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| **LESSON PLAN** | | | |
| **SCHOOL:** Annieville Elementary | | |  |
| **Teacher Candidate:** Ayla Brown | | |  |
| **SUBJECT:** Language Arts | | **GRADE:** 7 |  |
| **THEME:** Story Writing | | |  |
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| **Curriculum Competencies/ Big Ideas/ Learning Standards**  **Big Ideas:**   * Exploring text and story helps us to understand ourselves and make connections to others and to the world. * Texts are created for different purposes and audiences. * Developing our understanding of how language works allows us to use it purposefully.   **Curricular Competencies:**   * Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and auidences   **Learning Standards Content:**   * Story/text: form, function, and genre of texts, features of written text, literary elements * Strategies and processes: writing processes   **Rationale: (Why this lesson at this time)**  A few weeks ago I had the students write a story using the prompt word “star”. We went through a class idea webbing process and generated a list of what makes a good story. After reading the student’s stories I selected two things to focus on – the form of a story and showing not telling. | | |  |
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| **Introduction:**   * Introduce the structure of the lesson: * General Feedback – from Teacher Candidate * Writers workshop – an opportunity to share your story with your classmates * Time to revise based on feedback | | | Time  2 min |
| **Show Don’t Tell & Story Structure** | | | Time  5 min  5 min |
| **Teacher Candidate Activity/Response** | **Student Activity/Response** | |
| * Explain “Show, Don’t Tell” * Share two examples | * Listening to explanation of show don’t tell techniques and examples | |
| * Display or draw the story chart on board. Explain the importance of form and structure to story. * Ask students to think of an example of a good story they’ve read or seen (a book, or movie). Can you see how it fit within these structures? * Hand out story chart as a tool for later | * Listening to explanation of a story chart | |
| **Brain Break - Clapping Repeat - 3 minutes** | | |
| **Writers Workshop** | | |
| * Introduce the basics of writers workshop: * Two positive feedbacks, 1 area for improvement * Be specific – I really like “read line”. Your character is really funny/interesting/engaging when they do/say. * Questions are good. I don’t understand this part. This isn’t clear to me. What motivated your character to do that? * Cone of silence – our job is to listen to the feedback with open ears and mind * Roles: Time keeper, moderator, * Assign Groups - | * Listening to instructions | | 5 min  20 min  15  min |
| * Moving between groups to listen and give support where necessary. | * Reading each members story * Giving feedback to all members * Writing notes on their feedback | |
| **Revision** | | |
| * Give students some time to start revising their story * Explain that the story chart is and optional planning tool in the revision process. | * Students are revising/rewriting their stories based on feedback. * And/Or filling out their story chart | |
| **Assessment:**   * Students’ stories demonstrate an understanding that texts are created for different purposes and audiences. * Students participated in the writers workshop – both giving and receiving feedback. * Students have assessed their story and revised to improve their clarity, effectiveness, and impact according to purpose, audience and message. Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message * The students have used writing and design processes to plan, develop, and create engaging and meaningful literary texts * Students know the form, features, and literary elements of a story. | | |
| **Plan for Early Finishers/ Adaptations or Modifications for Individual Students**   * Early Finishers: move on to editing the conventions of the story * During revision offer help to those who struggled in the workshop | | |  |
| **Lesson Closure**  Thank you for your attention and hard work. You may have until next time I come back to rework your story. | | | Time  2 min |
| **Resources:**  **Reflections and Notes for next time** | | |  |