|  |  |  |
| --- | --- | --- |
| **21st Century Lesson Cycle Template** | | |
| **Grade: 7 -9 Subject: English – Writing**  **Unit: The Writing Process** | | |
| **Driving Question:**  *Can you independently write 2-3 paragraphs on a specific theme/topic with supporting details using the writing process*? | | |
| **Outcomes:**   * *Students will write detailed sentences using 5-8 words.* * *Students will use the writing process to independently write 1-2 organized stand alone paragraphs on one topic or theme.* * *Students will use an editing checklist to review their work.* | | |
| **Expected Time:**   * 6x30 minute classes * First two classes are introduction, learning and practice. Last four classes are using what they have learned and creating written paragraphs at their own rate. | | |
| **Resources:**   * [Video](http://my.brainshark.com/The-Writing-Process-flipped-262016206) * Student ipads pre-loaded with writing, organization and creativity tools. * Writing rubric | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):   * Pre-class work: Introduce the concept of the Writing Process. Ask students to watch the [video](http://my.brainshark.com/The-Writing-Process-flipped-262016206) as their “homework.” | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
|  | Teacher does (I Do):  Class #1:   * I start the class with giving details about a bright and colourful Halloween picture that I am looking at while asking the students to create a picture in their heads about what I am describing. Students do not see the picture. Called Visualizing and Verbalizing. * Show them the picture and ask if their picture in their head looks like my picture.   + What words did I use that helped them make a good picture?   + What would be other words or details that I could have used to help create a better picture?   + What would be helpful key words to use to help guide students to use vocabulary that would help see better, detailed pictures   Class #2:   * Review 8 Steps of the Writing Process from video   + Have video ready to play if needed.   + Ask students questions about the names and expectations in each step.   + Use visuals to support student learning.   Classes #3-6:   * When students have finished the entire process about a Halloween picture, including “publish”, they can now begin the next paragraph. This activity is done best with a smaller group.   + “I do” – I will unwrap and eat a caramel, using my 5 Senses to provide details about the   + you do, we do, we share. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
|  | Individual student work (You Do):  Class #1:   * Next step, get a partner and find a Halloween picture that you can describe to your partner. Using details, describe your picture to your partner who then creates a picture in their head. Show the picture and see how similar your pictures (physical and mental) are. Give feedback about the types of details that were given. Switch roles. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
|  | Group work (We Do):  Class #1:   * Share key words that prompted you to provide great details. Create a class list while each student makes their own version of the list in their app of choice. * Students continue to practice visualizing and verbalizing different Halloween pictures and partners by using the prompts from the Key Words from list above. 5 minutes per picture per partner.   Class #2:   * Step #1: Using Visualizing and Verbalizing strategies, start by creating a picture of Halloween in your head to create their brainstorm.   + Describe what you see.     - Give details about what you see (use colours, numbers, shapes, sizes, background, etc. to describe in detail what you see so others can “see” your picture too.   + How do you feel about what you see?   + Document ideas using Inspiration app. * Step #2: Rough draft:   + Take ideas directly from individual brainstorms and begin to put them into sentences.   + A paragraph is made up of 4-6 sentences:     - Opening sentence – introduce the topic     - Middle - 2-4 sentences with 1-3 details in each one.     - Closing sentence – summarize your paragraph. * Step #3: Revise:   + Read your paragraph out loud or use the text to speech on your iPad app to read your paragraph out loud to you. Listen carefully and ask yourself….     - Does it make sense?     - Should I add more details?     - Did I really say what I wanted to say?   + Now go back and revise your work. You can always improve your work.      * Step #4: Edit   + Using your editing checklist, check your paragraph for   + Capitals: for the word, “I”, the beginning of sentence, and proper nouns   + end mark: ,?!   + complete sentences: must be a complete thought. …..   + spell check…….. * Step #5: Conference with a peer or adult   + Share your paragraph with an adult or peer. Look for something you liked in the paragraph and share it with your partner. For example, you could say, “I like how you…..”   + Give suggestions as to how your partner may improve their paragraph. You could start with, “Did you think about… or you could try to….”   + Use the Conference Sheet given in class to help guide you. * Step #6: Revise… again   + Now that you have some suggestions as to how to improve your writing, add these ideas to your paragraph. Add some details, fix your grammar, edit your punctuation… make your paragraph better!     - Does it make sense?     - Should I add more details?     - Did I really say what I wanted to say? * Step #7: Edit…. Again   + Check your work over one more time for:     - Capitals: for the word, “I”, the beginning of sentence, and proper nouns     - end mark: ,?!     - complete sentences: must be a complete thought. …..     - spell check…….. * Step #8: Publish * Share your work with others!! Be proud of what you have accomplished!   + Present it   + Print it   + Share it by email   + Pass it in | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
|  | Individual student work (You Do):  Class #2-6:   * From here, students begin to progress at their own rate with adults prompts and check ins to ensure steps are being followed correctly. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| Class share (We Share):   * Students share their pieces of work or they are displayed for all to see. | find, validate  remember, understand  collaborate, communicate  analyze, synthesize  critical thinking  evaluate, leverage  create, publish  citizenship |
| **Lesson Wrap Up:**   * End each class with specific Exit Pass. | | |
| **Differentiation/Modification/Enrichment**:   * The Writing Process is differentiated by nature in presentation and assessment, meaning students can move through the steps to assessment at their own rate. | | |
| **Assessment:**   * End each class with specific [Exit Pass](#ExitPass). * Students submit all documents from the Writing Process as each sample is completed. * Brainstorm, first draft, edited work and writing checklists, final copy | | |

Pass



Day 1:

Name the 8 steps of the Writing Process





Pass

**Day 2:**

* Which stage of the Writing Process did you spend the most time on today?
* Describe this stage of the writing process.



Pass

**Day 3:**

* You should have collaborated with an adult or peer about your writing today.
* What did you learn about your writing?



Pass

**Day 4:**

* Today you should have completed an editing checklist.
* Which parts of the checklist did you like and why?
* Which parts of the checklist did you not like and why?

|  |  |
| --- | --- |
| Parts I liked and why….. | Parts I did not like and why… |



Pass

**Day 5:**

* How are you doing with adding details to your writing?
* Can your peers visualize what you are writing about? Why or why not?



Pass

**Day 6:**

* You have completed at least one piece of writing using the Writing Process. What did you think of the process? What did you like and what did you not like? Give supporting reasons for your choices.

|  |  |
| --- | --- |
| Parts I liked and why….. | Parts I did not like and why… |

[Back](#end)