

Subject: English	Grade: 9	Date: Oct. 12, 2016	Duration: 60 min.
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Lesson Overview	This lesson is designed to improve writing through an exploration of verbs. In addition to improving writing, the exercises are intended to increase comfort with creative risk-taking.
Class Profile	25 students, 30% ELL
Big Ideas	Language and story can be a source of creativity and joy.
Curricular Competencies	Use writing and design processes to plan, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
Content	Strategy and process for improving writing.
Language Objectives	Vocabulary development - defining and exploring verbs through visual, auditory and written formats.

Materials Needed: Small pieces of paper and a basket. Whiteboard and markers.

	Lesson Stages	Learning Activities	Time
1	Warm-up	<p>Community Agreements</p> <p>This is a safe space for taking creative risks. There are no put-downs of self or others. Any writing we create is something we would feel comfortable showing to parents and the principal.</p> <p>Students can add community agreements.</p> <p>Make it clear that there are no grades given for the writing we are doing today.</p> <p>Game: <i>What are you doing?</i></p> <p>As a warm-up, we will play, <i>What are you doing?</i> This game stimulates the imagination and gets students exploring verbs through movement and comedy.</p> <p>Two students (who have been briefed in advance) assist in demonstrating the game.</p>	<p>10min.</p> <p>10min.</p>

		<p>Students break into groups of 5. Each group is assigned a leader.</p> <p>The leader (A) mimes an obvious movement, such as sweeping the floor.</p> <p>The person to her left (B) asks, “[A’s name], what are you doing?” A answers in a way that is at odds with her movement. For instance, if she is miming sweeping the floor, she might say, “I’m washing the dishes.”</p> <p>B then begins to mime washing the dishes and the person next to him (C) asks, “[B’s name]”, what are you doing?” Even though he is miming washing the dishes B now says he is doing something completely different such as, I am flying a kite.</p>	
2	Presentation	<p>Instruction</p> <p>Explain how new and interesting verbs are powerful tools that can improve writing.</p> <p>Demonstrate a revision that uses new verbs.</p> <p>Free-write</p> <p>Instruct students to do a free write and list as many verbs as they can think of. Allow room for questions.</p> <p>While the students are writing, hand out 3 small pieces of paper to each student.</p> <p>When the timed writing is completed, instruct students to select 3 verbs from their free-write and write them on the small pieces of paper that have been distributed.</p> <p>Gather the pieces of paper in a basket.</p> <p>Verb Play</p> <p>Ask for three volunteers to step up (if they are comfortable performing improv in front to the class).</p> <p>Explain that we will circulate the basket of verbs and take turns pulling out a verb. As each verb is read out, a volunteer will act it out. As a group, students try to think of alternative versions of the verbs. All of these verbs are written on the board.</p>	<p>5min</p> <p>5min.</p> <p>5min.</p> <p>10min.</p>

3	Practice and Production	<p>Writing Prompt</p> <p>With all of the verbs we have gathered, we are going to begin a story. We are not yet forming full sentences.</p> <ol style="list-style-type: none"> 1) Think of an animal, any animal. Write it down. 2) Now you're going to turn that animal into a monster. Give it a name. 3) Close your eyes and think about what this monster does in a day. Does it go to work or school? What does it do for fun? 4) Select verbs from the board that we gathered as a group. Be sure to select verbs that are a good fit for your monster. This is a timed 5min. writing exercise. 	15min
4	Closure	<p>Appreciate how the students engaged. Explain that we will be expanding our monster stories next time. Allow space for questions. Encourage students to keep an eye out for more new verbs.</p>	5min.

Adaptations for ELL	<p>The ELL students will be able to contribute at their current level while learning from other students. They will observe and explore verbs through writing, speaking, observing the verbs in context as they are acted out. The creative risks are low and the community agreements create a safe space for ELL students to try out new vocabulary and new creative ideas.</p> <p>It will be important to check in with each ELL student to ensure that they understand the writing prompt and instructions throughout the lesson.</p>
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Assessment of Learning	<p>The written work will demonstrate what has been learned by each student. It will provide a helpful assessment to gauge where each student is at. It will provide an opportunity to give more support to these students before moving on to the next lesson that builds on the writing prompt.</p>
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Reflection	<p>This lesson allows room for all levels to engage and feel safe trying on new vocabulary and ideas. The activities get students moving, motivated and engaged. The writing exercise at the end help students to wind down and settle before the closing the lesson.</p>
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Writing Prompt

Animal

Mouse

Monster

Mombo the giant mouse

Verb

Scurry, smash, devour, slam, crunch, obliterate, munch, nibble, clammer, smush, blast, obliterate, shatter, crumble, splatter, jump, skip, slam, squish, wrestle, bustle.