PERSUASIVE/REVIEW PARAGRAPH

READING AND WRITING

UNIT PLAN

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| **SUBJECT:** | LITERACY (WRITING) |
| **GRADE:** | 3 |
| **TIMELINE:** | Approximately 1 Month + |
| **APPROXIMATE DATES:** | MARCH 25-MAY 4 |
| **PURPOSE:** | This unit will not only help students review the paragraph writing structure but will help hone their critical thinking skills (especially in differentiating between fact and opinion) and will provide needed written practice in supporting their opinions with support from various texts and from their own ideas. Needless to say, this reiterates forthcoming EQAO success criteria. |

**MINISTRY EXPECTATIONS**

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| **OVERALL** | **SPECIFIC** |
| WRITING  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  READING  1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning  2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  3. use knowledge of words and cueing systems to read fluently | 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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?"  READING  \*Comprehension Strategies: 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)  \*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)  \*Making Inferences/Interpreting Texts: 1.5 make inferences about texts using stated and implied ideas from the texts as evidence. Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?"  \*Extending Understanding: 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Teacher prompts: "How are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?"  \*Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters). Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?"  \*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?"  \*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)  \*Text Patterns: 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount). Teacher prompt: "How does this pattern help you understand the text?"  \*Text Features: 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu). Teacher prompt: "What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?"  \*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)  \*Reading Familiar Words: 3.1 automatically read and understand most high–frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts e.g., words from grade level texts; terminology used regularly in discussions and posted on anchor charts; words from shared–, guided–, and independent–reading texts, and some regularly used resource materials in the curriculum subject areas)  \*Reading Unfamiliar Words: 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);  \*Reading Fluently: 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression) |

**ACHIEVEMENT CHART**

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| **KNOWLEDGE/UNDERSTANDING:** | Demonstrates knowledge of persuasive/review paragraph writing format  The paragraph clearly expresses an opinion regarding the topic and elements of persuasive form to convince the reader |
| **THINKING:** | The writing demonstrates considerable creative/critical ideas to support their stance on a given topic. The ideas are supported with considerable detail |
| **COMMUNICATION:** | The student expresses and organizes ideas with considerable effectiveness. The writer varies the sentence structure and uses appropriate conventions (C.U.P.S.) to clearly express ideas in a logical way, The student communicates for audience and purpose (to persuade) with considerable effectiveness. |
| **APPLICATON:** | The student makes connections among topic, personal experiences, and life situations with considerable effectiveness. The student transfers knowledge of the benefits of their argument with considerable effectiveness by including examples of why their stance can be transformative to the reader. |

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| **PRIOR LEARNING:** | SEPTEMBER:, Basic Sentences, Introduction to CUPS and Our Proofreading Plan (OPP), Focus on Run Ons, Spelling Strategies, UWQSA, Descriptive Writing  OCTOBER: Descriptive Writing, Introduction to Writer’s Toolkit, Introduction to Paragraphing,  NOVEMBER: Paragraphing, Letter Writing  DECEMBER: Introduction to Narrative Writing, Fiction Retells (Question Method).  JANUARY: Narrative Writing, Non Fiction Retells  FEBRUARY: SWBS Fiction Retells, Fiction/Non Fiction Retells, Explanatory Paragraphs |
| **GUIDING QUESTIONS (Throughout unit):** | How can you change the world?  What makes a good argument?  What does it mean to persuade someone?  Why is important to be able to persuade others?  What is the difference between a fact and an opinion?  How do you use your opponents’ arguments against them?  How can we emotionally appeal to your target audience?  What is an opinion?  How are words used to persuade? How can I use words to express my opinions?  How do writers state their opinion through a thesis statement?  How do writers use details to support their opinion/thesis?  How can we persuade others to accept our ideas when writing and speaking?  What are the techniques of persuasive writing and speaking?  Why does audience matter when writing persuasively?  How can we determine what causes are worth writing and speaking about?  How can persuasive writing be crafted so it motivates and influences a reaction from its audience?  How can we obtain and sustain audience interest in persuasive writing or speaking?  How do we choose which resources to use to support our claims when writing or speaking persuasively? |
| **LEARNING GOALS:** | I will write a detailed paragraph convincing my readers to agree or disagree with my opinion on a given topic.  I will write a detailed paragraph summarizing my overall opinion on a given topic while expressing a variety of likes or dislikes. |
| **SUCCESS CRITERIA:** | Persuasive Paragraph Writing:  ☐ I indented the paragraph (5 finger spaces)  ☐ I have a topic sentence introducing the focus in a general way.  ☐ I have added 3-5 sentences that support the paragraph’s focus.  ☐ I have considered my opponents arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐ I (or my proofreading partner) edited my work using “O.P.P.”  Review Paragraph Writing:  ☐ I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to your overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to your overall thoughts  ☐I have added 3-5 likes or dislikes that support your opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score! “Overall, I recommend you enjoy/avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !”  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.” |
| **ENDURING UNDERSTANDINGS (What students should know after unit completion):** | Students will parlay their refined paragraph writing skills and improved ability to support with evidence/experience into Newspaper Article writing. Their growing awareness between fact and opinion will translate into lede paragraph writing (Inverted factual pyramid/5 Ws and 1H) and second paragraph follow up (Supporting quotes, opinions, etc.). <http://jonnyprimary.edu.glogster.com/news/> |

**ACCOMODATIONS: Please refer to appendix of accommodations accompanying this unit plan.** [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf)

☐Partner/peer helper

☐Ongoing feedback

☐Computer/ Internet

☐Additional time

☐Technology for organization

☐Scribe/handout

☐Alternatives to writing (charts, tables or graphic organizers)

☐Specialized tools and materials

☐Alternate assignment

☐Oral test

☐IEPs for other modifications

☐Modified note/handout

☐Other

☐Dictionaries

☐List of important vocabulary

☐Verbal demonstration

☐Reword the instructions

☐Reinforcing effort and providing recognition

☐Taped material

☐Anchor activities

☐Literature circles

☐Learning contracts

☐Small-group instruction

☐Group investigation

☐Independent study

☐4MAT

☐Varied questioning strategies

☐Compacting

☐Varied journal prompts

**PEDAGOGICAL WEBSITES/RESOURCES:**

[**http://jonnyprimary.edu.glogster.com/paragraphing/**](http://jonnyprimary.edu.glogster.com/paragraphing/)

[**http://jonnyprimary.edu.glogster.com/toolkit/**](http://jonnyprimary.edu.glogster.com/toolkit/)

[**http://jonnyprimary.edu.glogster.com/persuasive/**](http://jonnyprimary.edu.glogster.com/persuasive/)

[**http://jonnyprimary.edu.glogster.com/responsereview/**](http://jonnyprimary.edu.glogster.com/responsereview/)

[**https://www.youtube.com/watch?v=sJ7u30OG7yk**](https://www.youtube.com/watch?v=sJ7u30OG7yk)

[**https://www.youtube.com/channel/UCvYQMdqI7YJkBlY-ln8iSTA/videos**](https://www.youtube.com/channel/UCvYQMdqI7YJkBlY-ln8iSTA/videos)

[**http://mrcrammond.com/Writing/writingfun.swf**](http://mrcrammond.com/Writing/writingfun.swf)

[**https://www.youtube.com/watch?v=\_AG6js-KheQ**](https://www.youtube.com/watch?v=_AG6js-KheQ)

[**http://www.scholastic.com/browse/lessonplan.jsp?id=639**](http://www.scholastic.com/browse/lessonplan.jsp?id=639)

<http://www.readwritethink.org/files/resources/interactives/venn_diagrams/>

OWA Grade 3 Part III

News and Views by Jill Eggleton

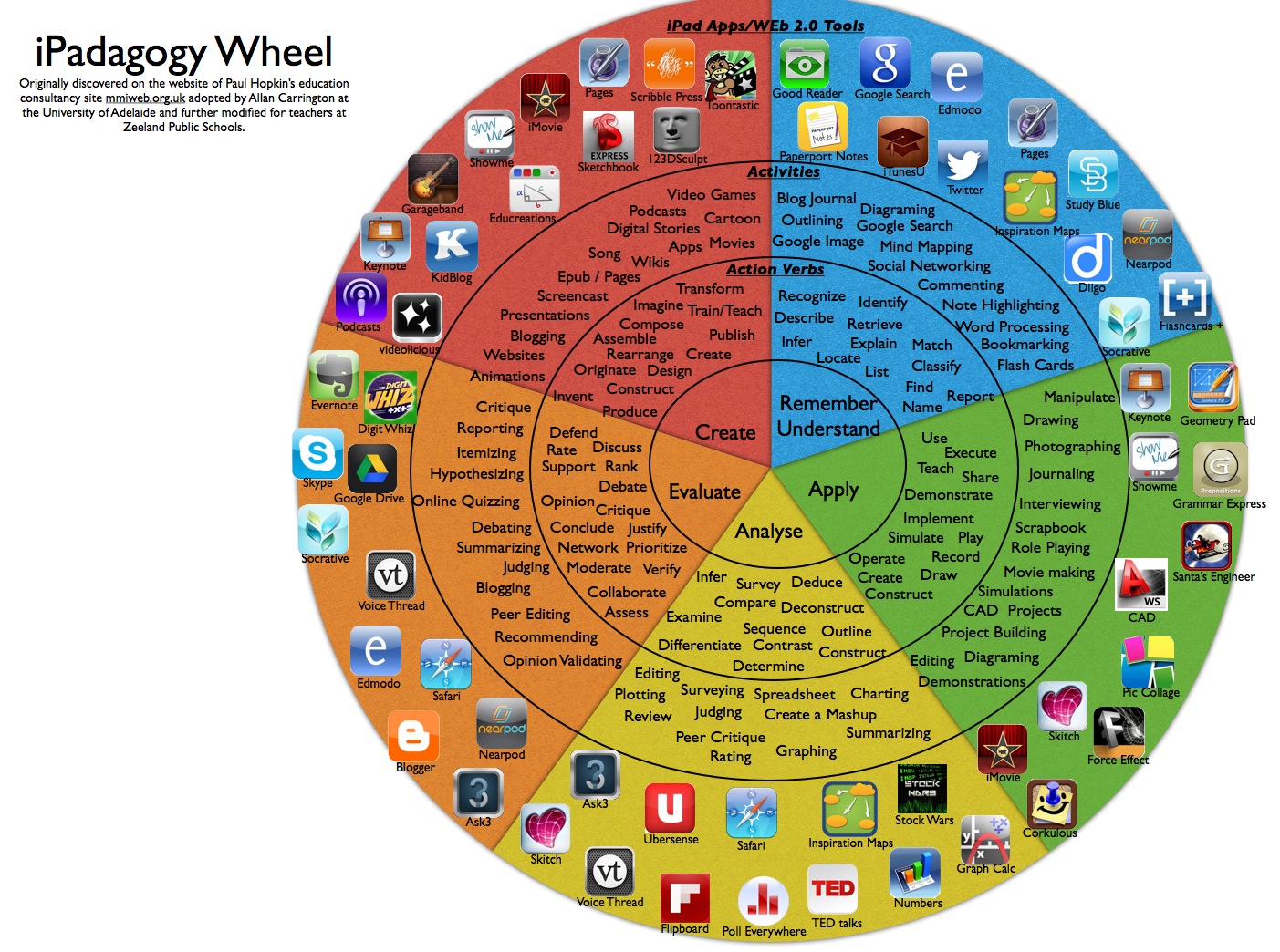
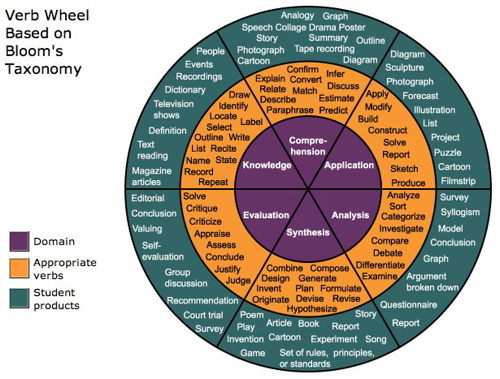
Views on the News by Jill Eggleton

Learning About Fact and Opinion by Martha E.H. Rustad

Transition Words With Your Team by Kristen Rajczak

The Lorax (Movie 2014)

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| **Assessment Strategies** | **Assessment Devices** | **Technology** |
| Conference  Classroom Presentation  Interview  Questions/Answers  Exhibition/Demonstration  Learning Log  Observation  Performance Task  Quiz, Test, Examination  Select Response  Self-Assessment  Peer Assessment  Conference  Portfolio  Response Journal | Checklist  Rubric  Rating Scale  Anecdotal Notes  Journal  Pictures  Audio Recording | Laptop/LCD Projector  Document Camera  Classroom Laptops  Classroom Tablets  Laptop/Tablet Cart |
| **Multiple Intelligences** | **Differentiated Instruction (Instructional Strategies)**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | **Bloom’s Taxonomy Verbs** |
| Visual Spatial  Bodily Kinesthetic  Musical  Interpersonal  Intrapersonal  Linguistic  Logical-mathematical  Natural | Think/Pair/Share  Placemat  PMI: Positive/Minus/Interesting  EBS: Examine Both Sides  Fishbone  Venn Diagrams  Numbered Heads  Value Lines/Walkabout  Cooperative Learning  Inside/Outside Circles  Four Corners  Three Step Interview  Graffiti  Team Games Tournament  Concept Attainment  Six Thinking Hats  Discussion  Peer Practice  Cloze  Demonstrations  Flash Cards  Guided Exploration  Guided Reading  Guided Writing  Making Words  Read Along  Shared Read  Independent read  Word wall  Word menu  Work book  Reading Response  Brainstorming  Classifying  Concept Clarification  Estimating  Problem Solving  Writing to learn  Choral reading  Chanting  Games | Knowledge: Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write  Comprehension: Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell  Application (Doing after being shown how): Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use  Analysis (Consider the parts separately): Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate  Synthesis (Create, Design, Invent): Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite  Evaluation (Judge, Critically Appraise): Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select, |



**UNIT AT A GLANCE**

Lesson 1: What is persuasive writing? Introduction/Overview

Lesson 2: Persuasive Writing Diagnostic (Sprite in the Water Fountain)

Lesson 3: Persuasive Writing (Unpacking Success Criteria & Co-Creation of Organizer)

Lesson 4 and 5: OREO vs. CARR Strategy/Persuasive Formative #1

Lesson 6: Persuasive Writing vs. Review Writing Venn Diagram and Modeled Think Aloud/Write (Japanese Food Craft Toy)

Lesson 7: Review Writing (Unpacking Success Criteria & Co-Creation of Organizer)

Lesson 8: Review Writing Diagnostic (Popeye the Sailorman Cartoon)

Lesson 9: Persuasive Writing Formative #2 (Cellphones for Kids)

Lesson 10: Review Writing Formative #2 (Sticky Burr Graphic Novel)

Lesson 11: Persuasive Writing Formative #3 (Bird Net)

Lesson 12: Review Writing Formative #3 (Gold Miner Video Game)

Lesson 13: Persuasive Writing Formative #4 (Boys and Girls Should Have Separate Schools)

Lesson 14: Review Writing Formative #4 (Starbucks)

Lesson 15: Persuasive Writing Quiz (Why My Parents are the Best!)

Lesson 16: Review Writing Quiz ((Mr. Bean “Super Trolley” Cartoon))

Lesson 17: Movie (The Lorax)/Modeled Write #2 and Summary of Teacher Observations as a Whole

(Movie provides opportunity to offer up descriptive feedback on an individual basis for the two quizzes)

Lesson 18: OWA/Summative Task

Interspersed Throughout the Unit: Guided Reading (Persuasive Writing: News and Views by Jill Eggleton)

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| **LESSON #** | 1 |
| **LESSON TITLE:** | What is Persuasive Writing? Introduction/Overview |
| **TIME ALLOTTED:** | 35 minutes |
| **LEARNING TARGET:** | We are activating our background knowledge related to Persuasive Writing |
| **SUCCESS CRITERIA:** | I will write a succinct note summarizing a mnemonic device that might assist me with my upcoming diagnostic writing task. |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience;  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger) |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Shared |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Guided Exploration |
| **GROUPINGS:** | ☐Whole Class |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Lesson Takeaway Note |
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| **Learning Skills** | ☐ Organization  ☐ Collaboration  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Computer/ Internet  ☐Technology for organization  ☐Verbal demonstration  ☐Reword the instructions  ☐Anchor activities  ☐Compacting |
| **RESOURCES** | <https://www.youtube.com/watch?v=sJ7u30OG7yk>  Computer/LCD  Whiteboard |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students in student friendly language that we are embarking on a brand new writing unit that will focus on comparing and contrasting two different writing text forms (Persuasive and Review). It will not only help students review the paragraph writing structure but will help hone their critical thinking skills (especially in differentiating between fact and opinion). It will also dovetail with our current EQAO practice by providing needed written practice in supporting their opinions with support from various texts and from their own ideas. Better yet, it will domino into our News Article Writing unit.  Discuss how in previous years, they might have been exposed to persuasive and review writing. As such, today’s lesson will focus on activating their background knowledge prior to a diagnostic activity. Announce to students that we will watch a small video to jog their minds. They might not fully understand everything in the video as it might have been a while since they practiced this form. Since this is a lead into their diagnostic, little assistance will be offered as it might alter their performance on their diagnostic. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Play “Elements of a Persuasive Argument” using the class computer and LCD project. <https://www.youtube.com/watch?v=sJ7u30OG7yk> The video uses the acronym “C.A.R.R.” (Clear Position, Specific Audience, Convincing Reasons, Rebuttal to your Argument) as a mnemonic device to promote strong persuasive writing. The video briefly unpacks each stylistic element. |
| **AFTER/CONSOLIDATION:** | Walk students through the acronym through a modeled write on Microsoft Word to reiterate what they just saw and heard. Spend time outlining how the “C” refers to a clear position stated in the topic sentence of a paragraph. The “A” should appear as a specific voice (formal vs. informal) that they will choose based upon who their audience is. The “R” refers to 3-5 convincing reasons that will appear in the body of their paragraph. The last “R” refers to using their opponents’ arguments against them. This shows how you can consider another person’s point of view and rebut (argue against and suggest how they can be wrong).  Students will write a note summarizing their learning in their Lesson Takeaway sheet. Point out how they ought to consider the acronym for their upcoming diagnostic. |
| **REFLECTION/NOTES:** | Add the acronym document to class glog and anchor chart for further use/review. <http://jonnyprimary.edu.glogster.com/persuasive/>  Record anecdotal notes within Classvantage |

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| **LESSON #** | 2 |
| **LESSON TITLE:** | Persuasive Writing Diagnostic (Sprite in the Water Fountain) |
| **TIME ALLOTTED:** | 90 minutes |
| **LEARNING TARGET:** | We will write a diagnostic persuasive paragraph to show off our understanding of the writing form going into the unit so Mr. Drooker understands what we do well and what we need work on. This will help him with his unit planning and instruction. |
| **SUCCESS CRITERIA:** | I will use my familiarity with paragraph writing (topic sentence, body, closing sentence, transition words) to guide my attempt at persuasive writing. Refer to success criteria on our class paragraph glog: <http://jonnyprimary.edu.glogster.com/paragraphing> |
| **CURRICULUM EXPECTATIONS:** | WRITING  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Four Corners  ☐Shared Read  ☐Word wall  ☐Word menu  ☐Choral reading |
| **GROUPINGS:** | ☐Whole Class  ☐Small Groups  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Test/quiz  ☐Observation  ☐Participation |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Computer/ Internet  ☐Additional time  ☐Technology for organization  ☐List of important vocabulary  ☐Verbal demonstration  ☐Anchor activities  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/paragraphing>  <https://www.youtube.com/watch?v=ivAvsXeJAqM>  Computer/Projector  Privacy Curtains  Four Corners Posters |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that they will complete a diagnostic Persuasive writing activity today. First, they will learn about an instructional strategy called “Four Corners”! |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Reveal on a projected word document the persuasive writing diagnostic task:  “Mr. Black has decided to reward students once a week by pumping Sprite through the water fountains! He hasn’t quite thought out the positives and negatives of this idea. What is your opinion on this idea? Why?”  Point out to students that there are 4 posters in the four corners of the classroom stating: “Strongly Agree, Strongly Disagree, Agree, Disagree”. Grant students a minute to think about Mr. Black’s idea and direct them to a corner that reflects their opinion on his proposal. Grant students an additional 3 minutes to confer with their classmates standing in their corner. They should share their arguments with one another. Standing in the center of the room, facilitate a discussion and sharing of their various arguments. Shape some of the responses.  Direct students back to their desks and remind them that a persuasive paragraph must adhere to our previously learned success criteria related to paragraphing. Play and sing the paragraph writing song off of our class glog: <https://www.youtube.com/watch?v=ivAvsXeJAqM> |
| **AFTER/CONSOLIDATION:** | Distribute a persuasive writing organizer. Students will complete a diagnostic persuasive writing task independently. |
| **REFLECTION/NOTES:** | Write anecdotal comments in Classvantage as to strengths, weaknesses, and next steps related to their persuasive writing and their use of the success criteria checklist available on the organizer. Determine strengths and weaknesses as a whole to inform subsequent lessons (Assessment for (previous) learning). |

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| **LESSON #** | 3 |
| **LESSON TITLE:** | Unpacking Success Criteria & Co-Creation of Organizer through Strong Work Samples and Modeled Think Aloud/Write |
| **TIME ALLOTTED:** | 180 Minutes |
| **LEARNING TARGET:** | We are learning the criteria needed to be successful when writing a persuasive writing paragraph. We will help create a student friendly writing organizer to help ensure we have all of the necessary details. |
| **SUCCESS CRITERIA:** | Refer to Organizer and Glog: <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  READING OVERALL  1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning  2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?"  READING  \*Comprehension Strategies: 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)  \*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)  \*Extending Understanding: 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Teacher prompts: "How are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?"  \*Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters). Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?"  \*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?"  \*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)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Shared |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Think/Pair/Share  ☐Cooperative Learning  ☐Discussion  ☐Guided Exploration  ☐Brainstorming  ☐Concept Clarification |
| **GROUPINGS:** | ☐Whole Class |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Rubrics  ☐Self-evaluation  ☐Observation  ☐Participation  ☐Response/reflection  ☐Critique  ☐Product: Revised writing organizer, glog, anchor charts |
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| **Learning Skills** | ☐ Organization  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Computer/ Internet  ☐Technology for organization  ☐Scribe/handout  ☐Alternatives to writing (charts, tables or graphic organizers)  ☐Specialized tools and materials  ☐List of important vocabulary  ☐Verbal demonstration  ☐Reword the instructions  ☐Anchor activities  ☐Compacting |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/persuasive/>  <http://jonnyprimary.edu.glogster.com/paragraphing>  Computer/Projector  Document Camera  Writer’s Toolkit  Learning About Fact and Opinion by Martha E.H. Rustad  Transition Words With Your Team by Kristen Rajczak |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that today we will begin the important process of co creating an organizer that will help ensure that they are successful in writing persuasive paragraphs! We will unpack the success criteria through a modeled think aloud and write and update our class glog and anchor charts! |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Introduce students to our class persuasive writing glog. Point out that it already contains a grade 1, 2, 3 and 4 level 4 writing exemplars.  Solicit volunteers to read the 4 exemplars. Point out that the structure of these 4 examples does not quite match our desired organizational structure. Point out how we want to write a paragraph as opposed to separating the topic sentence from the body and the closing sentence. Using the class glog, summarize the need to unite these three components into an indented paragraph. Summarize the learning target in student friendly language at the top of the glog. Discuss the need to include a specific topic sentence that includes borrows words (agree or disagree) from the four corners instructional strategy posters in conjunction with a clear expression of the topic being discusses. E.g.: I strongly agree that Mr. Black should reward students at Sir John A. Macdonald Public School with Sprite pumping through the water fountains once a week. Discuss the need for 3-5 supporting arguments with transition words between these arguments. Remind students about the transition word anchor charts available on the word wall and within their Writer’s Toolkit. Relate this shared write and updating of anchor charts on the class glog to the previously learned C.A.R.R. acronym (see lesson #1). In particular, direct their attention the second “R”. Students ought to take their opponents’ argument and turn it against them with a suggestion. E.g.: My opponents might suggest that students would become fat with all of the added sugar. I disagree with them as it is okay to sometimes indulge and Mr. Black could limit students to one cup of Sprite. Teachers can be assigned duty to the water fountains to make sure that there is no cheating! Point out that the closing sentence can include reference to where your reader can get more information about the topic (e.g. a website or a series of facts).  Introduce students to the differences between opinions and facts. Reflect upon the shared write. (Facts are true and can be proven! Opinions tell feelings or ideas. Where are there opinions? Where are there facts? Colour code the word document. Complete a read aloud of Learning About Fact and Opinion by Martha E.H. Rustad under the document camera. Invite students to solicit facts and websites/books to support their opinions when they arrive at the clincher sentence during formative work.  Complete a read aloud of Transition Words With Your Team by Kristen Rajczak. Carefully unpack the mini lessons on each page “On the Write Track”. Revise transition word anchor charts both on the Writing Anchor Chart bulletin wall as well as those within their Writer’s Toolkit.  Have a student volunteer come up to model for the class our co-developed “OPP/Our Proofreading Plan” strategy using the shared write and review of the “Sprite” persuasive paragraph. Ensure that they express the various steps of the plan prior to modeling them under the document camera:  OPP: OUR PROOFREADING PLAN  1) Grab a highlighter!  2) Check your spelling by reading it over backwards, isolating each word. Highlight words that are misspelled. If you forgot to use your spelling strategies, make sure you show the syllabification above the highlighted word!  3) Read your work out loud forwards. Check for C.U.P.. (Capitals? Can it be understood? Punctuation?)  4) Has the work been revised/improved using your Writer’s Toolkit, etc.?  5) Is it your best effort?!  Identify sheets under the document camera from the “Writer’s Toolkit” that are of key use/importance within this unit (e.g. transition words, adjectives, etc.). |
| **AFTER/CONSOLIDATION:** | Summarize the success criteria on the glog and place them within the persuasive paragraph organizer. Solicit any suggestions from students as to layout, spacing, etc. |
| **REFLECTION/NOTES:** | Print off revised formative organizers and class anchor charts for writing anchor chart wall. Update class blog and post persuasive writing link for parent/guardian review online. |

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| **LESSON #** | 4/5 |
| **LESSON TITLE:** | “OREO” Strategy, Introduction to Writing Fun Website, Introduction to Guided Writing and Descriptive Feedback and Formative Task #1 |
| **TIME ALLOTTED:** | 30 minutes |
| **LEARNING TARGET:** | I will write a detailed paragraph convincing my readers to agree or disagree with my opinion on a given topic. |
| **SUCCESS CRITERIA:** | Persuasive Paragraph Writing:  ☐ I indented the paragraph (5 finger spaces)  ☐ I have a topic sentence introducing the focus in a general way.  ☐ I have added 3-5 sentences that support the paragraph’s focus.  ☐ I have considered my opponents arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link) |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Shared  ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Four Corners  ☐Inside/Outside Circles  ☐Discussion  ☐Guided Exploration  ☐Guided Writing  ☐Read Along  ☐Shared Read  ☐Word menu  ☐Brainstorming |
| **GROUPINGS:** | ☐Whole Class ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Self-evaluation  ☐Observation  ☐Participation  ☐Conferencing  ☐Verbal feedback  ☐Other: Formative Persuasive Writing Paragraph |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <https://www.youtube.com/watch?v=_AG6js-KheQ>  Computer/Projector  Document Camera |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Compare the “O.R.E.O.” acronym/mnemonic device to the “C.A.R.R.” device (see lesson #1) through the use of the following projected video: <https://www.youtube.com/watch?v=_AG6js-KheQ>  O: Opinion, R: Reason, Example, Opinion  We should eat Oreos in class after recess. We should eat Oreos after recess because we are exhausted after recess. Did you know that Oreos have 2 grams of protein, which would give us energy to work hard in the afternoon? This is why we should eat Oreos every day after recess.  Revise Glog to include note underscoring the importance of “For example, or Did you know + fact” to support opinion. Allow students to enjoy an Oreo cookie as a hook! |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Introduce students to the “Writing Fun” website. Show them how they can write online and use the built in organizer and strong work samples to guide their at home practice! <http://mrcrammond.com/Writing/writingfun.swf>  Introduction to Guided Writing/Descriptive Feedback:  Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #1  Complete a four corners task or inner/outer circle instructional strategy task related to the following projected persuasive topic:  The Mayor of Markham wants to establish a 7 pm curfew for children 16 years and under. Children would have to be indoors from the hours of 7 pm to 7 am with parent/guardian/caregiver supervision.  The aforementioned instruction strategies allow students and opportunity to sound off their arguments pro or con and have them shaped by peers and teachers. They are invited to then use a brainstorming sheet to map out their 3-5 supporting ideas prior to beginning the formative writing task.  Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. |
| **REFLECTION/NOTES:** | Call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet which addresses student needs. |

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| **LESSON #** | 6 |
| **LESSON TITLE:** | Persuasive Writing vs. Review Writing Venn Diagram and Modeled Write |
| **TIME ALLOTTED:** | 30 Minutes |
| **LEARNING TARGET:** | We are learning how Persuasive Writing and Review are quite similar yet have slight differences. We will be writing a diagnostic Review Paragraph shortly! |
| **SUCCESS CRITERIA:** | We will observe and participate in a modeled think aloud and write that Mr. Drooker will facilitate. |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Shared |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Discussion  ☐Demonstrations  ☐Concept Clarification |
| **GROUPINGS:** | ☐Whole Class |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Other: Venn Diagram |
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| **Learning Skills** | ☐ Organization  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Technology for organization  ☐List of important vocabulary  ☐Verbal demonstration  ☐Compacting |
| **RESOURCES** | <http://www.readwritethink.org/files/resources/interactives/venn_diagrams/>  <http://jonnyprimary.edu.glogster.com/responsereview/>  <https://marimomarshmallowstore.com> Japanese Food Craft Toy  Computer/Projector  Toronto Star  Toronto Life Magazine |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Introduce the idea that writing a review paragraph is akin to a persuasive paragraph and that students will have the exciting opportunity to offer up their opinions and overall take on toys, food, restaurants, etc. Point out just how prevalent review writing is and where it can be found (e.g. Toronto Life Restaurant reviews, Toronto Star movie reviews, etc.). Announce that today students will participate in the creation of a venn diagram compare/contrast between the two similar yet different writing text forms. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Project <http://www.readwritethink.org/files/resources/interactives/venn_diagrams/>  onto the whiteboard. Review the components and success criteria first of a persuasive writing paragraph. Position these points on the venn diagram. Then complete a modeled write on a word document of a strong review paragraph. Utilize the rather catchy “Japanese Food Craft Toy” purchased from <https://marimomarshmallowstore.com> for the purpose of the modeled write. Note that the topic sentence has an overall opinion and clearly states what is being reviewed. Note that the body has 3-5 likes or dislikes and that the body is often a mix of these rather than arguments for or against. Dislikes are often followed up with specific examples and suggestions. Lastly the closing sentence or clincher offers up a recommendation and rating out of 5. Revisit the venn diagram and position the various points of what makes a review paragraph unique and what they both have in common. Print off the venn diagram and modeled write for anchor chart purposes on our writing anchor chart wall after modeling the use of co created “OPP/Our Proofreading Plan” strategy. |
| **AFTER/CONSOLIDATION:** | Introduce students to the class glog on review writing and tease the fact that they will complete a diagnostic task taking account the similarities and differences that they have acquired or are reminded of from today’s lesson: <http://jonnyprimary.edu.glogster.com/responsereview/>  Students record one lesson takeaway on their lesson takeaway sheet. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 7 |
| **LESSON TITLE:** | Review Writing (Unpacking Success Criteria & Co-Creation of Organizer) |
| **TIME ALLOTTED:** | 50 Minutes |
| **LEARNING TARGET:** | We are learning the things that will make our review writing successful and will participate in creating a student friendly graphic organizer |
| **SUCCESS CRITERIA:** | Refer to success criteria available on: <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  WRITING SPECIFIC  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Shared  ☐Guided |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Discussion  ☐Demonstrations  ☐Guided Exploration  ☐Word wall  ☐Word menu  ☐Concept Clarification |
| **GROUPINGS:** | ☐Whole Class |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Rubrics  ☐Application  ☐Observation  ☐Participation  ☐Response/reflection  ☐Other: Co creation of success criteria embedded within a co created graphic organizer for review paragraph writing. |
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| **Learning Skills** | ☐ Organization  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Ongoing feedback  ☐Computer/ Internet  ☐Technology for organization  ☐Scribe/handout  ☐Alternatives to writing (charts, tables or graphic organizers)  ☐Specialized tools and materials  ☐List of important vocabulary  ☐Verbal demonstration  ☐Anchor activities |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/responsereview/>  Computer/Projector |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students about the venn diagram that was completed the previous day. Project on the white board the following summary of our learning:  Persuasive Paragraphs  An opinion paragraph convincing someone why they should agree or disagree with an important topic!  Vs.  Review Paragraphs  An opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common!  Announce that today students will unpack the criteria that they need to adhere to to be successful and co-create the graphic organizer for a review paragraph. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Using our class glog, <http://jonnyprimary.edu.glogster.com/responsereview/> edit it alongside students and the modeled write from the previous class. Colour coding the word document should arrive at the following success criteria    Review the strong work samples available on the glog by having a volunteer read each of the four. Point out how stylistically the authors in this case separated the topic sentence, body and closing sentence with a space and how we will avoid this and stick to a traditional paragraph look. Remind students about the need for transition words and how they create flow. Direct their attention to the anchor charts available in the classroom and within their Writer’s Toolkit. Make specific mention of how dislikes are often followed up with suggestions and that specific examples are given to support likes and dislikes. E.g.: I truly think they should have included more sprinkles for the ice cream that we made as we ran out simply after sprinkling the sprinkles on a third of the cones! Introduce the “stock” closing sentence we will utilize for this unit: Overall I recommend you X enjoy or X avoid this \_\_\_\_\_\_ ! This \_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_! Discuss how the ranking can be personalized to suit the topic E.g.: 3 out of 5 Cones (If one was to review an ice cream store). |
| **AFTER/CONSOLIDATION:** | Once the organizer and success criteria have been amended on both the glog and the document, print off organizers for tomorrow’s diagnostic task and update the writing anchor chart wall with an organizer and post the review glog on the class website for parent/guardian access. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 8 |
| **LESSON TITLE:** | Review Writing Diagnostic (Popeye the Sailorman Cartoon) |
| **TIME ALLOTTED:** | 90 Minutes |
| **LEARNING TARGET:** | We will write a diagnostic review paragraph on a cartoon to show Mr. Drooker how much we have grasped about review writing. This diagnostic will help him plan the rest of the unit by letting him know our strengths and next steps. |
| **SUCCESS CRITERIA:** | Refer to success criteria on: <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Discussion  ☐Word menu |
| **GROUPINGS:** | ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐ Diagnostic Review Writing Paragraph |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Computer/ Internet  ☐Additional time  ☐Technology for organization  ☐Scribe/handout  ☐List of important vocabulary  ☐Reword the instructions |
| **RESOURCES** | <https://www.youtube.com/watch?v=uMSs9SRpKbA>  Computer/Projector  Privacy Curtain |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Hook students with the incentive that they will be watching an old, black and white cartoon to review today called “Hold the Wire” with Popeye the Sailorman. This cartoon will serve as their diagnostic task related to review paragraph writing. Set the stage with a bit of a background on Popeye, Olive Oyl, Bluto and Wimpy. Remind students that we will co create a word menu for them to work off of prior to embarking on the diagnostic. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Play the episode: <https://www.youtube.com/watch?v=uMSs9SRpKbA>  Co create word menu and print off copies for those who need accommodation.  Students are granted 6 minutes to walk around and offer their specific (small and clear) likes and dislikes with three individuals of their choosing (2 minutes per) to help facilitate brainstorming.  Remind students that this is a diagnostic and as such, limited help will be offered as otherwise it might invalidate the diagnostic. |
| **AFTER/CONSOLIDATION:** | Distribute the organizer and have students work quietly and independently behind their privacy curtain. |
| **REFLECTION/NOTES:** | Review diagnostics and record anecdotal comments within Classvantage. Note trends and update unit/lesson plans based upon class strengths and needs. |

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| **LESSON #** | 9 |
| **LESSON TITLE:** | Persuasive Writing Formative #2 |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph convincing someone why they should agree or disagree with an important topic! |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence introducing the focus in a general way.  ☐I have added 3-5 sentences that support the paragraph’s focus.  ☐I have considered my opponents’ arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Four Corners  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Persuasive Paragraph Written Task |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/persuasive/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to persuasive writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #2  Complete a four corners task or inner/outer circle instructional strategy task related to the following projected persuasive topic:  Prime Minister Trudeau wants to give a smart phone (e.g. iphone) to every child in the country ages 9 and under as he thinks it’s a valuable tool for all children to have.  The aforementioned instruction strategies allow students and opportunity to sound off their arguments pro or con and have them shaped by peers and teachers. They are invited to then use a brainstorming sheet to map out their 3-5 supporting ideas prior to beginning the formative writing task.  Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 10 |
| **LESSON TITLE:** | Review Writing Formative #2 |
| **TIME ALLOTTED:** | 90 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common. |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to my overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score!  Overall, I recommend you ☐ enjoy ☐ avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Review Written Task |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/responsereview/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector  Document Camera  Sticky Burr by John Lechner |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to review writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #2  Announce to students that they will be reviewing a graphic novel today! Complete a read aloud under the document camera using the lively graphic novel Sticky Burr. As well, walk students through the corresponding website/potential web series which might someday accompany the graphic novel.  Conduct an inner/outer circle activity with 5 rotations to share likes/dislikes amongst one another in an effort to facilitate brainstorming. Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 11 |
| **LESSON TITLE:** | Persuasive Writing Formative #3 |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph convincing someone why they should agree or disagree with an important topic! |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence introducing the focus in a general way.  ☐I have added 3-5 sentences that support the paragraph’s focus.  ☐I have considered my opponents’ arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Four Corners  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Persuasive Paragraph Written Task |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/persuasive/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to persuasive writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #3  Complete a four corners task or inner/outer circle instructional strategy task related to the following projected persuasive topic:  Birds are causing a serious problem in Pooni City. Some people think a net should be placed over the town to stop them from flying down too low.  The aforementioned instruction strategies allow students and opportunity to sound off their arguments pro or con and have them shaped by peers and teachers. They are invited to then use a brainstorming sheet to map out their 3-5 supporting ideas prior to beginning the formative writing task.  Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 12 |
| **LESSON TITLE:** | Review Writing Formative #3 |
| **TIME ALLOTTED:** | 90 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common. |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to my overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score!  Overall, I recommend you ☐ enjoy ☐ avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Review Paragraph Written Task |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/responsereview/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector  Document Camera  <http://gold-miner-games.com/classic-gold-miner.htm> |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to review writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #3  Announce to students that they will be reviewing a free online game called: Gold Miner. Complete a video game walk through using the following link: <http://gold-miner-games.com/classic-gold-miner.htm>  Conduct an inner/outer circle activity with 5 rotations to share likes/dislikes amongst one another in an effort to facilitate brainstorming. Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 13 |
| **LESSON TITLE:** | Persuasive Writing Formative #4 (Boys and Girls Should Have Separate Schools) |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph convincing someone why they should agree or disagree with an important topic! |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence introducing the focus in a general way.  ☐I have added 3-5 sentences that support the paragraph’s focus.  ☐I have considered my opponents’ arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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) |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Four Corners  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Persuasive Paragraph Written Task |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Partner/peer helper  ☐Ongoing feedback  ☐Computer/ Internet  ☐Additional time  ☐Technology for organization  ☐List of important vocabulary  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/persuasive/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to persuasive writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #4  Complete a four corners task or inner/outer circle instructional strategy task related to the following projected persuasive topic:  Starting in September, Boys and Girls will be attending gender specific schools until high school.  The aforementioned instruction strategies allow students an opportunity to sound off their arguments pro or con and have them shaped by peers and teachers. Some key discussion points (if direction is needed) are as follows:  Some possible discussion points:  PRO  \*Boys and girls develop at different rates which produces differences in their respective academic learning readiness in the early schooling years  \* Teachers often respond differently to males and females (e.g., favoring males, overprotecting females)  \*Peer attitudes toward the opposite sex also differ in the early years of schooling and change with biological development (e.g., male domination of females, distractions due to the presence of the opposite sex)  CON  \*Creates a gender-stereotypical environment, limit exposure to the opposite sex  \* Doesn’t value diversity  \*Difficult transition…especially when dating might begin  \*Boys mature slower, so potentially girls won't positively influence them.  \*No scientific proof it results in better grades  They are invited to then use a brainstorming sheet to map out their 3-5 supporting ideas prior to beginning the formative writing task.  Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 14 |
| **LESSON TITLE:** | Review Writing Formative #4 (Starbucks) |
| **TIME ALLOTTED:** | 180 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common. |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to my overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score!  Overall, I recommend you ☐ enjoy ☐ avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided  ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Inside/Outside Circles  ☐Discussion  ☐Word wall  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning)**  **☐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.  **☐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**.** | ☐Formative Review Paragraph Written Task |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Initiative  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](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  ☐Reinforcing effort and providing recognition  ☐Anchor activities  ☐Small-group instruction  ☐Group investigation |
| **RESOURCES** | <http://jonnyprimary.edu.glogster.com/responsereview/>  <http://mrcrammond.com/Writing/writingfun.swf>  Computer/Projector  Document Camera  Visit to Starbucks |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Remind students that over the next couple of lessons, we will be alternating between persuasive paragraph practice and review paragraph practice. As such, field responses from willing students expressing the success criteria related to review writing in order to activate their working knowledge of what they will be focusing in on for the day’s formative work. Project the class glog onto the screen and review the success criteria and relevant tips. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Express to students how they will be called up to complete an individual guided writing task adjacent to the teacher (one per formative lesson) using the Writing Fun website/computer and/or graphic organizer and receive additional support throughout the unit. One student per formative lesson will also be called up to receive descriptive feedback (alongside a rubric) and specific next steps. That student will select which formative task they would like to serve as the focus of their feedback. They will then complete a metacognitive sheet reflecting on their learning (and will be exempt from the formative task assigned that day). The aforementioned two foci will occur one after the other while the teacher offers formative feedback to students in need or students who are due for some feedback/anecdotal notation.  Formative Task #4  Announce to students that they will be visiting the local Starbucks today for a review of their restaurant. They will be examining and reviewing the restaurant layout, bathrooms, employee service and sampling some food.  Upon return, conduct an inner/outer circle activity with 5 rotations to share likes/dislikes amongst one another in an effort to facilitate brainstorming. Field words for their Word Menu and have these projected (and printed out for individuals requiring this accommodation) on the white board throughout the work period. |
| **AFTER/CONSOLIDATION:** | Students are to work at their desks individually on their formative task on the organizer distributed. They are permitted to use elbow partners for whispered on-topic discussion related to the assigned task. They are welcome to visit the help desk once their hand is raised and acknowledged for assistance throughout the writing process.  Once students have started their formative work, call up the star of the day for a guided writing session focusing in on brainstorming and completion of a shared write using the Writing Fun website and success criteria available on the graphic organizer. Write comments/suggestions/feedback to student and parent in brackets and print the document off for inclusion in their portfolio binder. Upload a digital copy to their Google drive portfolio folder and record anecdotal notes in their Classvantage account.  Call up student for descriptive feedback on their work using rubric. Record notes, grade for Assessment For/Of Learning purposes. Give the student a metacognition sheet and next step checklist (Assessment As Learning).  Record reflections in Classvantage as to what was discussed with students who approach or who are called upon for feedback purposes. Refer to class feedback “order” sheet, which addresses student needs. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 15 |
| **LESSON TITLE:** | Persuasive Paragraph Writing Quiz (Why My Parents are the Best!) |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph convincing someone why they should agree or disagree with an important topic! |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence introducing the focus in a general way.  ☐I have added 3-5 sentences that support the paragraph’s focus.  ☐I have considered my opponents’ arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Inside/Outside Circles  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Test/quiz: Persuasive Writing Paragraph |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Additional time  ☐Technology for organization  ☐Scribe/handout |
| **RESOURCES** | Computer/Projector  <http://jonnyprimary.edu.glogster.com/persuasive/>  Privacy curtains  Writer’s Toolkit |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that today they will be completing a quiz involving persuasive paragraph writing. Using the class glog, review with them the success criteria and reiterate the focus as persuasive rather than review. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Students are to grab their privacy curtains for the quiz and will work independently to show off their cumulative learning thus far. They are permitted use of their Writer’s Toolkit.  Project the following topic onto the whiteboard:  My parents are clearly the best parents out there!  Students will generate ideas and argue this point independently with the organizers provided. |
| **AFTER/CONSOLIDATION:** | Collect quizzes and evaluate using co created rubric. Announce to students that they will receive one on one feedback in an upcoming class as to their grade, strengths and next steps. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 16 |
| **LESSON TITLE:** | Review Paragraph Writing Quiz (Mr. Bean “Super Trolley” Cartoon) |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common. |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to my overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score!  Overall, I recommend you ☐ enjoy ☐ avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Inside/Outside Circles  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Test/quiz: Persuasive Writing Paragraph |
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| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Additional time  ☐Technology for organization  ☐Scribe/handout |
| **RESOURCES** | Computer/Projector  <http://jonnyprimary.edu.glogster.com/responsereview/>  Privacy curtains  Writer’s Toolkit |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that today they will be completing a quiz involving review paragraph writing. Using the class glog, review with them the success criteria and reiterate the focus as review rather than persuasive |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Students are to grab their privacy curtains for the quiz and will work independently to show off their cumulative learning thus far. They are permitted use of their Writer’s Toolkit.  Project the following cartoon onto the whiteboard:  <https://www.youtube.com/watch?v=pe32wwBRt0A>  Students will generate ideas and review this cartoon independently with the organizers provided. |
| **AFTER/CONSOLIDATION:** | Collect quizzes and evaluate using co created rubric. Announce to students that they will receive one on one feedback in an upcoming class as to their grade, strengths and next steps. |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | 17 |
| **LESSON TITLE:** | Movie/Modeled Write #2 and Summary of Teacher Observations as a Whole |
| **TIME ALLOTTED:** | 240 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph offering likes and/or dislikes as to why someone should try to avoid something. Mixed reviews are common. |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence that clearly states what is being reviewed and offers a quick statement as to my overall thoughts  ☐I have added 3-5 likes or dislikes that support my opinion.  ☐I have used phrases such as “For example,” or “I wish they…” to make my opinions, suggestions, etc. clear.  ☐I used transition words (First, Second, Third, Next, Then, Last,)  ☐I have made my closing sentence a recommendation and have offered it a rating/score!  Overall, I recommend you ☐ enjoy ☐ avoid this \_\_\_\_\_\_\_\_\_ ! This \_\_\_\_\_\_ deserves \_\_\_\_\_ out of 5 \_\_\_\_\_\_\_\_\_\_\_\_ !  ☐I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/responsereview/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Modeled  ☐Guided |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Guided Writing  ☐Concept Clarification |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Descriptive feedback of persuasive and review paragraph quizzes  ☐Verbal and Written feedback/Conference |
|  |  |
| **Learning Skills** | ☐ Independent Work  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Ongoing feedback  ☐Computer/ Internet  ☐Technology for organization  ☐Verbal demonstration |
| **RESOURCES** | The Lorax (Movie 2014)  Computer/Projector  <http://jonnyprimary.edu.glogster.com/responsereview/>  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that they will have an opportunity to watch the movie The Lorax ! This movie will result in a modeled (final) write summarizing review writing alongside a think aloud completed by the teacher as to general observations involving strengths and next steps related to review/persuasive writing (in preparation for our final test). |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Students will enjoy the movie and will await their name being called throughout the move such that students can receive one on one descriptive feedback from the teacher as to their progress and evaluation of their persuasive and review quizzes. |
| **AFTER/CONSOLIDATION:** | After the movie is complete and descriptive feedback has been offered up to each student, complete a modeled write within a word document involving the movie the Lorax. Make pertinent reminders underscoring student needs throughout the unit (To be determined closer to the completion of the unit) |
| **REFLECTION/NOTES:** | Ensure that notes are added within Classvantage summarizing strengths/next steps related to the quizzes. |

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| **LESSON #** | 18 |
| **LESSON TITLE:** | Persuasive Paragraph Summative Task (OWA III) |
| **TIME ALLOTTED:** | 60 Minutes |
| **LEARNING TARGET:** | We are learning how to write an opinion paragraph convincing someone why they should agree or disagree with an important topic! |
| **SUCCESS CRITERIA:** | ☐I indented the paragraph (5 finger spaces)  ☐I have a topic sentence introducing the focus in a general way.  ☐I have added 3-5 sentences that support the paragraph’s focus.  ☐I have considered my opponents’ arguments and offered counter arguments/suggestions as to why they are wrong!  ☐ I used transition words (First, Second, Third, Next, Then, Last,)  ☐ I have a closing sentence to finish off my paragraph. This closing sentence restates the focus and might suggest where the reader can learn more about the topic being discussed (e.g. an internet link)  ☐ I have utilized my writer’s toolkit for fresh words etc.  ☐I (or my proofreading partner) edited my work using “O.P.P.”  <http://jonnyprimary.edu.glogster.com/persuasive/> |
| **CURRICULUM EXPECTATIONS:** | WRITING OVERALL  1. generate, gather, and organize ideas and information to write for an intended purpose and audience  2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience  3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively  4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.  WRITING SPECIFIC  \*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)  \*Research: 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read–alouds, mentor texts, shared–, guided–, and independent–reading texts, and media texts)  \*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)  \*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 (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)  \*Point of View: 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"  \*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?"  \*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)  \*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)  \*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  \*Grammar: 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)  \*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)  \*Metacognition: 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?" |
| **INSTRUCTIONAL APPROACHES:** | ☐Independent |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Inside/Outside Circles  ☐Word menu |
| **GROUPINGS:** | ☐Whole Class  ☐Individuals |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Test/quiz: Persuasive Writing Paragraph |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Additional time  ☐Technology for organization  ☐Scribe/handout |
| **RESOURCES** | Computer/Projector  <http://jonnyprimary.edu.glogster.com/persuasive/>  Privacy curtains  Writer’s Toolkit |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that today they will be completing their summative persuasive paragraph writing task. Using the class glog, review with them the success criteria and reiterate the focus as persuasive rather than review. |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Students are to grab their privacy curtains for the quiz and will work independently to show off their cumulative learning thus far. They are permitted use of their Writer’s Toolkit.  Using the OWA III, project the following topic onto the whiteboard:  Write a paragraph speech (\*consider the audience\*) to your teacher persuading them of where we should go ideally go on our end of year field trip!  Students will generate ideas and argue this point independently with the organizers provided. |
| **AFTER/CONSOLIDATION:** | After the entire class has completed and submitted their work, share with them the leveled exemplars available within the OWA and have them self assess their work by writing what they believe their final grade should be in the top right hand corner in marker.  Collect test one final time and evaluate using rubric. Announce to students that they will receive one on one feedback in the upcoming days as to their grade, strengths and next steps. Volunteers are welcome to share their work during a Drooker Daily Drill session for bonus smiles! |
| **REFLECTION/NOTES:** |  |

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| **LESSON #** | Ongoing guided reading sessions to run concurrently with persuasive/review writing unit |
| **LESSON TITLE:** | Guided Reading: News and Views by Jill Eggleton PM 28 |
| **TIME ALLOTTED:** | 20 Minutes (During guided reading slot within literacy block) |
| **LEARNING TARGET:** | We are learning to read persuasive argument text forms (Newspaper Format, Headings, Speech Bubbles) in order to think critically, explore language, and process information for our own interests as well as to guide our persuasive writing. |
| **SUCCESS CRITERIA:** | \*I can use a variety of reading comprehension strategies (asking questions, using guided questions) before, during and after reading to understand texts.  \*I can express my own personal opinions about ideas presented in texts and connect the ideas in them to my own knowledge and experience, other texts and to the world around me. |
| **CURRICULUM EXPECTATIONS:** | READING OVERALL  1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning  2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  3. use knowledge of words and cueing systems to read fluently  READING SPECIFIC  \*Comprehension Strategies: 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)  \*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)  \*Making Inferences/Interpreting Texts: 1.5 make inferences about texts using stated and implied ideas from the texts as evidence. Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?"  \*Extending Understanding: 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Teacher prompts: "How are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?"  \*Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters). Teacher prompts: "Do any of the characters in this story remind you of someone you know?" "What do you think about the way this story ends?"  \*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?"  \*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)  \*Text Patterns: 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount). Teacher prompt: "How does this pattern help you understand the text?"  \*Text Features: 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu). Teacher prompt: "What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?"  \*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)  \*Reading Familiar Words: 3.1 automatically read and understand most high–frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts e.g., words from grade level texts; terminology used regularly in discussions and posted on anchor charts; words from shared–, guided–, and independent–reading texts, and some regularly used resource materials in the curriculum subject areas)  \*Reading Unfamiliar Words: 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);  \*Reading Fluently: 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression) |
| **INSTRUCTIONAL APPROACHES:** | ☐Guided |
| **INSTRUCTIONAL STRATEGIES:**  [**http://goo.gl/11rwT9**](http://goo.gl/11rwT9) | ☐Cooperative Learning  ☐Guided Exploration  ☐Guided Reading |
| **GROUPINGS:** | ☐Small Groups |
| **ASSESSMENT CHECKPOINT:**  **☐Diagnostic (Assessment of Previous Learning):**  **☐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.  **☐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**.** | ☐Observation  ☐Participation  ☐Conferencing  ☐Guided Reading Feedback Sheet |
|  |  |
| **Learning Skills** | ☐ Organization  ☐ Independent Work  ☐ Collaboration  ☐ Responsibility  ☐ Self-Regulation |
| **Accommodations/Modifications**  [**https://education.alberta.ca/media/525534/ipp6.pdf**](https://education.alberta.ca/media/525534/ipp6.pdf) | ☐Partner/peer helper  ☐Ongoing feedback  ☐List of important vocabulary  ☐Verbal demonstration  ☐Reinforcing effort and providing recognition  ☐Literature circles  ☐Small-group instruction  ☐Group investigation  ☐Varied questioning strategies |
| **RESOURCES** | News and Views by Jill Eggleton x 5  Guided Reading Feedback Sheet x 5  Daily 5 Resources to offset small group guided reading lesson (See Daily 5 Binder)  Q Chart |
| **BEFORE/ACTION:**  **(Mental Set/”Hook”)** | Announce to students that the following 5 students will be called up for guided reading while students “Work on Words” using the booklets previously distributed and found in their Daily 5 binders (This month’s focus is: X and students will be reminded that they are to work either independently or with their proofreading partner). |
| **DURING/MINDS ON:**  **(Model, Demonstrate, Guided Practice, Check for Understanding, Independent Practice)** | Students called up for guided reading should come prepared with a pencil for decoding purposes (“Chunky Monkey” strategy that they are well versed in).  Announce to students the lesson focus: Summarizing and “Thinking Critically” through questions. Remind students that thinking like a teacher prior to, during and after reading through the use of questions can help them understand a text deeply. Remind them of our ongoing use of a Q chart.  Students will be given critical thinking questions before, and after the reading of the text.  Before Reading  What do you think this book could be about? Look at the title and let’s discuss!  Look at the cover. What do you think the pictures might mean?  Assign each student a series of pages to read:  After Reading (Pages 6 and 7)  Can you summarize the topic being debated for the group?  Why do you think Maria suggests that robots should only be used when jobs are very boring or too dangerous?  After Reading (Pages 8 and 9)  Can you summarize the topic being debated for the group?  Why do you think a dolphin living in the sea would behave differently from a dolphin in an aquarium?  After Reading (Pages 10 and 11)  Can you summarize the topic being debated for the group?  What other ways do you think parents could communicate with their children to find out where they are and if they are safe?  After Reading (Pages 12 and 13)  Can you summarize the topic being debated for the group?  How do you know Tom cares about crocodiles?  After Reading (Pages 14 and 15)  Can you summarize the topic being debated for the group?  What do you think teaching someone to *stick to something* means? |
| **AFTER/CONSOLIDATION:** | Allow one student to select a topic that the group as a whole can discuss (Curfew, Robots, Dolphins, Mobile Phones, Dangerous Animals, Extreme Sports).  Based upon the selection, engage students in an oral discussion about that selected topic:  How many people at the table agree that young kids should have a curfew? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view?  How many people at the table agree that robots should take over our work? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view?  How many people at the table think that Dolphins and other unique animals should be taken from the natural homes to be observed, enjoyed and studied in places such as an aquarium? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view?  How many people at the table think that mobile phones should be given to all citizens below the age of 9? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view?  How many people at the table think that dangerous animals such as crocodiles should be corralled and sent far away from residential areas? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view?  How many people at the table think extreme sports such as skydiving should be banned? What arguments can you come up with agreeing with this statement? What arguments can you come up with disagreeing with this statement? What is the difference between a fact and an opinion? Can any of you turn your opponents’ arguments against them? How do you suppose you can you use your own persuasive writing paragraphs to change a world or group view? |
| **REFLECTION/NOTES:** | Record observations on guided reading assessment form. |