**Learning Plan: SECONDARY**

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| **Title of lesson** | Dracula and plot elements | **Grade level** | Grade 7 - PEI |
| **Subject** | English PEI | **Topic** | Literature - Dracula |
| **Relevance** | Students need to learn how to properly identify elements of a short story in order to be able to properly read bigger books later on in their education. |
| **Resources Required** | Poll Everywhere website. <https://pollev.com/alyssiabray661> Dracula book, Dracula booklet (chapters 1-2). Kahoot quiz with chapter 1 questions. |
| **QEP Subject Area Competencies** | C2: reinvests understanding of texts |
| **Learning Objectives** | Students will be able to read the first chapter of the short story, Dracula, and identify plot elements that they have been taught. They will also be able to answer questions regarding the text after having had sufficient time to read it through and discuss it with classmates. |
| **Essential Question(s)** | When do the different plot elements occur throughout the book? |
| **Lesson Timing** | **Introduction (hook):**  | **Student will know:** |
| Start off with the word web on Poll everywhere so that students can share the words they already associate with Dracula. <https://pollev.com/alyssiabray661>  | Students will know how to read a book and find plot elements in the story. |
|  | **Development (Learning activities – step by step sequential procedure):**1. Explain to students that they will be reading the short story Dracula by Bram Stoker during class time and all the books will need to be collected at the end of every class.
2. Give students the handout for Dracula
3. Go over the plot elements that they will be seeing in chapter 1 of the book.
4. Have students explain what each element is (make sure that they understand).
5. Pass out the book to the students
6. Tell students to read chapter 1 individually and take notes a character description and write down the answer to the different plot elements in the chapter.
7. Students read the first chapter
8. Tell students to work in pairs to share their answers for the plot elements and character descriptions.
 | **Students will understand:** |
| Students will understand what the different plot elements are. |
| **Students will do:** |
| Students will be able to identify the different plot elements in the short story. |
| **Cross Curricular Competencies:** |
| Adopts effective work methodsUses information |
| **Broad Areas of Learning:** |
| Personal and Career Planning |
| **Universal Design for Learning/ Differentiation:** |
| Students will be given the opportunity to read the chapter at their own pace and take the notes that they believe to be important. Students will also be given the opportunity to compare their answers with a peer before sharing with the class.  |
| **Closure (transition):** Kahoot! quiz with the questions from the first chapter.Time permitting, we will go over the answers that they wrote down for the chapter plot elements. Students will be told to give the books back at the end of class and to bring the booklet to the next class as well.  | **FORMATIVE - Assessment FOR learning:** |
| I will be circulating as students read the chapter and respond to any questions they may have about the book or the plot elements. |
| **FORMATIVE - Assessment AS learning:** |
| Students will be filling out plot element information on the chapter as they read. They will have the opportunity to work in pairs to compare their work. |
| **SUMMATIVE - Assessment OF learning:** |
| There will be no exam this class. |
| **Further considerations (follow up activities)** |
| This is only the introductory class and the students will be reading the rest of the book and responding to different questions/plot elements.  |

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| **Reflection:** |
| For this lesson, I will need to work on my time management since it will be the first time that I will teach literature. I have planned to do a lot in the 75 minutes and as such will most probably not be able to complete everything however, I will need to keep an eye on the time so as to decide what I have time for without rushing the students. I will also be working on giving a student-centered lesson. I have tried to make the lesson as student-centered as possible already and will make sure that even the plot element explanations are delivered in a non-teacher-centered way.  |
| **Professional Competencies:** |
| PC2 – I communicate clearly in English only with all of my students. PC3 – This Dracula lesson is built into the long-term lesson for the teaching of the entire book. I have developed questions that are appropriate for my grade 7 students. I have also narrowed down the plot information that I will be teaching them since they are only beginning to learn about it and will see it in more details throughout their high school years. PC5 – I have developed questions to ask the students through Kahoot or hard copy. These questions are a great way to see how students are doing and if there is anything that they need help with. The document that I have created about the plot elements is also a great tool for me to see if they have properly understood the elements. PC8 – I have incorporated ICT in both the hook and closure activities. Students really enjoy the Kahoot quiz so I thought that it would be the perfect way for them to learn and for me to see where their strengths and weaknesses are. |