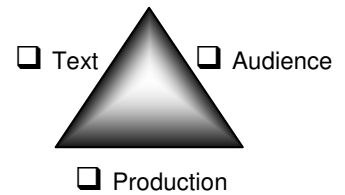


- Constructions
- Beliefs & Values
- Audience
- Intent
- Form

Annotated Lesson Plan for Media Literacy



Lesson Focus:

What is the focus of the lesson? How will I teach it?

Instruction has to be based on curriculum expectations and on the assessment of student needs and interests before and after learning.

Rationale:

Why am I teaching this lesson?

The rationale relates directly to the assessment data you gathered before the lesson. In this section, describe reasons for (i) providing further reinforcement and/or instruction or (ii) introducing a particular concept or skill.

Assessment:

How will I know when my students are successful?

Assessment of media literacy involves assessing each student's understanding of the focus of the instruction and is directly linked to overall curriculum expectations. Previous assessment information, reinforced by your observation of students during the modelled/shared lesson, will determine which students require further support through a guided lesson.

At the start of the lesson, list the assessment strategies and tools that you will be using, and explain to the students how their performance will be measured. Use checklists to note students who will benefit from peer- or teacher-student conferencing, and schedule times to provide students with feedback.

Prior Knowledge:

What prior knowledge do my students need in order to be successful with the focus of this lesson?

Planning a lesson includes considering the prior knowledge students need to have in order to be successful with the lesson focus. This knowledge may include earlier practice with the skill/focus of the lesson or previous experience with the topic, process, and/or vocabulary. Graphic organizers such as a KWL chart (What I Know - What I Want to Know - What I Learned) can be used to determine students' prior knowledge.

Curriculum Expectations:

What expectations will I address?

Instruction is based on the Ontario curriculum. Select overall and/or specific expectations from the Media Literacy strand that will be the focus of your instruction and consider the activity suggestions within each grade level. Think about cross-curricular possibilities. When integrating other subject areas, select curriculum expectations from those areas as well.

Materials/Preparation for Teaching:

What do I need to know, have, and be able to do before I can begin the lesson?

Make sure that all the materials required for the lesson are ready and accessible before the lesson begins. This includes student materials as well as teacher materials. Careful preparation allows you to focus, during the lesson, on instructional strategies and on gathering assessment information.

Differentiated Instruction:

How can I ensure that I am meeting the needs of all my students?

When providing students with authentic and engaging opportunities to develop their media literacy skills, consider the individual learning needs of all students and differentiate media literacy instruction accordingly. Design your activities to embrace the diversity represented in your classroom.

Modelled/Shared Lesson:

There is a high level of teacher support during this phase of media literacy instruction. The modelled/shared lesson provides strategic and explicit teaching, usually around a media mentor text and/or a media process. Instruction is focused, and is based on identified student needs.

Effective teachers:

- engage the learner
- model and/or demonstrate the teaching focus
- provide opportunities for students to practise in a supportive environment

Before:

How will I engage my students in this learning experience?

Prepare students for the instruction. Create an appropriate mindset by engaging students actively in understanding the teaching focus.

Some ways to stimulate student interest are by:

- activating prior knowledge
- previewing the mentor text
- scaffolding the experience
- posing a challenge

During:

What part(s) of the media text do I want to highlight for my students?

When do I implement my think-aloud comments and what should they be?

Demonstrate through modelling and think-aloud how to make meaning of a mentor text or how to successfully create media texts. Both the Five Core Concepts and Questions and the Media Triangle frameworks are used in a supportive whole-class environment.

After:

How will I group and/or partner my students?

Which graphic organizer should I use?

After instruction, students apply their new learning. A group or partner activity is appropriate (e.g., discussing with classmates and/or recording ideas on a graphic organizer).

This is an excellent opportunity for you to:

- observe students
- assess their levels of understanding
- provide clear direction for guided lessons

Independent	Guided	Conferencing
<p>Whole Group: <i>How will students' individual learning needs be supported while working independently?</i></p> <p>Once students have had several opportunities to work with a partner or in a small group, give them the opportunity to apply their understanding of the teaching focus independently.</p> <p>This is an excellent opportunity for you to:</p>	<p>Small Group: <i>Which students require further practice in a guided lesson environment?</i> <i>What part(s) of the media text do I want to highlight for these students?</i> <i>When do I implement my think-aloud comments and what should they be?</i></p> <p>While the rest of the class is working, work with a small group of students who require further practice with a specific skill, strategy, or</p>	<p>Small Group: <i>How do I make the conferencing schedule accessible to my students?</i> <i>How do I ensure that students come to the conference prepared?</i></p> <p>A conference is a formal or informal meeting between the teacher and a student or between two or more students for a number of educational purposes. Students conference with peers and/or the teacher while the rest of</p>

<ul style="list-style-type: none"> • observe students • assess and evaluate their levels of understanding • provide clear direction for next steps 	<p>process. The <i>Guided lesson</i> is usually done with a small group of students with similar needs, and is often connected to previous modelled/shared lessons.</p>	<p>the students are working. Bring the necessary tools, such as sticky notes, recording tools, conference sheets, and mentor texts to the conference. The anecdotal notes you record on the conference sheets will assist in the assessment of individual student progress and provide direction for further instruction.</p>
---	---	---

Sharing/Reflection:
Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

Provide students with opportunities to share and/or reflect on the work they have analysed or produced. Teacher reflection is also essential. After a lesson, reflect on the success of your lessons and on the level of student learning. Whenever possible, discuss lessons with colleagues.