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| Time: 100 minutes/day | Specific Curriculum Outcomes | Activity and Description | Materials and Equipment | Assessment |
| Introductory Lesson 1 | CC7.6a-n  AR7.1a-i  AR7.2 | 1. Play the Name Game  -Have students come up with a positive and creative Adjective that describes themselves that starts with the first letter of their name. (Magnificent Mrs. Bredy)  -Then we will go around the room and recite all the names before you in order.  2.Go over course outline  3. Play Mrs. Bredy true or false  4. Graffiti Groups  Introductory topics to activate prior knowledge, on the following:  When and where do we use language?  How do we communicate our ideas?  What are the rules of our language?  Why is communication important?  What are some of your own personal strengths and challenges with communication?  5.Reflective Notebook Web  - Before Writing occurs, put students into groups and think-pair-share ideas of what you can write about in your reflective journal? (i.e. Goal Setting/ Today I learned about?)  -Create Reflective notebook idea’s web for Notebook  -Set-up a rubric with class of expectations for the writing.   * Content, Organization, Creativity, Thought, Conventions   - Write first entry in the reflective notebook. | -Dictionaries  -Pencils  -Papers  -Course Outline and Parent’s Letter  -Chart paper  -Markers  -Reflective Notebooks  -Post-its  -Markers | Anecdotal Notes/ Observations  Prior knowledge on the graffiti of the course content questions.  Writing ability in the Reflective notebooks |
| Lesson 2  The importance of communication | CR7.3a,c,f  CR7.4 e  CR7.5b,f,j  CC7.1b,  CC7.3a,b  CC7.6a-n  CC7.9a,c,g,j,k  AR7.1a-i  AR7.2 | 1. Communicating Verbally and Written  -Writing a manual to demonstrate step by step instructions.  -Have students tell me how to tie my own shoes  -talk about the feature of manuals/instructions  -p.109 organizer for organizing ideas and linking words  -students will write an instructional step by step paper on how to brush your teeth  -Students will practice this task with each other and make modification to their directions  -Students will write in their reflective notebook about what they would do differently and what was difficult?  2. Using Visuals and the Body to Communicate a message  -Students will use Tableaux to convey a message  -I will give the groups of students each a movie title to create four silent frozen pictures. The rest of the student will need to guess what the movie title is.  -Write in reflective notebook what element made for effective and ineffective communication? | -graphic organizer  -tooth brushes  -shoes  -reflective notebook | - writing in the reflective notebook  -writing ability in the step by step instructions |
| Lesson 3  Exploring the role of voice in Communication | CR7.3c,f (Reference c)  CR7.6A,D  Cr7.7e,h  CR7.8  CC7.4a-c  CC7.7  CC7.6a-n  AR7.1a-i  AR7.2 | 1. Students will critique my ability to be an actor while I read a reader’s theatre “The Coyote.”  - Have students tell me what element I was missing in my voice (prosodic features-pitch, stress, voice, pausing, phrasing, expression) accuracy, pace, punctuation and appropriate meaning.  -We will combine these discussion elements to come up with the definition for fluency. This is important for effective communication.  -Student will define fluency using the vocabulary graphic organizer.  -As a class we will revisit the Reader’s theatre and talk about the various element (as above) of effective story telling.  -Have students create different types of voices/ideas for characters.  -Create The Actor’s Legend to Reading for a Part  -We will go through as if we were actors and develop the script to express appropriate meaning and fluency.  -Students will then be given a page set and they will present their reader’s theatre to the class.  -Students will hand in their revised scripts for marks and will mark themselves in their participation in their groups. | -Reader’s theatre “The Coyote”  -Definition graphic organizer  - The Actor’s Legend to Reading for a Parts  -reflective notebook  -Highlighters  -Coloured pencils  -Participation reflection/mark sheet | -Mark the revised scripts  -Actor’s Legend  -Participation marks |
| Lesson 4 & 5  How do we communicate? | CR7.3b  CR7.7e  CR7.8  CC7.1b  CC7.2a,b,e,h  CC7.6a-n  CC7.9a  AR7.1a-i  AR7.2 | 1.WCPM and Goal Setting  -As a class we will read a monologue as if we were actors in the waiting room.  -Students will then practice reading the monologue silently and orally.  -Partners will take turns timing each other to where they can read up to wcpm both silently and out loud.  -They will record this and then set a goal for the next time that they read a selected excerpt.  2. What forms do authors and writer’s use to communicate? – A look at Genre  -Students will go to the library and be toured on how the librarian organizes the books.  -Students will use the Vocabulary graphic organizer to define genre, fiction and non-fiction  -Students will use the Genre treasure hunt map to look for an example of each genre. Non-Fiction-biography, auto biography, narrative, essay, history, encyclopaedias, news papers, dictionaries, thesaurus, FICTION- fiction novel, mythology, fables, mystery, legend, tall tale, drama, mystery, horror, short story, children’s books, science fiction, fairy tale, poetry, folklore, fantasy and humour.  (use contents of this activity for the next part of the lesson below)  3. What are the various ways we communicate in our environment?  -Do an ABC Brain storm of the various ways humans communicate with one another. Share and record the ways.  -Have students find a way to group some of their data and create a mind map.  -Set criteria of the mind map with the students (choose 5 elements of communication and describe the strengths and challenges that can arise) and create a rubric  -Create the mind map.  - Reflect upon the process in reflective notebook. | -Timer on smart board  -monologue  -reflective notebook  -goal setting worksheet  -use of library  - Vocabulary graphic organizer  -Genre treasure hunt map  -ABC Brainstorm  -Chart Paper  Mind map criteria  -Mind map rubric  -reflective notebook | -make note of wcpm in assessment  -Mark mind map utilizing rubric  -reflective notebook |
| Lesson 6 & 7  Introducing the role of Perspective and Point of View in Communication | CR7.3a  CR7.4a ,d ,e,h,i  CrR7.5 b, d, e, h,i,j,k  CC7.1b, d,e  CC7.2a,b,e,f,h,j  CC7.3a,b  CC7.5b,c,g,h  CC7.6a-n  CC7.9a,i  AR7.1a-i  AR7.2 | 1.Introductory Activity to P.O.V. with Chain writing  -Students will be given the same movie line and they will take turns writing the next sentence after.  -Students will read out their paragraph and will see how different their point of view is different from one another.  -Handout a worksheet with various points-of –views and have students identify them  -Write in reflective note about point of view  3. Show students various YouTube videos and advertisements and have them look for clues and hints that tell them whether or not the advertisement is true or not. Smart board presentation.  -Handout advertisement slogan worksheet that requires the student to say why the slogan is deceptive. –Also include in the worksheet a mini lesson on fragments. Fragments are common in advertisement have students find them and correct them!  -Students will analyze media utilizing various worksheets and smart presentations by doing the following:   * Why does media matter? What is your favourite form of media? * A look at your local newspaper: Crossroads * Questions to ask oneself about media? Show an T.V ad and ask students what they noticed then introduce the following questions: (who paid for this media? Who will like this media and why? What are the clear and hidden messages? Is it a healthy or unhealthy media?) * Look at the media tricks! Give students each a trick to find in newspapers and magazines. Jigsaw the results. * Slogans, Propaganda and Stereotypes in media * Colours, shapes and words to convey meaning. * Have students choose a print ad from a magazine and fill out the worksheet analyzing the above topics.   4. Student’s will create an advertisement with deceptive qualities: Small print, altered graphs, misleading word choices....  -students will choose a product that they despise and will try to use deceptive advertising qualities to communicate a new message about the product.  -create rubric and criteria | -chain writing movie line  -P.O.V worksheet  -reflective notebook  -Shoeboxes with item about myself  -question planning sheet W5  -YouTube videos/ advertisements  -Deceptive Worksheet  -Magazine for fragments  -paper for ads  -rubric and criteria sheet for ads | -worksheet  -reflective notebook entries  -reflective notebook entries about perception and looking for clues  -deception worksheet  -magazines  -Deceptive Advertisements |
| Lesson 8 and9  How do the eight parts of speech influence how I communicate? | CR7.3a,f  CC7.1b, d,e  CC7.3a,b  CC7.4a-c  CC7.5b,c,g  CC7.6a-n  CC7.9a,d,i, j,k  AR7.1a-i  AR7.2 | What kind of words make up our speech? The 8 parts of Speech Review  1. Find my rule!  -Give a group of students a part of speech (Noun (common, singular and plural) , Proper Noun, Preposition, Adverb, Conjunction, Interjection, Adjective and Verb) Possibly add Hyperbole  -Give students the Vocabulary Graphic organizer. Give them on of the words above and ask them to find the rule or define the word.  -Each expert will find three words that are examples of that rule/definition. Write them on post-its.  -After they find the definition students will break up into Jigsaw groups and teach one another about their part of speech.  -After they teach this, students will use the post-its to organize them under the rule that each word follows.  -Afterwards students will fill out the rest of the Vocabulary graphic organizer and hand it in.  2. Adjectives in Movie Reviews  -Explain the importance of Adjectives in movie titles i.e. “James and the GIANT Peach vs. James and the Peach.  -Discuss that they tell what kind, how many or which one. Ask students to name movie titles with adjectives  -Give students a movie review with place with blank adjectives and ask them to add them. Madlib  3. Review Types of Nouns – Pattern Puzzles of Nouns  -singular/plural, common/proper, and concrete/abstract.  -Students will be given a type of nouns and they will create a number of examples of that type of noun utilizing the major topic of television and movies.  -Students will put the examples in the envelope and students will solve each other’s pattern puzzles and record their information on a worksheet.  -Students will fill in the rest of the worksheet for marks.  4. Vivid Verb Challenge  -Smart board on verb tenses (past, present and future) and adverbs.  -Do the linking verb Macarena:  **Am, is, are, was**  **Were, be, become, became**  **Feel, grow, taste, smell**  **Seeeeeem, look, appear**  -Split students into group of 5 where they will make a list of vivid verbs based upon a word grouping.  Team 1-say/said/tell  Team 2-like/love/ want  Team 3- movement- walk/run/play/jump  Team 4-feelings- laugh/cry/mad/ happy  Team 5- eat/drink  -Students will use a thesaurus to come up with a list of as many vivid verbs as they can. (i.e. synonyms)  -students will tableaux their verb type  -the first team will give a word and the other teams have a certain amount of time to use that word in a sentence. Write on dry erase board.  -The team decides which sentence is the best and they give a point to that team. The teacher also gets a vote.  -Students will write a paragraph in their reflective notebook based upon a sentence starter. Worksheet  5. Preposition Treasure Map  - Smart Chart of Prepositions  - Have students create a treasure with at least 5 different steps/direction/prepositions to a certain area of the school.  -Students will trade maps and see how well written the directions are.  -Have students reflect upon this process in their reflective notebook.  6. Conjunction and Interjection  -Express their role in the English language. Show movie titles and television shows that would not be the same without these two parts of speech.  -Fill in the blank activity and create sentences utilizing these two parts of speech.  -Present best sentences with expression of conjunctions.  7. Comedians and Hyperbole!  -Using exaggerations to make writing more interesting.  -Students will be presented with a variety of examples of the use of hyperbole in Comedy. You Tube Video of a Comedian!  -Students will then write their own set of hyperboles for a Comedy Act in the Classroom. Write in reflective notebook.  -Students need to demonstrate respect with each other and not make fun of anyone in the classroom.  -Hyperbole worksheet  8. Food Critics  -Knowing what you know about communication utilizing the rules of language. Use each part of speech to write a critique of which cookie is better?  -Read examples of other food critiques and compare and contrast their ideas and use of language.  -write down the pros and cons of each cookie focus on the five senses.  -Create a legend to color code each underlined part of speech.  -Organize your ideas utilizing p.109 writing graphic organizer.  -Revise choose 3 people to help you revise your work. Type on the computer and colour code according to the eight parts of speech.  -create rubric with students.  9. WCPM on monologue  -Write in reflective journals and have students reflect upon their predictions.  \*\*\*If students finish early have them write questions that they would create based upon the topics we have studied in this unit\*\*\* | -Computer Lab  -Vocabulary Organizer  With Jigsaw  -post-its  -Smart of movie titles and adjectives  -movie review madlib  -reflective notebook  -Envelopes  -smart on types of nouns  - nouns worksheet  -smart presentation  -macarena music  -thesaurus  -vivid verb worksheets  (use worksheet as reference for writing)  -dry-erase boards  -dry erase markers  -sentence starter  -reflective notebook  -Prepositions list  -Paper for map  -Pencil crayons  -Direction for map challenge  -reflective notebook  -Smart of examples  -fill in the blank and conjunction creation worksheet  -YouTube video of comedian  -Hyperbole worksheet  -two types of cookies to eat  - pros and cons with the five senses worksheet  -pencil crayons  -legend  -examples of food critiques  --class rubric  -reflective notebook wcpm goals  -monologue  Smart timer | Mark the Jigsaw examples  -Reflective Notebook  -mark the movie review  -reflective notebook entry  -nouns worksheet  -students work on creating a pattern puzzle  -groups work skills  -participation in group project/ game  -paragraph in reflective notebook  -Worksheet on adverb and verb tences  -Criteria sheet for preposition map  -reflective notebook entry (circle the prepositions)  -mark worksheet  -reflective notebook  -hyperbole worksheet  -Mark students planning for rubric  -Actual food critique of cookies  -WCPM goal setting entry record |
| Lesson 10 &11  Review and Unit Exam | All of the Above | 1. Revisit Graffiti charts as a review and ask what they were missing or how their views have changed.  2.Play smart board Jeopardy  3. As a way to study for the unit exam have students go through their Journals and mark themselves based upon the criteria of the rubric of their entries.  3. Unit Exam for Communication Unit | -Graffiti charts  -Smart Jeopardy  -Unit Exam  Reflective Notebook and Rubric | -Unit Exam  -Mark entirety of reflective notebook. |