

Course/Subject/Grade(s): Grade 9 English		Planning Team:				
Unit Guiding Question: How can stories and text help us connect ourselves to the world and others? How can connection help us understand ourselves?						
Competency Guiding Question Week 1: How do we respond to text? Lesson 1 goal: I can respond personally to text				Supports/ Materials		
Content: Conflict	Connecting Activity: Group brainstorm <ul style="list-style-type: none"> What is conflict? How do we respond to conflict? 				Chart paper	
	Processing Mini Lesson: <ul style="list-style-type: none"> Co construct criteria: responding is commenting, questions & connecting Co-construct codes for responses (e.g. Q = question) for question, comment, connection Model making responses to a conflict in a text using post it notes, have a selection of text (visual, oral, written) about community/place for students to choose from 				Choice of complexity Choice of work grouping	
	Processing Task(s):				Mentor text	
	NEED (Access) Choose a text read for 10 minutes and make a response to the text	MUST (All) Respond to a conflict in your text with some comments	CAN (Most) Respond to a conflict in your text with some questions	COULD (Few) Respond to a conflict in your text with a connection	TRY (Challenge) Include quotes to support your responses to a conflict in the text	Choice of additional texts including written, oral and visual text connected to community
	Processing Share Out: <ul style="list-style-type: none"> Come back together and share a conflict and a response to it from a text you read 				Include a text connecting to FPP Post it notes	
Transforming & Personalizing: <ul style="list-style-type: none"> Reflection: What have we learned today that will help us answer our guiding question of the week? Give an example of something you learned today? 				Exit slip template		

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Unit Guiding Question: How can <u>stories and text</u> help us connect <u>ourselves</u> to the <u>world</u> and others? How can connection help us understand ourselves?					
Competency Guiding Question Week 1: How do we respond to text? Lesson 2 goal: I can respond creatively to text					Supports/ Materials
Content: Setting	Connecting Activity: Go on a walk to “read the community”				Capture evidence & thinking with: cameras, phones, audio recorder, clipboard, map
	<ul style="list-style-type: none"> • What is our community setting? • What do you see in the community? • How would you describe our community’s setting? 				
	Processing Mini Lesson:				Choice of complexity Choice of work grouping Materials available for creations
	<ul style="list-style-type: none"> • Using community as the text, model different ways to respond to creatively? (drawing, building, loose parts, drama, singing) • Focus creative response on aspects of the setting (location, climate, geography, time, mood) 				
	Processing Task(s):				
NEED (Access) Respond creatively to a setting in your own life	MUST (All) Add details to your creation that include a zoomed out location of your setting	CAN (Most) Add details to your creation that include the and geography of the setting	COULD (Few) Add details to your creation that include time passing and/or history	TRY (Challenge) Add details to your creation that include mood	
Processing Share out:					
<ul style="list-style-type: none"> • Share your setting and your creative response 					
Transforming & Personalizing:				Exit slip template	
<ul style="list-style-type: none"> • Reflection: What have we learned today that will help us answer our guiding question of the week? Give an example of something you learned today? 					

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Unit Guiding Question: How can <u>stories and text</u> help us connect <u>ourselves</u> to the <u>world</u> and others? How can connection help us understand ourselves?						
Competency Guiding Question Week 1: How do we respond to text? Lesson 3 topic: I can respond creatively to text				Supports/ Materials		
Content: Setting	Connecting Activity: Group brainstorm <ul style="list-style-type: none"> • Read Aloud: “Zoom” • How does setting help us understand a text? 				Zoom Book	
	Processing Mini Lesson: <ul style="list-style-type: none"> • Read aloud mentor text • Using mentor text, respond to the setting creatively • Using previous lesson co-construct criteria around different ways to be creative 				Mentor Text Choice of additional texts including written, oral and visual text connected to community	
	NEED (Access) Respond creatively to a setting in your text	MUST (All) Add details to your creation that include a zoomed out location of your setting	CAN (Most) Add details to your creation that include the climate and geography of the setting	COULD (Few) Add details to your creation that include time passing and/or history	TRY (Challenge) Add details to your creation that include mood	Include a text connecting to FPP
	Processing Share out: <ul style="list-style-type: none"> • Share the setting of your text and your creative response 				Materials available for creations Choice of individual or group	
Transforming & Personalizing: <ul style="list-style-type: none"> • Co-construct criteria around weekly guiding question using what we have learned this week How do we respond to text? With examples from our learning activities 				Criteria Chart		