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| **Lesson Title/Focus** | **Writers’ Workshop**  **May 27, 2016**  **ELA 20-1**  Time: 10:26 a.m.-12:18 p.m. | **Teacher** | Ms. Alisha Sims |

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| **LEARNING OBJECTIVES** | | | | |
| **Students will:**  Assess and revise texts in progress to ensure correct subject-verb agreement, correct pronoun case and appropriate consistence of verb tense (4.2.4.e) | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | | * Observation will be done throughout the lesson as students listen to direct instruction, view the video, and work individually and/or in groups. | | |
| **Key Questions**: | |  | | |
| **Products/Performances:** | | * Students journal entry (writing prompt) * Song lyric subject-verb agreement * LOTF long answer prep * Lexicon list (sponge) | | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Education English Language Arts Program of Study * http://busyteacher.org/11279-somebody-that-i-used-to-know-walk-off-the-earth-5.html | | | * SMARTBoard with document projection capabilities * Keynote * *Somebody That I Used to Know* lyrics handouts (x23) and teacher key * Students’ pens/pencils * Students’ portfolios | |
| **PROCEDURE** | | | | |
| **Introduction** | | | | **Time** |
| ***Advance Organizer/Agenda*** | | 1. Prayer/Attendance 2. Writing prompt (creative) 3. Mini lesson: subject-verb agreement 4. LOTF long answer prep 5. Portfolio work time 6. Hand back assignments/feedback | |  |
| ***Expectations for Learning and Behaviour*** | | Students’ cellphones will be turned off and put away, since they are not required for today’s activities. | |  |
| ***Attention Grabber*** | | Prayer/Attendance  Overview of today’s agenda as written on the whiteboard  **10-Minute Writing prompt:** Creative image (See Keynote) | | *Until 10:40 a.m.* |
| ***Assessment of Prior Knowledge*** | |  | | *Until 10:50 a.m.* |
| ***Transition to Body*** | | Because it’s Friday, it means we’re going to do a writers’ workshop before giving you time to prepare for Monday’s test on Lord of the Flies. | |  |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | **Mini-lesson subject-verb agreement:** See Keynote  Schmoop video (5:04)  It’s time to put your knowledge to the test. Who’s familiar with the song “Somebody That I Used To Know?” But are you familiar with 5 people playing 1 guitar? Watch the video and then I will ask you to find the verbs in the lyrics that do not agree with their subject. (4:23 video)  After video, hand out the lyrics and read the directions aloud. Ask students to form groups of no more than 4 students to underline the verbs that are incorrect and rewrite the majority of the sentence on the sheet or another piece of paper. First one is done on the worksheet as an example.  When students/groups finishing finding the errors, teacher asks groups to identify the errors. See Key. | | | *Until 11:20 p.m.* |
| *Assessments/ Differentiation:* | Direct instruction portions and the video appear on the SMARTBoard to aid visual and auditory learners. Students may work individually or in groups. Class discussion follows. Teacher writes students’ corrected sentences on the whiteboard. | | |  |
| ***Learning Activity #2*** | **LOTF test prep**  Review allegory definition and how it applies to LOTF (see video)  Students may work individually or in groups. What reasons would critics give to argue that LOTF is an allegory? Ask students to consider situation, characters and themes. Conclude with class discussion. Teacher writes students’ contributions on the whiteboard. | | | *Until 11:45 p.m.* |
| *Assessments/ Differentiation* | Activity instructions remain on the SMARTBoard during the entire activity. Students may work individually or in groups. Class discussion follows. Teacher writes students’ contributions on the whiteboard so students may record them. | | |  |
| ***Learning Activity #3*** | **Lexicon work**  If time allows, students add to the lexicon in their portfolios using the CIA strategy. | | | *Until 12:18 p.m.* |
| *Assessments/ Differentiation* |  | | |  |
| **Closure** | | | | **Time** |
| ***Assessment for Learning:*** | | Students’ completed subject-verb agreement worksheets and rewritten corrected sentences | |  |
| ***Feedback From Students:*** | |  | |  |
| ***Feedback To Students*** | | Did students stay on task? Get to work quickly? Transition well? Participate in group and class discussions? | |  |
| ***Transition To Next Lesson*** | | Feedback before handing back assignments. (see Keynote)  Hand back assignments. | |  |
| **Reflections** | | | | |
| ***What went well? What changes would you make in your planning? What have you learned to improve upon future instruction?*** | | After students complete the subject-verb agreement activity, have them return to their seats before starting the class discussion. Remaining in groups once their work was done made it too tempting to chat. | | |

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE: \_\_\_\_\_\_\_\_**

There are 15 verbs in the lyrics that do NOT agree with their subject. Underline the verbs that are incorrect and re-write the majority of sentence below.

Now and then I thinks of when we were together, like when you said you felt so happy you could die.  
I told myself that you was right for me, but (I) felt so lonely in your company.  
But, that were love and it are an ache I still remember.  
  
You can get addicted to a certain kind of sadness, like resignation to the end, always the end.

So, when we found that we could not make sense, well you said that we would still be friends, but I'll admit that I was glad that it were over.  
  
*But, you didn't have to cut me off,  
(to) make out like it never happened and that we was nothing.  
And, I don't even need your love, but you treats me like a stranger and I feel so rough.  
No you didn't have to stoop so low  
(to) have your friends collects your records and then changes your number.  
I guesses that I don't need that though.  
Now you**is just somebody that I used to know.*  
  
Now and then I thinks of all the times you screwed me over.  
Part of me believing it were always something that I'd done.   
But I doesn't want to live that way,  
reading into every word you say.  
You said that you could let it goes and I wouldn't catch you hung up on somebody that you used to know.

1. **I** think of when we were together.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ 13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_