

Lesson Title: Roll and Build a Story (Part 4) Subject: ELA (Creative Writing) Grade: 5/6

Teacher: Danica Fontaine

Date: December 7th, 2017

Time: 10:30 am - 11:15 am

Big Ideas	Content
<ul style="list-style-type: none">● Language and Text can be a source of Creativity and Joy (5 & 6)● Developing our understanding of how language works allows us to use it purposefully. (6)● Using language in creative and playful ways helps us understand how language works (5)	<ul style="list-style-type: none">● Story/Text (5 & 6)<ul style="list-style-type: none">○ Text features, literary elements● Writing Process (5 & 6)
Curricular Competencies	
<ul style="list-style-type: none">● Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences● Use language in creative and playful ways to develop style● Transform ideas and information to create original texts	

Learning Outcomes (Students will be able to):

- Review a piece of their own writing and identify words/sections that could be improved and make necessary changes.
- Utilise resources (dictionary, thesaurus) to enhance word choice in writing.
- Give positive feedback to peers and be able to identify strong writing characteristics.

Materials:

- Teacher example of poor writing

	Pacing	Lesson Outline
Part 4	15 mins	Talk about “Judge” Role *What do you call a dinosaur with a wide vocabulary?

		<p>A thesaurus!</p> <ul style="list-style-type: none"> - Share teacher example of poor writing - Ask students for feedback- what could make it better? - From their suggestions, make a list of things of things for students to look for in their writing as they are reviewing.
	20 mins	<ol style="list-style-type: none"> 1. Students finish writing their stories (3 paragraphs- intro, body, conclusion) 2. After first draft is done, students take the feedback they gave from the poor example and look for ways they can incorporate feedback into their own writing pieces. <ol style="list-style-type: none"> a. Dual quality adjectives, strong verbs, thesaurus
	10 mins	<p>In partners, have students read their own work to their partner - students stop when they hear an idea or a word that they really like and highlight it. Give students time to share one thing of their partners that they really liked.</p>

Differentiated Instruction:

Have the students continue to co-write their stories and look for ways they can improve the word choice.

Assessment:

Not Meeting:

Student does not participate in activity.

Minimally Meeting:

Student participates in activity but makes little to no revisions to their story.

Meeting:

Student participates in activity and finds multiple ways to improve their writing in their story.

Exceeding:

Student participates in activity, finds multiple ways to improve their writing in their story and edits for grammar and spelling mistakes.