

LITERACY: NARRATIVE READING/WRITING LESSON PLAN

<https://www.drooker.ca/literacy-block.html>

LESSON #	13
LESSON TITLE:	Formative Task #5: (Truth is Stranger Than Fiction: Humour)
TIME ALLOTTED:	200 Minutes
LEARNING TARGET:	<p>*I will write 4 well developed (details, description, dialogue) paragraphs telling a story (Orientation, Problem/Complication, Series of Events, Resolution)</p> <p>*I can generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>*I can use what I know about language conventions to correct and present my work</p> <p>*I can identify my strengths as a writer and areas for improvement</p> <p>*I can use editing, proofreading and publishing skills to correct and present my work.</p>
SUCCESS CRITERIA:	<p>REASONING/THINKING (Ideas, Content, Purpose)</p> <p><input type="checkbox"/> I worked independently to generate ideas.</p> <p><input type="checkbox"/> I have 4 sections (<input type="checkbox"/> Orientation, <input type="checkbox"/> Complication/Problem, <input type="checkbox"/> Series of Events, <input type="checkbox"/> Resolution)</p> <p>COMMUNICATION (Clarity and form)</p> <p><input type="checkbox"/> I use my senses (sight, touch, smell, sound, taste) to build up description of the key events</p> <p><input type="checkbox"/> I used juicy adjectives (ie. brilliant blue eyes) and adverbs (words ending in “ly”) to paint a picture in the reader’s mind.</p> <p><input type="checkbox"/> I use like to compare things (ie. She was fast like a gust of wind)</p> <p><input type="checkbox"/> I have a lot of energy/voice in my writing! You can tell that I care and that each character has a unique personality.</p> <p><input type="checkbox"/> My sentences start off in different ways.</p> <p><input type="checkbox"/> I wrote in past tense (ie. He went, She walked)</p> <p><input type="checkbox"/> I used exciting dialogue and dialogue tags in at least 3 spots across the narrative (ie. He screamed: “Watch out!”)</p> <p>ORGANIZATION OF IDEAS (Logical plan, focus and connected ideas)</p> <p><input type="checkbox"/> I have a title that hooks the reader</p> <p><input type="checkbox"/> I used transition words like first, next, then, and last between my details. Sentence parts are linked with conjunctions (but, and, or).</p> <p>APPLICATION OF LANGUAGE CONVENTIONS (Applies language conventions correctly)</p> <p><input type="checkbox"/> I have read my work out loud using “Our Proofreading Plan/OPP” to check for (C.U.P.S.)</p>
CURRICULUM EXPECTATIONS:	<p>GRADE 2 WRITING</p> <p>-Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using simple graphic organizers such as webs or a Venn diagram)</p> <p>-Organizing Ideas 1.5 identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns (e.g., problem solution, chronological order)</p> <p>-Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to</p>

inform the class; a poster to promote a favourite book or movie). Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

- Review 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps)
- Form 2.1 write short texts using several simple forms (e.g., a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy)
- Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice. Teacher prompts: "Do you have enough information to support your ideas?" "Are there any other words that you could use to create a better word picture for your audience?"
- Producing Drafts 2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations
- Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases). Teacher prompt: "What linking words could you use to connect two ideas?" "What words could you add to create a more vivid picture for the reader?"
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after)
- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks
- Spelling Familiar Words 3.1 spell many high-frequency words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)
- Vocabulary 3.3 confirm spellings and word meanings or word choice using a few different types of resources (e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary)

GRADE 2 READING

- Analysing Texts 1.7 identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method). Teacher prompts: "What main idea do these two stories share?" "What elements did the author include to make the recipe interesting and still easy to follow?"
- Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence)
- Elements of Style 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red red robin)
- Text Forms 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary (e.g., words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams), and informational texts such as a "How to" book (e.g., materials listed in order of use, numbered steps, labels, diagrams)
- Text Patterns 2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)

GRADE 3 READING

-Analysing Texts 1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts (e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps). Teacher prompts: "In what way does knowing more about the characters help you to understand the text?" "How does identifying the setting in the text help you as a reader?" "Why is it important to have the steps in a specific sequence?"

-Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)

- Point of View 1.9 identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author). Teacher prompts: "How does the author show his/her point of view on this poster?" "How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?"

- Variety of Texts 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles)

- Elements of Style 2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas – questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement)

- Text Forms 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., plot development, characters, setting), graphic texts such as a comic book (e.g., speech bubbles, illustrations, captions), and informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)

GRADE 3 WRITING

-Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)

-Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order)

-Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing (e.g., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project). Teacher prompts: "What is your writing about?" "Why are you writing?" "Whom are you writing for?"

-Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., a strong opening or "lead"; the clarity of the main idea). Teacher prompts: "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?"

-Producing Drafts 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

-Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate). Teacher prompts: "What similar words or phrases could you use instead of...?" "What time order words might help clarify the sequence of events in your story?"

-Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)

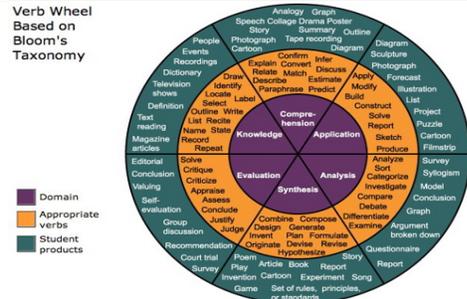
-Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

	<p>(e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)</p> <p>-Word Choice 2.3 use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs)</p> <p>-Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., a checklist modified in a teacher–student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)</p> <p>-Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences</p> <p>-Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared–, guided–, and independent–reading texts)</p> <p>-Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce a word as it is spelled: Wed–nes–day; make analogies to rhyming words; apply knowledge of short–vowel and long–vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization)</p> <p>--Vocabulary 3.3 confirm spellings and word meanings or word choice using several different types of resources (e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words)</p>
<p>INSTRUCTIONAL APPROACHES:</p>	<p>Modeled Shared Guided Independent</p>
<p>INSTRUCTIONAL STRATEGIES: http://goo.gl/1lrwT9</p>	<p>Four Corners Discussion Peer Practice Guided Reading Guided Writing Guided Reading Word wall Word menu Writing to learn</p>
<p>GROUPINGS:</p>	<p>Whole Class Small Groups Pairs Individuals</p>
<p>ASSESSMENT CHECKPOINT:</p> <p><input type="checkbox"/> Diagnostic (Assessment of Previous Learning):</p> <p><input checked="" type="checkbox"/> Formative (Assessment for/as Learning): Assessment FOR learning is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Teachers are now afforded the chance to adjust classroom instruction based upon the needs of the students. Similarly, students are provided valuable feedback on their own learning. Assessment AS learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.</p>	<p>Self-evaluation: Student Success Criteria Checklist Observation/Participation/Critique Formative (Conferencing with Descriptive Feedback)</p>

□ Summative (Assessment of Learning):

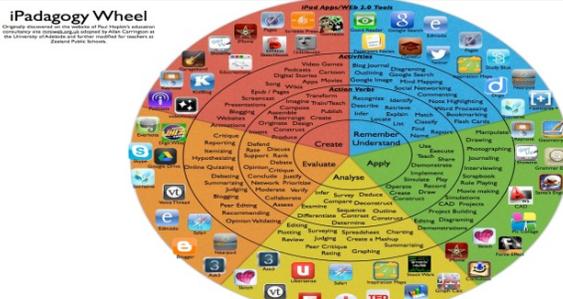
Assessment OF learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments.

Verb Wheel Based on Bloom's Taxonomy



iPadagogy Wheel

Originally developed by the Centre of Peer Support, supported by the Faculty of Education and Learning, University of Alberta at the University of Alberta, Edmonton, Alberta, Canada.



LEARNING SKILLS

- Organization
- Independent Work
- Collaboration
- Responsibility
- Initiative
- Self-Regulation

ACCOMODATIONS/MODIFICATIONS

<https://education.alberta.ca/media/525534/ipp6.pdf>

- Partner/peer helper
- Ongoing feedback
- Computer/Internet
- Additional time
- Technology for organization
- Scribe/handout
- List of important vocabulary
- Verbal demonstration
- Reword the instructions
- Reinforcing effort and providing recognition
- Taped material
- Small-group instruction
- Varied questioning strategies

RESOURCES

PARTIAL LANGUAGE LEARNING LESSON ("DROOKER'S DAILY DRILLS")

Our Spelling Strategies Tutorial Video:
<https://www.youtube.com/watch?v=tGUZud3TyGU>

Our Proofreading Plan Tutorial Video:
<https://tinyurl.com/ourpplan>

Digital Writer's Toolkit <https://tinyurl.com/wtoolkit>

GUIDED READING LESSON

<https://www.drooker.ca/readers-toolkit.html>

Our Decoding and Deciphering Tutorial Videos

<https://www.youtube.com/watch?v=R3qLQV1gHCU>

<https://www.youtube.com/watch?v=dKdK9SLuS90>

The Great Gallardo's Books by Lori Polydoros (Level U/30)

WRITING LESSON

<https://www.drooker.ca/narrative-writing.html>

<https://www.drooker.ca/writers-toolkit.html>

Our Proofreading Plan:
<https://tinyurl.com/ourppplan>

Writer's Toolkit:
<https://tinyurl.com/wtoolkit>

Narrative Writing Tutorial Video
<https://www.youtube.com/watch?v=iELfxNMNcFs>

Microsoft Word

LCD Projector

Document Camera

	<p>Toolkit Binder</p> <p>LCD Projector</p> <p>Document Camera</p>	<p>Raz Kids Reading</p> <p>Toolkit Binder (https://tinyurl.com/wtoolkit)</p> <p>Guided Reading Assessment Sheet</p> <p>LCD Projector</p> <p>Document Camera</p>	
<p>BEFORE/ACTION: (Mental Set/"Hook")</p>	<p>Announce to the class that we will be edit three sentences using our co-created proofreading plan under the document camera to warm up our minds. Extrinsic motivator points will be offered as per usual for participation. Prior to embarking on the lesson, ask a student to articulate out loud the three steps of O.P.P. Note to the class that we will be paying close attention to Step #3 today.</p>	<p>Remind Guided Reading students to ensure they have a pencil in hand alongside their Toolkit Binder/Website.</p> <p>Dismiss the rest of the class to work on their Daily 5 activities independently.</p>	<p>Remind students that we are in the midst of formative narrative task #4. Orient students by reviewing the 5 day writing cycle:</p> <p>Step/Day 1: Students complete their story brainstorming within their graphic organizers using pictures and/or words (alongside use of their Writer's Toolkit binder/webpage (https://www.drooker.ca/writers-toolkit.html)).</p> <p>Step/Day 2: Students complete their "Orientation Paragraph" using the pictures and words that they brainstormed</p> <p>Step/Day 3: Students complete their "Problem Paragraph" using the pictures and words that they brainstormed</p> <p>Step/Day 4: Students complete their "Series of Events Paragraph" using the pictures and words that they brainstormed</p> <p>Step/Day 5: Students completed their "Resolution Paragraph" using the pictures and words that they brainstormed</p> <p>Call up today's "VIP" to sit alongside me for a whole class Guided Writing session using Microsoft Word. Scribe/type out their paragraph with some gentle shaping/reiteration and thinking out loud.</p> <p>Utilize the student/teacher assessment sheet alongside the "Four Corners" instructional strategy to elicit class/audience feedback and confirmation of next steps.</p> <p>Provide the "VIP" with a Chromebook (and access to the co-authored document) to utilize alongside their graphic organizer for refinement/revision.</p>
<p>DURING/MINDS ON: (Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)</p>	<p>Present the following three sentences under the document camera:</p>	<p>During reading, utilize the Guided Reading Assessment sheet and record students:</p>	<p>Students will tackle their Problem Paragraph today. Past tense voice, details, description (telling and showing), and dialogue alongside fresh word choice, adverbs, and similes are key success criteria that we've gone over extensively.</p>

	 <p>Field student responses under the document camera while modelling the three steps of “Our Proofreading Plan”. Prompt students to utilize their Toolkit Binder/Website for fresh “Said Synonyms” to liven up their dialogue writing.</p>	<p>Fluency (Pace, Phrasing and Expression) as well as noting any words that students had to utilize their decoding and deciphering skills on. Monitor students understanding (e.g. What is an essay?)</p> <p>Pause on page 5. Have students examine the following line:</p> <p>“That doesn’t sound so bad!” Miguel’s mom said.</p> <p>Have students identify the dialogue tag and see if they can utilize their Toolkit Binder to improve upon the word “said” by utilizing the “Said Synonyms” anchor chart.</p> <p>Read to the end of page 6.</p>	<p>Students will be reminded to review the success criteria sheet that accompanies their graphic organizer prior to writing.</p>
<p>AFTER/CONSOLIDATION:</p>	<p>Remind students to utilize their Toolkit Binder/Website’s “Said Synonym” section as well as Our Proofreading Plan/O.P.P. dry erase checklist while writing.</p>	<p>Record observations on the Guided Reading Assessment sheet: Self-Assessment of Text Difficulty (Easy, Just Right, Challenging) Teacher Assessment of Text Difficulty: (Easy, Just Right, Challenging) Student Interest Level (Out of 5)</p> <p>Remind students to read the book to completion at home prior to our next Guided Reading lesson with the reading focus question in mind: What message do you think the author of this book is trying</p>	<p>During the writing process, students will be “triaged” as per the aforementioned system that students are well accustomed to.</p> <p>Provide students with descriptive feedback throughout the writing process.</p> <p>Record observations and assessment within digital mark book.</p>

		<p>to send to readers? Support with evidence from the text</p> <p>Announce as well to Guided Reading students that there will be other comprehension questions in mind that will be posed. They will be offered 1 point per question (as an extrinsic motivator) as part of their 100 Point Challenge.</p>	
<p>REFLECTION/NOTES:</p>	<p>Touch base with parents/guardians utilizing the Zello App</p>		