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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
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| **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.
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| **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 sentencesComprehension: 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*** | QuizComputerGoogle DocsBlank sheetBlog |  |
| ***Transition to Body*** | Bell work5 Dictionary words: QuizFeaturesInvestigatesTracesStressesReveals | 15 min |
| **Body** | **Time** |
| ***Learning Activity #1*** | Book BlogAfter 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?*** |  |