

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 English Language Arts	School:	Lakeview Elementary
Date:	Tuesday, February 22, 2022	Allotted Time:	40 minutes
Topic/Title:	Introduction to Editorials		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this lesson is to introduce students to the “Editorial”: a persuasive report that expresses an opinion or a point of view about an issue, drawing upon facts and arguments to persuade the reader to agree with the point of view. Grade 6/7 students are at an imperative phase in their lives, exploring the world and their place within it (outside of family, friends, and school), making an investigation into the Editorial an important educational endeavor. Studying, understanding, and being aware of text that is designed to persuade, will help students develop skills in questioning and speculating; in acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving—all crucial to becoming educated and engaged citizens.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>C Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> Students will study and understand that an editorial is a persuasive form of communication; that its purpose is to communicate an opinion or point of view to an audience (readers). <p>T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and</p>

	<p>other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.</p> <ul style="list-style-type: none"> Students will think critically and reflectively as they learn about editorials, paying attention to purpose, audience, and possibility (for them, as individuals, in terms of communicating their own opinions and points of view).
--	---

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Throughout my lessons, I always encourage students to be patient and kind to themselves as they learn new concepts. This lesson, and further lessons in this Unit, will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing. Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and to the assigned questions and assignments (done in class, with support as needed).</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<p><i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i></p>
<p>Big Ideas: (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (2) Exploring and sharing multiple perspectives extends our thinking.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>Students will attend to a class discussion and participate in learning about the “Editorial.” Students will watch an informative (supplementary) video on editorials.</p> <p>That is, students are expected to DO the following:</p> <p>Comprehend and connect (reading, listening, viewing):</p> <ul style="list-style-type: none"> Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (may include questioning and speculating, acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving). 	<p>Students will know what an editorial is, why it is used, how it is used, when it is used, and where it is used. Students will know that facts, data, graphs, informational sources, and arguments are key ingredients in an editorial.</p> <p>That is, students are expected to KNOW the following:</p> <p>Story/text:</p> <ul style="list-style-type: none"> Forms (editorial report), functions (purpose to persuade), and genre of text. Text features (how text and visuals are displayed).

- Synthesize ideas from a variety of sources to build understanding.
 - Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audience, and messages.
- Create and communicate (writing, speaking, representing):**
- Exchange ideas and viewpoints to build shared understanding and extend thinking).

- Techniques of persuasion (the use of emotional and logical appeals to persuade).



6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Students will achieve the learning intention by participating in a class discussion and watching the informational video. To invoke thinking and reflection, the teacher will engage students with queries and prompts, and will provide **formative feedback** on their thoughts and ideas. At the end of the lesson, students will do an **Exit Slip** to demonstrate understanding. Students will be asked to write, on a sticky note or small piece of paper, something they envision seeing in an editorial that is of interest to them (i.e., basically any idea that involves an opinion or point of view that can be argued using facts/data/sources of information to persuade an audience toward an opinion or point of view). These exit slips will be discussed at the beginning of the next lesson.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

This lesson will be delivered to students who have spent time reading and writing a variety of grade-level texts, and who understand that texts have different purposes and audiences. These students understand the concept of persuasion and have an idea of how to persuade others to agree with their opinion or point of view.

All students, therefore, have the previous knowledge necessary to discuss the “Editorial” as a persuasive report that expresses an opinion or a point of view about an issue, drawing upon facts and arguments to persuade the reader to agree with the point of view.

This lesson is a starting point and will be used to guide further lessons on reading and writing editorials.

Exceptionalities: One student has a designated EA and needs support to regulate emotions. There is plan in place to help avert significant behavioural challenges, but this student can follow through with this lesson, and its tasks, with the supports previously in place. Several students are colour-blind, but this will not hinder them from participating in the learning task (i.e., selected texts, visuals, and audio-visuals can be understood regardless of the spectrum of colour seen). There are no other exceptionalities amongst this group of students that will interfere with student involvement or participation in this lesson.

This lesson is important because students will frequently encounter editorials throughout their lives. Editorials offer cross-curricular learning opportunities and build on multiple curricular competencies.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

I will need to do the following:

- (1) Scan to email pages 12-13 from “Speak Out: How do today’s issues affect us?” (Literacy in Action) and display on Smart Board.
- (2) Have ready to display on the Smart Board minutes 0:47-6:47 of “Editorial Writing” by Ormiston Media (Mar 20, 2016).
- (3) Make available to students one sticky note (or small piece of paper) to complete the Exit Slip task.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue students that it is time to start English Language Arts.</p> <p>When students are organized and ready (seated at their designated spots) inform them that, for the next three weeks, we will be exploring Editorials—beginning today with an understanding of what an “Editorial” is, and then moving on to reading and writing editorials in the days and weeks ahead.</p> <p>Let students know that I am excited to be learning alongside them; that I will provide as explicit instruction as I possibly can, with the help of supplementary videos. Inform students that their participation in class and group discussions will help solidify the learning intentions, as will practicing and applying their understanding to a variety of reading comprehension questions and writing tasks.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Ask students what comes to mind when they hear the word “Editorial”? What are they? Who writes them? Wait for students to raise hands and give responses. Write responses on the whiteboard. Provide guidance and formative feedback. Then say: “Ok, let’s watch a short informative video to see if we are on the right track!”</p> <p>WE DO: Watch, on the Smart Board, minutes 0:47-6:47 of “Editorial Writing” by Ormiston Media (Mar 20, 2016).</p> <p>I DO: Direct students back to their responses on the whiteboard. Review what we thought we knew about Editorials, giving credit to the points we had correct and eliminating those that were inaccurate. Ask them what we could add now that we have learned more. Prompt them with the question: What new information did we learn from the video we just watched?</p> <p>Wait for students to raise hands and give responses. Add responses to the whiteboard. Provide guidance and formative feedback to responses before displaying pages 12-13 from “Speak Out: How do today’s issues affect us?” (Literacy in Action) on Smart Board.</p> <p>WE DO: Inform students that we will now go through an editorial example as a class, reviewing pages 12-13. First, discuss the definition the text gives (i.e., an editorial is a persuasive report that expresses an opinion or a point of view about an issue, drawing upon facts and arguments to persuade the reader to agree with the point of view). Have students volunteer to read the “ask questions,” “infer,” and “find clues” sections of the text. Discuss these areas before having student volunteers read the example – “Waste-to-Energy”</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (25 min).</p>

	<p>I DO: Tell students that they will now have a few minutes to discuss with their tablemate some ideas for an editorial. Inform them that, after the discussion, they will have to do an Exit Slip (i.e., give me one solid idea for an editorial that is of interest to you).</p> <p>YOU DO: Students discuss ideas/brainstorm with their tablemates.</p> <p>I DO: Circulate the room, observe conversations, provide guidance/feedback.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<p>Cue students that it is time to finish their discussions.</p> <p>Once students are quiet and attentive, praise the effort they put into this lesson and its tasks, specifically their communication, critical thinking, and reflective thinking skills.</p> <p>Give each student a sticky note (or small piece of paper) and tell them it is time for them to complete their Exit Slip, and that they need to write down one solid idea for an editorial that is of interest to them.</p> <p>Let students know that we will review all the ideas tomorrow. Tell them to write their name on the Exit Slip (for my knowledge), but that I will not reveal whose ideas are who's in tomorrow's discussion (for the sake of anonymity).</p> <p>Collect Exit Slips and cue students to move on to the next activity/scheduled task (i.e., Mrs. Curle's French lesson).</p>	<p>10 minutes to do Exit Slip and wrap up.</p>

9. REFLECTION

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind?
<p>To be completed at the end of the lesson.</p>

Read Editorials



An editorial is a persuasive report that expresses an opinion or a point of view about an issue. Facts and arguments are used to persuade the reader to agree with the point of view.

- When you want to understand an editorial, ask **questions** such as:
- What opinion is stated?
 - What solution is being suggested? Why?
 - What will be the consequences?

- When you want to **infer** or read between the lines, think about:
- What does the writer want you to think about this issue?
 - What clues tell you this is the writer's opinion?

- When you don't know the meaning of a word, find clues:
- What does the word structure tell me?
 - What other words does this remind me of?
 - How is the word used in the sentence?

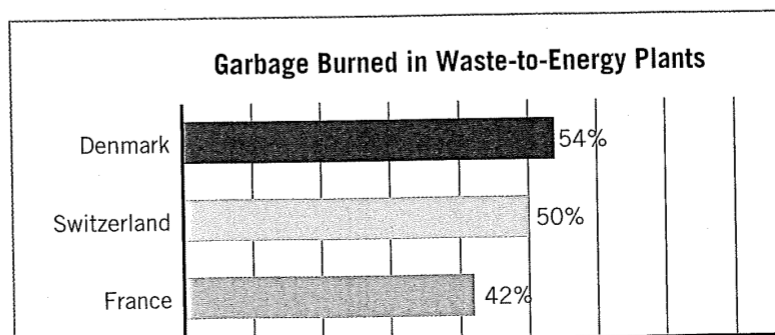
Waste-to-Energy: The Way to Go

by Calvin Lysenko, Environmental Reporter

I think we all agree that recycling 100% of our garbage would be wonderful. Unfortunately, it isn't realistic to believe that it will happen anytime soon. And, as our overflowing landfill sites show, we are running out of places to put our garbage. That is why I believe that the time has come to support "waste-to-energy" programs, also known as WTE.

WTE is really just a fancy term for burning, or incinerating, garbage. In the past, burning garbage was dangerous due to the chemicals produced by the burning process. But new ways of incinerating garbage have made the method extremely safe today. And there's a bonus! Garbage disposed of in this way can be used to create electricity, decreasing the amount we rely on fossil fuels.

Many countries in Europe already dispose of much of their garbage by burning or incinerating it. WTE should *never* be favoured above recycling. But, with care, WTE and recycling can be used together to provide a safe, clean solution to our garbage problem.

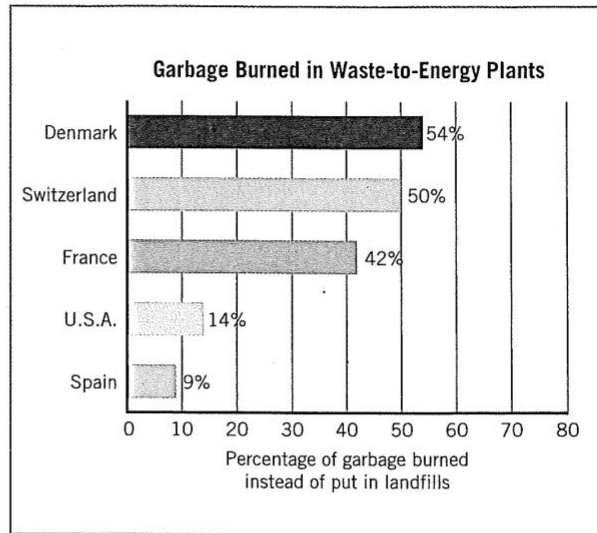




Interpret Data

Graphs provide information in a way that lets you compare data. **When you interpret a graph...**

- Identify the purpose for comparing data.
- Read the heading and labels.
- Identify each axis of the graph.
- Look for a logical pattern or sequence in the data.
- Think about possible reasons for any pattern or sequence.
- Consider the writer's purpose in supplying the data.



Synthesize in a Graphic Organizer

When you **synthesize**, you put ideas together so that you can come to a conclusion or see ideas in a new way. A **Venn diagram** can help you.

Main points in article

- overflowing landfills
- need for special programs to improve garbage disposal
- try "waste-to-energy" programs

Your conclusion

- We need more creative solutions to our garbage problems.

Your own ideas

- garbage is piling up
- city problems with garbage
- need easy ways to recycle

REFLECT ON READING

Which strategies will be most helpful to use when you read editorials?