Prize). Try to find their specific province that they grew up in:**

**Gerhard Herzburg –**

**Matt Groening –**

**Henry Taube –**

**Albert Einstein –**

**Louis Reil –**

**Edouard Beaupre –**

**Sinclair Ross –**

**Brent Butt –**

**Buffy Saint-Marie –**

**Hayley Wickenheiser –**

**Catriona Le May Doan –**

**Joni Mitchell –**

**Tommy Douglas –**

**Donald –Sutherland –**

**Northern Pike –**

**Pamela Wallin –**

**Colin James –**

**Leslie Neilson –**

**Keifer Sutherland –**

**W.O. Mitchell –**

**William shatner –**

**Wendel Clark -**

**Maria Campbell –**

**Gordie Howe –**

**Allen Saap –**

**Gordon Tootoosis –**

**Add three individuals or groups to the list that are Canadian:**

**1.**

**2.**

**3.**

**Vocabulary in “The Painted Door” by Sinclair Ross**

**Please define the following terms:**

**Page 81**

Elongating -

**Page 82**

Plume-

Hardihood -

Cower -

Implacability -

Brooding -

**Page 83**

Draughts -

Furtive -

Constrained -

**Page 84**

Stave -

Turpentine -

**Page 85**

Brute -

Drudgery -

Insurmountable -

Stolidly -

Stalwart -

Fidelity –

**Page 86**

Chafe -

Rancour -

**Page 87**

Roused -

Somber -

Ominously -

**Page 88**

Lancet Shafts -

Petulantly -

Pettishness -

**Page 89**

Illogical -

Covert -

**Page 90**

Scud -

Retaliative -

Puniness -

Staving -

**Page 91**

Insolence/Insolent -

Derisive -

Heavy-jowled -

Stooped -

**Page 92**

Latency -

Disuse -

Acquiesced -

**Page 93**

Inevitability -

Imperceptible -

Ascendancy -

Onslaught -

Parry -

**Page 94**

Furtively -

**Page 95**

Increment -

Unfettered -

Fanatic -

Conspiratorial -

**Page 97**

Quailed -

**Page 98**

Inured -

Foolhardy -

**Page 99**

Tyranny -

Complacency -

Contritely -

**Foreshadowing –**

**Provide an example from the story:**

**Irony –**

**Provide an example from the story:**

**Repetition –**

**Provide an example from the story:**

**Symbolism in “The Painted Door”**

**What is the symbolic value of:**

**1. The clock –**

**2. The storm –**

**3. The painted door –**

**Professional Development Plan:**

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Monday 24, 2014  | **Topic:**  Introduction to Saskatchewan/”Painted Door”  |
|  | **Observer:**  |

**Professional Target/Goal/Objective:** Varying the Presentation

**Intention:** Use many intelligences to create an engaging lesson.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Shifting senses –** get students to listen, look, hear, etc. **Pausing –** to gain attention, provide time to think when questions are asked, stop minor disruptions**Drawing Attention –** making connections, focusing student attention, all aides are used to emphasize a point  |  |  |

**Additional Comments:**

**Professional Reflection:**

**Professional Development Plan:**

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Tuesday 25, 2014  | **Topic:**  “Painted Door” Reading and work period  |
|  | **Observer:**  |

**Professional Target/Goal/Objective:** Minor Disruptions

**Intention:** Avoid large disruptions by dealing appropriately with minor disruptions.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

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| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Deterring: firmly stopping unacceptable behavior** **This may include:** * Pausing
* Raising Eyebrows
* Gesturing
* Using Eye Contact
* Walking Towards
* Reminding
* Telling to stop
* Asking what should be done
* Talking one-to-one
* Hand on desk
* Taking away cell phones

**Checking in on students** **Reinforcing desired behavior (of individual, group, or whole class)**  |  |  |

**Professional Reflection:**

**Professional Development Plan:**

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Wednesday 26, 2014  | **Topic:**  “Painted Door”  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Assigning Work**

**Intention:** To go through the worksheets so that students understand the story.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

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| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Introduce task appropriately****Distribute materials beforehand****Directions on what to do (orally and visually on handout and/or board)****Circulate the room while they are working** **Help when needed/attend to hands up****Encourage/keep students on task****Summarize work/go through answers by calling on all students****Collect work**  |  |  |

**Professional Reflection:**

Lesson 4 and 5

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Thursday 27th and Friday 28th, 2014  | **Length:** 2 hrs.  |

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| --- | --- |
| **Content/Topic:** “Lamp At Noon”  | **Teaching Strategies:**Worksheets Bell work Discussion  |
| **Outcomes:** [**CR A 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=1.1) **View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:*** **identity (e.g., Define the Individual, Negotiate the Community)**
* **social responsibility (e.g., Shift Centres, Blur Margins), and**
* **social action (agency) (e.g., Understand Beliefs, Initiate Action).**
 | **Indicators:** **a.** Explore topics and contemporary and traditional visual, oral, multimedia (including digital) and written First Nations, Métis, Saskatchewan, and Canadian texts that present different viewpoints and perspectives including those that reflect the diversity of Canada and its citizens’ diverse personal identities, worldviews, and backgrounds (e.g., community, culture, values, spirituality, socio-economic status, language, ability, age, gender, appearance). |
| **Assessment:** Worksheets Thumbs up Bell work Paragraph   | **Pre-requisite learning:** Watched the movie *One Week* and are from Saskatchewan (this is a familiar topic). Students have had an introduction to Saskatchewan/Canadian stereotypes. They have been introduced to Sinclair Ross and “The Painted Door.”  |
| **Lesson Preparation:** Print LessonWrite Schedule on BoardCopies of: “Lamp At Noon,” Vocab. Sheet, both story worksheets **Materials/Equipment:** Above worksheets  | **Language Strands:** **Read –** poem and worksheets; story **Write –** down answers in worksheets/paragraph **Speak –** in class discussion  |
| **Adaptive Dimension:** N/A **Grouping Choices:** Whole class and individual.  | **Classroom Management:** * No cell phones unless it deals with instruction
* Hands up to answer questions
* Bathroom = 2 minutes
* Respect for others
* Participate
* Work in any grouping assigned
* Come on own time to get missed assignments
* Get missed notes on own time
 |

**Set (10 minutes):**

* Bell work: Based on the title, “The Lamp at Noon,” what do you think the story will be about?
* Take attendance
* Get bell work
* Hand out vocab. Worksheet, story, 2 short story worksheets, and questions (if haven’t before)

**Development (30+ minutes):**

* **Students Read:** “The Lamp at Noon” – Sinclair Ross
* Students work on worksheets

**Closure (20 minutes):**

* Students are reminded of homework.

**Set (5 minutes):**

* Take the attendance
* Bell work: What was your reaction to “The Lamp at Noon?” Were you expecting this ending? What do you think Sinclair Ross is trying to say in this story?

**Development (50 minutes):**

* Students will fill out their worksheets as they read (vocab, short story x2, response questions) – 10 minutes
* Take up questions from day before – 30 minutes
* Hand out rubric and give assignment
* Create a paragraph with specific evidence to the text that answers the following two questions: What motivated Ellen to take such drastic action near the end of the short story? Should she be held responsible for her actions? (10 minutes)

**Close (5 minutes):**

**“Lamp at Noon Paragraph Response”**

**Answer the prompt in proper paragraph format (11 point paragraph). Incorporate a minimum of 1 quotation in your paragraph. Make sure to include your name and date at the top of the page. Please write legibly in blue or black pen.**

What motivated Ellen to take such drastic action near the end of the short story? Should she be held responsible for her actions? (10 minutes)

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**Evaluation:**

**Structure of Paragraph is Formal and Well-Written**

* Introductory sentence is well written /2
* 3 supporting points in the body /6
* Follows 11 point paragraph format /2
* Coherent and well-developed /5

**References to the Text**

* Student makes references to the text /2
* Student adds quote(s) /3

**Spelling, Grammar, and Mechanics**

* Few grammatical, spelling, etc. errors are present /5

**Total = /25**

**Vocabulary in “The Lamp at Noon”**

**Page 73**

Wizened –

Muslin –

Parched –

**Page 74**

Aloof –

Assailed –

Haggard –

**Page 75**

Dubiously –

Virility –

Indignation –

**Page 76**

Contemptuous -

Pauper -

**Page 77**

Disdain –

**Page 78**

Smock –

Stupor –

Contentious –

Tenacity –

Ebbing –

Gelding –

**Page 79**

Forelocks –

**Page 80**

Scourge -

Sheathed –

**Page 81**

Wan -

 **“Lamp at Noon” Reading Questions**

**Answer each of the following questions in the space provided below.**

1. **Which character is the reader first introduced to at the beginning of the story?**
2. **Describe the setting of this short story.**
3. **What is the weather like outside? Be specific.**
4. **Why is Ellen longing for her husband at the beginning of the short story?**
5. **Why won’t she pick up her child from the cradle when it cries?**
6. **What have the protagonist and he husband been arguing about?**
7. **Where does the protagonist want her husband to work?**
8. **What arguments does Ellen present for leaving the farm?**
9. **What reasons does Paul give for remaining on the farm?**
10. **Who do you agree with and why?**
11. **What realization does Paul make about Ellen when he is out tending the horses?**
12. **Why does he return to the house and peer through the window?**
13. **When Paul finally returns to his house and enters, he discovers that Ellen and the baby are missing. Describe the condition of the house.**
14. **Where does the man find his wife at the end of the story?**
15. **What has happened to the baby?**
16. **Why would Ellen have taken the baby out in the middle of the dust storm?**
17. **How is the last line of the story ironic? What does irony mean?**
18. **Find two examples of foreshadowing in the story.**
19. **Find three examples of personification in the story. Hint: about the wind.**
20. **Why do you think the story is entitled “The Lamp at Noon?”**

**Professional Development Plan:**

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Thursday 27, 2014  | **Topic:**  “Lamp At Noon”  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Movement Management**

**Intention:** Distribute materials fast and efficiently (make best use of time).

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
|  **Reduce dead times/smooth transitions****Materials ready****Clear directions (oral and visual)****Rapid distribution of materials** **Move around room** **Appropriate pacing of lesson**  |  |  |

**Professional Reflection:**

**Professional Development Plan:**

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Friday 28, 2014  | **Topic:**  “Lamp At Noon”  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Promoting Thinking**

**Intention:** Have students engage with the story.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Students are being actively involved.** **Encourage appropriate attitudes (e.g. respect, phones away)****Selects materials and activities that make students think and apply what they must know (some questions may not have a right answer and allow for critical thinking)****Teacher provides support, encouragement, etc.** **There is enough class time given to work**  |  |  |

**Professional Reflection:**

Lesson 6 and 7

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| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Monday 31 and Tuesday 1, 2014  | **Length:** 2 hrs.  |

|  |  |
| --- | --- |
| **Content/Topic:** “Lamp At Noon” and “Where the World Began”  | **Teaching Strategies:**Worksheets Carousal Activity/Posters Group Sharing Bell work Discussion  |
| **Outcomes:** [**CR A 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=1.1) **View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:*** **identity (e.g., Define the Individual, Negotiate the Community)**
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* **social action (agency) (e.g., Understand Beliefs, Initiate Action).**
 | **Indicators:** **a.** Explore topics and contemporary and traditional visual, oral, multimedia (including digital) and written First Nations, Métis, Saskatchewan, and Canadian texts that present different viewpoints and perspectives including those that reflect the diversity of Canada and its citizens’ diverse personal identities, worldviews, and backgrounds (e.g., community, culture, values, spirituality, socio-economic status, language, ability, age, gender, appearance). |
| **Assessment:** Worksheets Thumbs up  Posters  | **Pre-requisite learning:** Watched the movie *One Week* and are from Saskatchewan (this is a familiar topic). Students have had an introduction to Saskatchewan/Canadian stereotypes. They have been introduced to Sinclair Ross and “The Painted Door.” They have finished the first two Sinclair Ross stories.  |
| **Lesson Preparation:** Print LessonWrite Schedule on BoardPoster paper/markers **Materials/Equipment:** Above worksheets Chart paper and markers  | **Language Strands:** **Read –** poem and worksheets; story **Write –** down answers in worksheets **Speak –** in class discussion  |
| **Adaptive Dimension:** N/A **Grouping Choices:** Small groups, individual and whole group  | **Classroom Management:** * No cell phones unless it deals with instruction
* Hands up to answer questions
* Bathroom = 2 minutes
* Respect for others
* Participate
* Work in any grouping assigned
* Come on own time to get missed assignments
* Get missed notes on own time
 |

**Set (10 minutes):**

* Bell work: What are the similarities and differences between “The Painted Door” and “The Lamp at Noon” by Sinclair Ross? You should make reference to central themes, women characters, and daily life conditions during the era.
* How was the baby killed in “The Lamp at Noon”
* Take attendance

**Development (30+ minutes):**

* *A character sketch is a short piece of writing that reveals or shows something important about a person or fictional character.*
* *When you write a character sketch, you are trying to introduce the reader to someone. You want the reader to have a strong mental image of the person, to know how the person talks, to know the person’s characteristic ways of doing things, and to know something about the person’s value system. Character sketches only give a snap shot of people. They are not an entire history of a person.*
* Students will be put into five groups. Each group will be assigned a character. Each group will create a character sketch for that character (make a poster). They need to highlight the story the character is from. They need to include five adjectives, five physical appearances, 3 pieces of background information, two points about their personality, and one other fact. Students must find three quotes to back up their argument.

**Examples: Adjectives:** grumpy, funny, suspicious, fair, quiet, slim, curious, strong, wild, entertaining, sensible, frightening, reliable, weak, bright, dark, lively, loving, honest, helpful, cruel, smart, short, cowardly, unhappy, lazy, disorganized, busy, interesting, cunning, unsmiling, brave scruffy, mischievous, tall, talkative, sly, faithful, stubborn, patient, stern, kind, plump, friendly, fickly, strange, stocky, irritable

**Physical Appearance:** gender, age, body type, eyes, hair, facial features, clothes, posture, movements, mannerisms, speech, 1st impressions

**Background:** education, religions, family, early childhood experiences, financial situation, profession, marital status, other relationships, habits, surroundings, environment health

**Personality:** distinctive traits, self-image, yearnings/dreams, fears/apprehensions, sense of humor, code of ethics, attitude

**Other:** hobbies, skills, favorites (food, colors, books, music, art, sports, etc.)

* **Ann – Thomas**, Brayden, James, Hunter, Brooklyn, Hannah
* **John – Chase**, Brandon, Stefan, Lexi, Mackenzie, Mitchell
* **Steven – William**, Lanson, Ali, Andrea, Sebastian, Tiffie
* **Ellen – Evan**, Brad, Ryan, Christian, Mekayla, **Kyle**
* **Paul – Taylen,** Jesse, Dylan, Madison, Garret, Ashley

**Closure (20 minutes):**

* Students will present their findings to the class and students will take notes.

**Set (5 minutes):**

* Take the attendance
* Bell work: Pre-reading activity for story (see handout)

**Development (50 minutes):**

* I will readout loud**:** “Where the World Began” – Margaret Laurence
* Students will complete listening activity

**Close (5 minutes):**

* “Lamp at Noon” paragraphs

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Character Sketch Rubric**

* Story and author /1
* Five adjectives /5
* Five physical descriptors /5
* 3 pieces of background information /3
* Personality points /2
* One random fact /1
* 3 quotes /3
* Group participation /5

**Total /25**

**Comments:**

**Professional Development Plan:**

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Monday 31, 2014  | **Topic:**  Character Sketch  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Organizing for Small Group Work**

**Intention: Create groups that can effectively work together.**

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
|  **Provide overview for lesson/tasks****Described to students how they are assigned to groups****Students get into groups effectively** **Groups are at a manageable size****Have materials ready****Let students know what they are being marked on (ie. Participate)****Clear instructions****Foreseen any issues and tried to avoid them****Provides evaluation materials**  |  |  |

**Professional Reflection:**

**Professional Development Plan:**

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Tuesday 1, 2014  | **Topic:**  Reading/Listening Activity  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Effective Oral Communications**

**Intention:** To read the story competently so students can complete activity.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Audible****Clear****Enunciation****Variation and Emphasis****Language Usage** **Voice Mannerisms**  |  |  |

**Professional Reflection:**

Lesson 8 and 9

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Wednesday 2nd and Friday 4th, 2014 | **Length:** 2 hrs.  |

|  |  |
| --- | --- |
| **Content/Topic:** Reading periods of Lit. Analysis essay  | **Teaching Strategies:**ModelingExamples Work period Student choice  |
| **Outcomes:** [**CR A 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=1.1) **View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:*** **identity (e.g., Define the Individual, Negotiate the Community)**
* **social responsibility (e.g., Shift Centres, Blur Margins), and**
* **social action (agency) (e.g., Understand Beliefs, Initiate Action).**
 | **Indicators:** **b.** Analyze and respond to a variety of First Nations, Métis, Saskatchewan, and Canadian texts representative of various time periods and of the diverse cultures and regions of Canada in order to extend understanding of the ideas, themes, and issues explored in the texts. |
| **Assessment:** Lit. Analysis Essay  | **Pre-requisite learning:** Watched the movie *One Week* and are from Saskatchewan (this is a familiar topic). Students have had an introduction to Saskatchewan/Canadian stereotypes. They have been introduced to Sinclair Ross and “The Painted Door.” They have finished the first two Sinclair Ross stories. They have completed a listening activity. They have completed an inquiry essay beforehand.  |
| **Lesson Preparation:** Print LessonWrite Schedule on BoardAssignment and rubrics – make copiesMake copies of story options Book computers? **Materials/Equipment:** Above  | **Language Strands:** **Read –** prompt, rubric, etc. **Write –** an essay **Speak –** in class discussion, create model  |
| **Adaptive Dimension:** N/A **Grouping Choices:** individual  | **Classroom Management:** * No cell phones unless it deals with instruction
* Hands up to answer questions
* Bathroom = 2 minutes
* Respect for others
* Participate
* Work in any grouping assigned
* Come on own time to get missed assignments
* Get missed notes on own time
 |

**Set (10 minutes):**

* Take attendance
* Hand anything back (BW or booklets or paragraphs)

**Development (30+ minutes):**

* Introduce lit. analysis essay and rubric
* Reading period

**Closure (5 minutes):** remind of homework

**Set (5 minutes):**

* Take the attendance
* Hand back anything

**Development (50 minutes):**

* Work period for essays/reading

**Close (5 minutes):**

* Fun celebration/goodbyes

**Professional Development Plan:**

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Wednesday 2, 2014  | **Topic:**  Lit. Essay  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Demonstrating**

**Intention:** Provide an example/sample of a lit. analysis essay.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Instructor demo repeated****Ask class to state key steps****Student demo****All students do demo****Checking and monitoring** **Review**  |  |  |

**Professional Reflection:**

**Professional Development Plan:**

|  |  |
| --- | --- |
| **Name:** Kourtney Gorham | **Grade/Subject:** 12 ELA A30  |
| **Date:** Friday 4, 2014  | **Topic:** Lit. Essay  |
|  | **Observer:**  |

**Professional Target/Goal/Objective: Withitness**

**Intention:** Keep students on task, answer their questions, etc.

**Instructions for Observer:** Please fill out the chart with descriptive notes and comments.

|  |  |  |
| --- | --- | --- |
| **Behavior** | **Descriptive Notes** | **Comments** |
| **Teacher is aware and students know it****Use eye contact or gestures to keep students on task****Positioned to see all/move around room if can’t** **Helping individuals****Noticing hands up****Attend to minor disruptions****Stand beside disruptive students****Attend to needs of individuals** **Adequate work time**  |  |  |

**Professional Reflection:**