LTK+ CURRICULUM: PLANNING

Level 1 Lesson Plan

RATIONALE

The planning resource was created to meet the needs of teachers and students early in the school year (September---October). The goal here is to engage students into fore thinking about the outcomes in reading comprehension that they would like/expect to attain and about the methods that will help them achieve the outcomes. It includes 3 worksheets and a simple guide to introducing general and task goals to young students. This resource also links to other existing resources, print-based and multimedia.

Based on the theory of self-regulation, we know that part of students' achievement in the classroom heavily relies on some fundamental organizational, and regulatory skills; planning and reflecting are amongst these.

LINKS TO MAJOR ELEMENTS OF THE QUEBEC EDUCATION PROGRAM

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
Self-Regulation Theory Setting goals in ePEARL focuses on learning rather than performance goals and the setting of hierarchical goals which show the evidence of progress (Zimmerman, 2000). Strategic planning: Identifying the Methods which are appropriate for the task (Zimmerman, 2000).	**Cross-Curricular Competencies:** **Competency 5** • To adopt effective work methods Key features: to espouse the objective, understand the instructions and visualize the elements of the task and understand the context of the task. **Evaluation Criterion:** • Understanding of the task to be performed **Competency 6**: • To use information and communications technology (ICT) **Evaluation Criterion:** • Effective use of computer tools • Recognition of successes and difficulties.	**Text Types, Structures and Features:** Self-expressive text: reflective texts: focussing on reflecting and evaluating own learning in reading, writing, production conferences, including sharing of Integrated Portfolio.	To use language to communicate and learn – 33% To write self-expressive, narrative and information-based texts – 33% To represent her/his literacy in different media – 34%

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CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
	ELA Competency **Competency 1:** • To Read and Listen to Literary, Popular and information-based texts. **Essential knowledge, profile of self as reader**: **Self-evaluation** (p.80): a student learns to reflect on his/her growth in reading through: Integrated ELA portfolio (p.80) • The development of reflective strategies including: • Setting of learning goals in reading; • Monitoring of progress toward her/his goals with teacher (p.81) **Competency 4:** To Use Language to Communicate and Learn. **Essential knowledge:** • Talk for learning and thinking (p.103). **Self-evaluation** (p.107): • Identifying and discussing strategies and setting personal and group learning goals; • Maintaining an integrated portfolio.		

Planning
TIME
30 minutes

MATERIALS
Worksheet, computer, and ePEARL Level 1

OBJECTIVE
Students will be able to plan their work and set goals.

ABRACADABRA/ePEARL CONNECTION ACTIVITY
- ABRA: any text
- ePEARL: My Readings: Planning activity

PROCEDURES
1) Distribute the Planning activity worksheet.
2) Have students complete the worksheet.
   Explain each of the features to them:
   a) What is a goal? The importance of setting a goal.
      For example: A goal is a challenge, a way for you to improve on something that is difficult for you. Before you start think of what you want to be better at…
      Write your goal under *What I want to do.*
      Complete this sentence: *I want to…*
   b) What is an author? Where will I find this information? Where do I enter this information in ePEARL?

> **Tip**
> Help your students set **SMART** goals: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely. See worksheet for sample goals.

3) Login to the LTK+ and go to ePEARL.
4) Click on *New ABRA Reading* and help your student choose an appropriate ABRA text.
5) Using the Planning activity worksheet, have students recopy the information into their ePEARL.

Example of Goals
Suggestions to help students with the associated worksheet.
- I want to read faster.
- I want to read without making mistakes.
- I want to learn 2 new words.
- I want to finish this book before the end of the week.
- I want to choose harder books.
- I want to choose different books.

> **Tip**
> - Help your students set specific, personal and challenging goals for themselves.
> - Build a bank of goals for your class every couple of months.

PLANNING WORKSHEET - GOALS

Fill out this page. Ask your teacher to help you set some goals.

Edit Reading

Record a few pages of the book you are reading.

Attached Audio ❓

Record

Text Title * ❓

Author * ❓

Illustrator ❓

Who I am Reading With ❓

Mom	Dad	Brother	Sister

Date ❓ September ▾ 21 ▾ 2010 ▾

What I Want To Do ❓

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