**** **Lesson Planning**

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| **Teacher(s)** | **Subject(s)**  **ELA** | **Grade**  **7** | | **Learning Experience/Unit/Theme**  **Imaginary Story/Incident – Narrative Writing** | | **Date Fall 2019** |
| **Consider the Transfer of Responsibility (the movement back and forth between I do, We do, You do)**   |  |  |  | | --- | --- | --- | | **I do** | **We do** | **You do** | | I will develop a pre-assessment that helps students recognize the elements of an imaginary story within the narrative genre. | We will identify examples of imaginary narratives in literature and film. Furthermore we will participate in a snowball story activity to help generate imaginary storylines. | Students will develop their imaginary stories generated through the snowball story activity by employing all steps of the writing process and creating a multi-paragraph story. | | | | | | | |
| **Big Ideas/Key Questions/Essential Understandings**  **Determining how imaginary stories examples of narrative writing**  **Writing to narrate**  **Utilizing the writing process and the 6+ Traits of Writing** | | | | | | |
| **Outcome(s)**  **CC7.8:** Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.  **Indicators**  Create **narrative** texts (e.g., recount an event) as follows:   * establish a context, plot, and point of view * use a range of narrative devices (e.g., dialogue, tension, suspense) * make the narrative engaging * develop it systematically leading to a climax or conclusion.   Create **descriptive** texts (e.g., a character or person) as follows:   * present a clear and colourful picture of a person * include sensory details and vivid words * use a logical order (e.g., head to foot) | | | **I Can Statements**   * I can write to narrate an imaginary incident or story. * I can use a range of narrative devices to develop a logical and engaging plot. * I can present a clear, colorful, and engaging incident or story that includes sensory details and vivid words. | | | |
| **Assessment Plan** | | | | | | |
| Pre-Assessment Plan  Provide entry-slips or facilitate group discussion to identify examples of imaginary stories within literature and define imaginary writing within the narrative genre. | Formative Assessment Plan  Observe students throughout the snowball activity to see how they are developing imaginary storylines.  Engage in small-group conferences toward the end of the writing process to ensure students are employing the 6+ Traits of writing. | | | | Summative Assessment Plan  Apply the 4-point rubric to the final copy of their multi-page imaginary stories or incidents. | |
| **Motivational Set**  **Pre-Assessment:**  *Lead the students in a discussion or written entry-slip regarding how imaginary narrative fits into fiction writing.*   1. Can narrative forms be classified as fiction or non-fiction? (Both) 2. What differences do you see in fiction narratives and non-fiction narratives? (More diversity in time periods, settings, evolution of characters, degree of realism, etc.) 3. At what point does fiction writing become “imaginary”? (A story that is contextualized with made-up elements. There can be elements of truth/realism within an imaginary story.)   *Present a variety of well-known stories in literature and film to the students and have them determine whether or not they would be classified as “imaginary”.*  *Ex. Cinderella, Toy Story, Archie Comics, Garfield, Super Mario Bros., Teenage Mutant Ninja Turtles, etc.* | | | | | | |
| **Instructional Strategies/Activities** (Before/During/After)  **Before:**  Think about your favourite novels, T.V. shows, and films. What type of characters and settings give you the most enjoyment? What builds this enjoyment in you? (Perhaps it evokes feelings of suspense or thrill, fills you with curiosity, makes you laugh, etc.) Create a journal response indicating what you enjoy about these imaginary elements.  *If within the comfort-zone of the students, you may want to share these responses with the class to broaden their perspective of what imaginary writing could look like.*  **During:**  *Ask each student to create an imaginary character and introduce them in a well-written paragraph. They are welcome to focus on physical traits, historical background, personality, etc.*  *Then, orchestrate a snowball story activity, in which the kids pass on the story every 3-5 minutes so that the story ends up collaboratively written by the whole class. As the story progresses, they may need a bit more time to reread what has already been written. Encourage the class to consider the plot development.*  After each student has had an opportunity to write a part of each story (or the time-limit the teacher has set has been reached) let the stories return to the original author for reading.  What did the students like about their stories, what might they change?  Did their stories maintain an imaginary context throughout the snowball activity?  After the students have self-reflected on the initial draft of their snowball stories they can work through the steps of the writing process of editing, revising, publishing to produce a multi-paragraph (1-2 page) imaginary narrative composition.  **After:**  Apply the 4-point rubric to their compositions to assess their writing and determine what concepts may need to be reinforced (ie. sentence fluency, word choice, organization). Identifying these areas of focus will help guide you in developing small-group writing lessons based on individual needs.  **Ways to differentiate to meet individual student's needs**  -Allow the use of an EA or teacher to scribe for students who need assistance writing within a rushed time-frame.  -Encourage the use of a known imaginary element (ie. A character like Darth Vadar or a setting like Zutopia) for students who are struggling to get started.  -Divide the class into smaller groups and create multiple snowball activities to organize the faster/slower writers together. | | | | | | |
| **Opportunities for Personalization**  -Topics are student-driven.  -The revision process allows students to redirect the storyline that their classmates helped them develop in a way that is logical and pleasing to them.  -Students can produce final draft of imaginary stories with the use of technology (voice to text, typed, etc.) or writing it out by hand. | | | | | | |
| **Materials/Resources/FNMI**   * Entry slips or visual prompt that introduces pre-assessment questions * Instructions for snowball stories activity * Information needed to employ writing process and adopt the 6+ Traits of Writing * Technology needed to produce final draft of imaginary stories * 4-point rubric that corresponds to outcome CC7.8 | | | | | | |
| **7 C’s Consider how to incorporate:**   * Creativity, Innovation and Entrepreneurship * Critical Thinking * Collaboration * Communication * Character * Cultural and Ethical Citizenship * Computer and Digital Technologies (Learning Tools)   **Details** | | **REORDER Consider how to incorporate:**   * Relationships * Environment * Opportunities * Resources * Distribution of Leadership * Evaluation * Recognition   **Details** | | | | |
| **Reflection** | | | | | | |