

## 21<sup>st</sup> Century Healthy Living Lesson

Grade: 10-12

Unit: Home of the Brave Double-entry Journal Choose an item.

**Driving Question: Did you connect with the novel?**

### EAL Goals:

- Personal responses to the novel.
- Making connections.
- Using the language from the novel.
- Supporting their responses with the appropriate language and quotations.

Choose an item.

**Expected Time: One full 80 minute English EAL support block.**

**This lesson is the culminating activity from the sticky note lesson:**

[http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/home\\_of\\_the\\_brave\\_post\\_it\\_notes\\_lesson](http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/home_of_the_brave_post_it_notes_lesson)

### Resources:

Novels and completed sticky notes

GNSPES student accounts to access Google Apps for Education <https://sites.google.com/a/gnspes.ca/gnrsb/accessing-your-gnspes-account/-students>

Double Entry Journal Template (Google Drive) Shareable link:

<https://docs.google.com/document/d/1NUcYvhh1fb3EhnkaTOXFzqcKz12pHpvCPPYCi0Cpw0Q/edit?>

Rubric: [http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/double\\_entry\\_journal\\_rubric.pdf](http://ealstafford.weebly.com/uploads/4/2/4/8/42488461/double_entry_journal_rubric.pdf)

### Lesson Procedure

### 21<sup>st</sup> century skill

#### Teacher does (I Do):

Teacher tells students that they will be doing double-entry journals to express their thoughts and be more involved with their sticky note responses.

Tell students that they will be using the quotes and sections that they chose with their sticky notes throughout the novel.

There are three parts they need to include in the right side of the journal:

1. who is speaking? 2. what is the situation? 3. personal response.

Teacher demonstrates double-entry journal writing on her

[www.gnspes.ca](http://www.gnspes.ca) account. While doing this, she will show students how to share a document that allows others to edit.

- ☐ find, validate
- ☐ remember, understand
- ☐ collaborate, communicate
- ☐ analyze, synthesize
- ☐ critical thinking
- ☐ evaluate, leverage
- ☐ create, publish
- ☐ citizenship

<p><b>Individual student work (You Do):</b>  Students will login to their school account: <a href="http://www.gnspes.ca">www.gnspes.ca</a>  There, they will access the double-entry journal template shared by the teacher. *Students will need to copy the template and paste into a new document.</p> <p>Students will work on their journal writing entries in their Google docs. Student should be able to do 10-15 entries because they have their sticky notes for support.</p> <p>Students are to share and allow for the teacher to edit their document. Teacher can give feedback through Google Drive as students are working. Remind students that they can use the translate tool (under Tools on the dashboard).</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p><b>Group work (We Do):</b></p> <p>Students will share their Google documents with others in the class for peer suggestions. Remind students how to share and allow others to make suggestions on the side of the document. Tell students that they are not editing each other's work but making suggestion notes. Students are looking for verb agreement, correct verb tense, and understanding of what their peer has written.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p><b>Class share (We Share):</b></p> <p>Students will share their favourite entry.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p><b>Lesson Wrap Up:</b></p> <p><b>Tell students that they need to share their double-entry journal link with their English teacher for Assessment purposes.</b></p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p>An enrichment activity would have students write a 1 minute podcast about the novel that can be a summary and review of the novel. This podcast can be linked to a QR code and put on the back of the novel for future students to listen to in the novel study.</p>	
<p><b>Assessment:</b></p> <p>Use rubric and discuss with classroom teacher about outcomes being met or not.</p>	

**Teacher Reflection:**