Practice and Conferences: Timed practice and final check-ins

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

Lesson at a glance

One timed practice, and one honest conversation about it, can make the difference on a final. Today you write under real conditions, proofread like an editor and leave with a clear plan.

What students do: Students write a 30-minute timed practice response to one essay prompt, proofread it with a checklist, self-assess with the final evaluation rubric, then meet briefly with the teacher while classmates revise. Students finish their culminating essays for publication and leave with a personal exam plan.

Curriculum expectations

Code	Students will…
D3.5	regularly proofread and correct their writing
D3.7	produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations and respecting First Nations, Métis, and Inuit communication styles
D4.1	explain which of a variety of strategies they found most helpful before, during, and after writing texts on subject matter related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as writers and identify the steps they can take to improve their skills
D4.2	identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain, with increasing insight, how these skills help them write texts on subject matter related to First Nations, Métis, and Inuit cultures more effectively

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 write and proofread under time limits. • We are learning to reflect on our strengths and next steps as writers.	• I can write a focused timed response. • I can proofread and correct my writing. • I can name my strengths as a writer and one step to improve. • I can explain how my other skills help my writing.

Materials and preparation

- **Slides:** Practice and Conferences deck.

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- **Handouts:** Self-Assessment (page 1), My Exam Plan (page 2). Final evaluation rubric.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set-up**	Practice conditions.	Listen.	
5–35	**Timed practice**	30-minute response.	Write.	
35–45	**Proofread and self-assess**	Checklist and rubric.	Assess.	
45–75	**Conferences**	Teacher conferences; peers revise and publish.	Confer and revise.	

Differentiation

- **Accommodations:** Practise with the same accommodations as the final.
- **ELL:** Bilingual dictionary as permitted.
- **Challenge:** Write a full introduction and two body paragraphs.

Assessment

Type	Tool	Purpose
Assessment as learning	Self-Assessment and Exam Plan	Proofreading (D3.5), published work (D3.7) and metacognition (D4.1, D4.2)

Exam-day plan

- **Before:** Sleep; reread your evidence list; bring pens and an approved dictionary if allowed.
- **Part A:** Use the five-step routine; quote for every inference.
- **Part B:** Plan for 10 minutes; one thesis; three points; proofread.
- **Time:** Divide your time by marks; don't spend half the exam on one question.
- **Respect:** Name authors and Nations correctly; write about texts, not about whole peoples.

Teacher notes

- Conferences: about 2 minutes each; aim to see every student, or prioritize those who need it most.
- D3.7 asks for published work that respects First Nations, Métis and Inuit communication styles: check names, Nations and citations in the final ISU essay before it is submitted.

Coming up

Lesson 8, Looking Back.

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