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| **Lesson Title:** | **District Writing Assessment** | **Lesson #** | **1** |  **Date:** | **May 8, 2018** |
| **Name:** | **Josh Boldt** |  | **Subject:** | **Writing Assessment** | **Grade(s):** | **4/5** |

**Rationale: (lesson context and reasons why lesson matters)**

To gauge the student writing levels and provide an opportunity for the students to outline then complete a writing project. In this lesson the class will create the outline for their stories to be written next class.

***Curriculum Connections : (which can be: big ideas / learning standards /curricular competencies/core competencies)***

[*https://curriculum.gov.bc.ca/*](https://curriculum.gov.bc.ca/)

* Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
* Use language in creative and playful ways to develop style
* Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation

 **Learning Intentions- (learner friendly language such as: I can …..)**

* **I can develop a story**
* **I can use my imagination**
* **I can create a story with characters, a beginning, middle and ending that makes sense**

**Prerequisite Concepts and Skill :( for student success)**

* **Ability to write**
* **Ability to create a basic story using imagination**
* **Knowledge of conventions, voice, organization, and word choice in writing**

**Materials and Resources with References/Sources:**

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| **Teacher**  | **Students** |
| Overhead projector  | Writing bookPencil( Lap Top for students who need assistance writing for longer periods)  |

 **Differentiated Instruction (DI): (accommodations)**

**Three students have difficulty writing for longer periods (would have more success using a laptop) so I will have three laptops available for them to use for the writing.**

**Assessment and Evaluation: (formative and summative possibilities related to curricular connections)**

**I will monitor their progress during the writing lesson as well as have a rubric that I will use to assess their finished work**

**Organizational/Management Strategies: (anything special to consider?)**

**The students will remain at their desks during the lesson as they will need to be seated for the writing. I will circulate the class to ensure that all the students are on task.**

***Possible Aboriginal Connections / First Peoples Principles of Learning***

*<http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf>*[and](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf) *[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal\_education\_bc.pdf](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf)*

**Lesson Activities:**

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| Teacher Activities | Student Activities | pacing |
| **Introduction** (hook/motivation/lesson overview)**I will introduce the lesson with an overview of the assessment that we are about to start. This is a district grade 5 writing assessment but we will be administering it to the grade 4 students as well for the purpose of assessment and writing practice.** **MAIN****Set up lap tops for the three students and show them the word banks that are created on the laptops.****The students will prepare to write their story using the graphic organizer to collect their thoughts. We will discuss the need to use the writing traits that we have been practicing. I will circulate the room to give advice, classroom manage, and answer questions.****CLOSURE****The students will finish their story preparation at different times so they can move onto silent reading or work that they have not yet completed. As the stories come in I will start to fill out the rubric for each student and attach it to the story. Time depending the students will have a chance to share their stories with the class via the overhead projector** | * Participate in creating the word bank. Listen attentively, and share their ideas with the class. Make sure to understand the instructions and ask if something is not clear
* Prepare to write their stories quietly. Make sure to fully develop their ideas and be as imaginative and creative as possible. Ask when they are unsure. Try their best using the word/sentence bank provided. Ensure to use conventions, organization, ideas, word choice, sentence fluency and voice.
* Once they have finished the outline of their stories ask a friend to proof read the story ideas. This will allow for the students to share their story ideas and read how their classmates interpret the ideas.
 | Approx15mins25mins10mins |

**Reflections: (over)**