ISU Check-ins: Three conferences during the semester

NBE3U, Unit 7: Independent Study and Final, Lesson 2. 75 minutes. Teacher lesson plan.

Lesson at a glance

Short, regular check-ins keep independent reading on track and turn notes into ideas. Each one builds a piece of the final essay: voice and form, then themes, then connections.

What students do: This plan describes three 15 to 20 minute check-ins run during other units. Students complete a check-in task (voice and form; themes of identity, relationships and self-determination; connections and the author's contribution), name the reading strategies that are working, meet briefly with the teacher in small groups and set a next step.

Curriculum expectations

Code	Students will…
C1.4	make and explain inferences of increasing subtlety about texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts
C1.6	analyse texts, including increasingly complex or difficult texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining with increasing insight how various aspects of the texts contribute to the presentation or development of these elements
C4.1	explain which of a variety of strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as readers and identify the steps they can take to improve their skills

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to analyse an independent book in stages. • We are learning to name the reading strategies that work for us.	• I can analyse voice and form in my book. • I can trace a theme with evidence. • I can connect my book to a course text. • I can name a reading strategy that helps me and set a next step.

Materials and preparation

- **Slides:** ISU Check-ins deck.

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- **Handouts:** Check-ins 1 and 2 (page 1), Check-in 3 (page 2).
- **Students bring:** Their book and reading journal.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set-up**	Which check-in today.	Listen.	
5–20	**Check-in task**	Complete the section.	Write.	Progress.
During other lessons	**Conferences**	Small groups of three or four, about 5 minutes each.	Confer.	Next steps.

Differentiation

- **Support:** Sentence frames on each section; audiobook support.
- **ELL:** Rehearse with a peer before the conference.
- **Challenge:** At Check-in 2, trace two themes and how they meet.

Assessment

Type	Tool	Purpose
Assessment for learning	Check-in pages and conferences	Inferences (C1.4), analysis (C1.6) and reading strategies (C4.1)

The three check-ins

- **Check-in 1: Voice and form:** About a third of the way through. Who tells the story, to whom, and in what form; a key passage; one craft choice and its effect.
- **Check-in 2: Themes:** About halfway. How the book explores identity, relationships, or self-determination, sovereignty or self-governance, with evidence.
- **Check-in 3: Connections and contribution:** Finished the book. A connection to one course text; what the author has said about the book; a draft comparative question.

Teacher notes

- Run each check-in as a 15 to 20 minute block at the start of a class in another unit, then confer with small groups while the class works.
- Check-in 1: Voice and form (About a third of the way through): Who tells the story, to whom, and in what form; a key passage; one craft choice and its effect.
- Check-in 2: Themes (About halfway): How the book explores identity, relationships, or self-determination, sovereignty or self-governance, with evidence.
- Check-in 3: Connections and contribution (Finished the book): A connection to one course text; what the author has said about the book; a draft comparative question.

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- Several ISU books include residential schools, violence or loss. Check in privately with students reading those books. This course discusses colonization, residential schools and their effects. Some students and families carry this history personally. Support: Hope for Wellness Help Line (for Indigenous people across Canada, 24/7, by phone or online chat at hopeforwellness.ca; English and French, with Cree, Ojibway and Inuktut on request at certain times), 1-855-242-3310; Kids Help Phone, 1-800-668-6868 or text 686868; 9-8-8 Suicide Crisis Helpline (call or text 988); National Indian Residential School Crisis Line, 1-866-925-4419.

Coming up

Lesson 3, Comparative Essay Workshop.

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