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| **Subject/Grade** | **English Arts** | **Teacher** | Miss. Beazer |
| **Unit** | Sentence Structure | **Time** | 45 min |
| **Lesson** | **Book Talk** | **Date** | Sep. 25, 2015 |

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| **LEARNING OBJECTIVES** | | | | | |
| **4.2.2 Attend to spelling**   * 4.2.2.1 use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns   **4.2.1 Attend to grammar and usage**   * 4.2.1.1 identify the use of coordinate and subordinate conjunctions to express ideas   **4.2.3 Attend to capitalization and punctuation**   * 4.2.3.1 use capitalization to designate organizations and to indicate the beginning of quotations in own writing   **3.1.3 Plan to gather information**   * 3.1.3.1 develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation   **2.2.1 Experience various texts**   * 2.2.1.1 experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * 2.2.1.2 explain own point of view about oral, print and other media texts, make connections between own life and characters and ideas in oral, print and other media texts * 2.2.1.3 discuss common topics or themes in a variety of oral, print and other media texts * 2.2.1.4 discuss the author’s, illustrator’s, storyteller’s or filmmakers’ intention or purpose | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | Lesson Objectives   * Students will learn new words, their meaning and spelling. * Students will understand quotations and Ellipses in order to have proper sentence structure. * Students will understand colons and commas. * Students will work as a group to explore new texts. | | |
| **Key Questions**: | | | Why do we need a large vocabulary with good spelling?  How do make and effective sentence?  How can I connect to what I read?  How can the book I read connect to other texts?  What is the role of the Author? | | |
| **Products/Performances:** | | | Knowledge: Students will define the words through sentences  Comprehension: Students will show the meaning through their sentences.  Application: Students will produce sentences.  Application: Students will produce a written connection to a book.  Analysis: Students will analyze the content of a book and make connections.  Synthesis: Students will compose their answer into a paragraph.  Evaluation: Students will, through their persuasive writing, recommend their book to fellow classmates on the class blog. | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * <http://education.alberta.ca/media/456082/sockto3.pdf> | | | | **Dictionary section in Binder** | |
| **PROCEDURE** | | | | | |
| **Introduction** | | | | | **Time&**  **Material** |
| ***Attention Grabber*** | Introduction | | | | 5 min |
| ***Assessment of Prior Knowledge*** | Basic Sentence structure has been reviewed, now I am watching for the use of conjunctions as well. | | | |  |
| ***Expectations for Learning and Behaviour*** | I expect them to finish their quiz and start blogging. | | | |  |
| ***Advance Organizer/Agenda*** | Quiz  Computer  Google Docs  Blank sheet  Blog | | | |  |
| ***Transition to Body*** | Bell work  5 Dictionary words: Quiz  Features  Investigates  Traces  Stresses  Reveals | | | | 15 min |
| **Body** | | | | | **Time** |
| ***Learning Activity #1*** | Book Blog  After reading a book, They will write short paragraphs on 3 subjects: Author, book connection and self connection. This blog will be posted under a false name on a class blog for people to see what we as a class are reading. | | | | 15 min |
| *Assessments/ Differentiation:* | Formative, Non-Formative once a month. May need to scribe or use Voice to text. | | | |  |
| ***Learning Activity #2*** |  | | | |  |
| *Assessments/ Differentiation* |  | | | |  |
| ***Learning Activity #3*** |  | | | |  |
| *Assessments/ Differentiation* |  | | | |  |
| **Closure** | | | | | **Time** |
| ***Assessment of Learning:*** | |  | | |  |
| ***Feedback From Students:*** | |  | | |  |
| ***Feedback To Students*** | |  | | |  |
| ***Transition To Next Lesson*** | |  | | |  |
| **Reflections** | | | | | |
| ***What went well? What changes would you make in your planning? What have you learned to improve upon future instruction?*** | | |  | | |