

LESSON PLAN

Edinburgh

DURATION: 45 Minutes

Grade: six

Room: 13

Goal	This lesson will focus on encouraging students to write using a more sophisticated and descriptive vocabulary. By the end of the lesson, I aim to reinforce the students' understanding of the importance of a good word choice when writing.
Objective	Students will demonstrate their ability to paint a picture with words by writing a couple of sentences describing their castles' special banquet menus. These sentences will later be posted on a website that I created.
Mels competencies	During this lesson, students will construct a profile of themselves as writers. They will specifically learn that word choice is a salient criterion for "good" writing. Students will additionally be expected to contribute to team efforts. Specifically, they will be expected to actively participate within their given groups to create a short description of their castle menus.
Differentiated Instruction & Adaptations	Differentiated Instruction The lesson provides an oral component (i.e. group discussions) for auditory and verbal learners, as well as a visual component (i.e. Smartboard slides and a YouTube clip) for visual learners. Adaptations Students will be working in groups where they will be able to help each other complete the assigned tasks. No adaptations will be required since students who struggle with language arts will be able to use the support of their peers to complete the required work.

Materials	• Access to Smartboard & Smartboard Slides • Youtube clip • Class list (for evaluation) • Laptops • Loose-leaf paper • Pens, pencils and erasers • USB Keys • Access to Internet • Access to the students' medieval folders
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Subject	Language Arts
Self-Reflection	The professional goal of my lesson is to communicate clearly both orally and in written form . Specifically, I would like to help students understand the class material through class discussions and the appropriate scaffolding. Clearly communicating the importance of proper word choice can act as a challenge for me and I look forward to this learning experience.

Preparation

- During a prior lesson, the students worked in groups of 4-5 where they used Publi-Sac food coupons to create appetizer, entrée and dessert menus. This lesson will act as a continuation of the prior activity.

Engage

- I will begin the class by showing the students a one-minute video clip, which will demonstrate the effects that an author's word choice has on his/her audience. Please refer to the link below:

<https://www.youtube.com/watch?v=fqCZn5W3WDs>

Explore

- After having seen the video, I will have the students take part in a short discussion. We will be looking at the techniques that the protagonist in the video used in her dialogue to describe the weather.
- My goal for this discussion is to have students recognize the importance of descriptive writing and the effects that metaphors can play.

Explain

- I will post a picture of a dish and have the whole class work together to describe it as if their eyes and taste buds could speak. They will be restricted to 1-2 sentences.



- I will be there to help the class during this process and I will encourage them to use an online thesaurus and metaphors. (These tips will be posted on the Smartboard.)
- Once the students completed their description of the dish, I will show them one that I made.

Elaborate

- I will use a PowerPoint presentation to remind the students what an appetizer, entrée, and dessert is. I will also remind them of the about the Publi-Sac lesson that we had.
- Students will be asked to describe their appetizers, entrees, and desserts in 1-3 sentences for each dish.
- They may also find online pictures representing their three dishes.

- Once students have completed their task, they will post in on the website with my help.
- Before sending the students off to work I will explain and post the steps for this task. Please refer to the steps below:
 - Pick jobs for your group members
 - Note taker
 - Time manager
 - On task manager
 - Someone to take their laptop
 - As a group you will come up with notes for describing each dish and you will select pictures.
 - You will type out your notes and post your menus on the Caste Website.
 - I will help you post your menus on the website.
- I will also be evaluating you on your participation. See rubric below:

Needs Improvement	Developing	Okay	Very Good	Excellent
1	2	3	4	5
Not participating or contributing to the group.	Requires prompting from teacher to stay on task.	Contributing to the group but not doing 100% of what's expected	On task	Completely on task and demonstrates leadership & cooperative skills.

- If there is time remaining, students will have the opportunity to finish their castle blogs and KWL charts, which they began at the start of the semester.

As the students work, I will walk around and help them with any inquiries that they may have regarding the class material and/or work.

Evaluate

- During the lesson, I will be assessing two factors: the students' participation and their ability to paint a picture with words.
- Participation:
 - I will assess the students' participation five times throughout the group activity. As the students work in their groups, I will look around to see if they are on task. Students who are not task will receive an x on my private class list. Every x will deduct one mark out of 5.
- Word Choice:
 - After the lesson, I will review the students' menu descriptions. This will allow me to formatively assess the students' general understanding of descriptive writing.

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