Learning Evaluation Situation (LES)

Victoria Allen, Meghan Hutt, Tori Fournier, & Kirsten Stubbert

EDU 321 – Methods in the Teaching of Language Arts I

Daniela Fernandes

April 10, 2023

Theme/Concept & Big Idea:

- Our LES will be focusing on Story Writing and will be directed towards cycle 3 - Grade 5/6
- Each lesson will focus on:
    - Theme
    - Setting
    - Characters
    - Plot

- The **theme** for our story writing will be summer, whereas our big idea will focus on adventure.

- **Intro Lesson:** Introduce them to writing a story and give them the guidelines of the process (create rubric for this); Generally, introduce what theme, setting, characters, and plot is, giving examples of each. Give them 15 minutes to brainstorm their own themes. (Find the different characteristics in books) (Victoria)
- **Lesson #2**: Setting/ characters (Tori)
- **Lesson #3**: Plot and starting rough draft of story together (Kirsten)
- **Closure lesson:** finishing and sharing stories online on book creator or google docs/word. (Second class = book share) (Meghan)

Justification:

- **Why this level/grade?**
    - It is an appropriate time to prepare the students to draft their work, do revision, editing, and publishing.

- **Why teach story writing?**
    - **o** Allows students to express their thoughts creatively
    - **o** Helps student clarify their thinking and teach them to express that in writing in an organized way
    - **o** Help them search for identity
    - **o** Helps them explore characters, settings, themes and plot.

Progression of Learning:

Understanding the writing process: In each context or situation, the student understands how to apply stages of the writing process to write a text.

1. **Prewriting**
    a. Examines models of text type through immersion into the text
        i. Features of text, strategies author used to craft the text

2. **Drafting** (Initial version(s) of texts)
    a. Adjusts writing decisions to purpose and audience
    b. Connects needs and expectations of a specific audience to writing decisions
        i. The register and syntax of a postcard, flyer and letter are different

ii. Provides additional details or information, sequences events or information to enhance reader's comprehension

3. **Revision** (Making changes to content of text and/or message and/or meaning)
    a. Deletes unnecessary details and/or information

4. **Editing** (rearranging/re-ordering what has already been written and proofreading)
    a. Rearranges sentences and paragraphs for clarity and effect

5. **Publishing** (Seen in cycle 2 – but could be used for this activity)
    a. Selects layout and highlights relevant structures and features to enhance the presentation
    b. Feedback: seeks and provides throughout all stages of the writing process

LES Unit Schedule: April
(Writing Process Lessons)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Introduction Lesson	4	5 Lesson #2: Settings and Characters	6	7	8
9	10 Lesson #3: Part 1: Plot presentation	11	12 Lesson #3: Part 2: Book Analysis	13	14 e	15
16	17 Lesson #3- Part 3- Brainstorming and Rough Drafts	18	19 Part 1 – Closure Lesson Putting book together, finishing touches	20	21	22
23	24 Part 2 – Closure lesson Book Share	25	26	27	28	29

Student Name:_____ Total Points (out of 80): _____ Grade %:_____

Standard Focus	Does Not Meet 7pts	Almost Meets: 8pts	Meets: 9 pts	Exceeds: 10 pts
Event/Experience	Does not develop a real or imagined experience	Develops real or imagined experiences or events but is difficult to follow throughout the narrative.	Clearly develops a real or imagined experience or event	Clearly and creatively develops a real or imagined experience or event
Situation, Narrator, and characters	Situation cannot be identified, and narrator/characters are not introduced	Establishes a situation (problem) but DOES NOT introduce a narrator and/or characters OR Does not establish a situation (problem) but DOES introduce a narrator and/or characters	Clearly establishes a situation AND includes a narrator and/or characters	Clearly establishes a situation and clearly introduces the narrator and/or characters
Sequence of events	Inaccurate or unclear sequence of events	Sequence of events unfold, but are awkward in places	Sequence of events unfold naturally	Sequence of events unfold naturally and subtly
Dialogue and description	Includes no dialogue and/or descriptions	Uses some dialogue and/or description to develop experience and events	Accurately uses dialogue and/or description to develop experiences and events	Consistently and concurrently uses dialogue and/or description to develop experiences and events throughout the narrative.
transitions	Includes no transitional words, phrases or clauses	Uses some traditional words, phrases and clauses	Uses a variety of transitional words, phrases and clauses	Uses a variety of transitional words, phrases and clauses to manage the sequence of events
Word choice	Uses unclear words or phrases to tell the story	Uses some concrete words/phrases to talk about the experience or event, but is unclear or inaccurate in places	Uses concrete word/phrases to talk about the experience or event	Uses concrete words/phrases to precisely talk about the experience or event
Sensory detail	Includes no sensory details	Uses few sensory details to describe the experience or event or uses only one type of sensory detail.	Uses sensory details to describe the experience or event	Uses a variety of sensory details to precisely talk about the experience or event
Conclusion	Does not provide a conclusion	Provides a conclusion	Provides a conclusion that follows the sequence of the narrate d experience or event	Provides a strong conclusion that follows the sequence of the

				narrated experience or event
	Sub-Total =	**Sub-Total =**	**Sub-Total =**	**Sub-Total =**

Learning Plan: ELEMENTARY & SECONDARY[1]

Student Teacher	Victoria Allen				
Date		Start/End Time	60 minutes	Room	

Title of lesson	Themes for our stories	Grade level	Grade 6
Subject	*ELA*	Topic	*Theme, characteristics in a story*
Relevance	*Students will view the five characteristics in a story, our focus for the introduction is for students to be able to come up with a theme for their short stories. Learning and coming up with a theme will be the structure for their story making.*		
Materials/Resources Required	*Teacher will need:* - https://www.youtube.com/watch?v=xwkKBIzpRXE *-Computer/ projector* *-Books for students to look at* *- Worksheet for brainstorm* *- Worksheet for story* *Students will need:* *-Pencil case (pencil, eraser, highlighter)* *- Paper* *- Whiteboards/ dry erase markers*		
QEP Subject Area Competencies	*Competency 2: To Write Self-Expressive, Narrative and Information- Based Texts* *Key Features:* 1. *To integrate his/her knowledge of texts into own writing* 2. *To follow a process when writing* 3. *To self-evaluate their writing development* *Students will develop this competency by producing a narrative text, they will use information from this lesson to better their writing and start thinking about their writing. Students will also be starting to brainstorm for the writing of their stories, they will learn how to follow the process of writing throughout the lessons and review their work to see if their theme aligns with the rest of their lesson.*		
Learning Objectives	*I will be able to define what the theme of my story will be.* *At the end of this lesson, I will be able to understand what the theme means and be able to identify it in a story.*		
Guiding Inquiry Question(s)	*What is a possible example of a theme?* *How can we find a theme in a story?*		

[1] *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner (McGill University)*

Lesson Timing 10 minutes *How will the lesson unfold?*	Introduction (hook): *Who Wants to write a story?* *Introduce the topic of adventure and our big idea being adventure.* *Students will be told that we will be creating their own stories throughout the upcoming weeks.* *What are the five elements to a story, does anyone know?* *Proceed to mention them, Theme, Setting, Plot, Character, and Conflict.* *Today we will focus on the theme of our stories, raise your hand if you know what theme means.*	Student will know: *Students will know how to find themes in stories, as well as write their own theme for stories they will be creating and finding the underlying meaning they want their audience to understand.*
45 minutes	Development (Learning activities – step by step sequential procedure): *Students will be sitting at their desks; they will be first provided with a short description of the theme. The theme is the meaning that you want your audience to get from your story. It is the purpose of your story.* *Students will then watch this video which demonstrates what theme is and an example from a story.* https://www.youtube.com/watch?v=xwkKBIzpRXE Once students have watched this video ask them what they have learned from it. The teacher will read worksheets with short stories out loud to the class and ask students to write down on a whiteboard what they think the theme might be. Once this is done, students will be handed a piece of paper with a brainstorming activity, they will need to come up with a theme that they want their stories to have. They must fill out the sheet and keep it in their folders for when they write their rough draft. Remind students the more detail the better. Students will have time to revise their themes and change anything if they want to with the amount of time they have.	Students will understand: *Students will understand why it is important to have a theme in your story. They will explore different themes and how these add onto your story's development.*
		Students will do: *Students will complete their brainstorming on themes and be able to find themes in stories.* Cross Curricular Competencies: *<u>Competency 4: To Use Creativity (p.22):</u>* *This cross curricular competency focuses on the use of creativity when working on something, for this project students will use creativity by being creative when thinking about their themes, they will have the opportunity to*

5 minutes		*navigate the theme they would like to have in their story writing. Students will take risks in applying the concept of theme to their writing.* *<u>Competency 5: To Adopt Effective Work Methods (p.26).</u>* *This cross curricular competency will be practiced during this assignment by understanding what they must do in order to successfully complete the task, students will show initiative in coming up with their themes.*
		Broad Areas of Learning: <u>Personal and Career Planning (p, 45):</u> Educational aim of this competency: To enable students to undertake and complete projects that develop their potential and help them integrate into society. Students will demonstrate this competency throughout the creation of their books. They will be able to go through their entire plan for their themes and be able to apply them in further lessons when it comes time to write their stories.
		Universal Design for Learning/ Differentiation/
		Students will have a visual and audio version using a Youtube video, giving examples and an opportunity for them to practice this as a class is a good way that all students get a general understanding of what a theme is. <u>EDI considerations</u> *Students are free to write about whatever they want regarding their stories; they will be shown that themes can touch upon multiple big ideas.* *Students are free to choose their themes, plot, character, and settings. This provides them with the freedom to include whatever they want.* *The sources used don't demonstrate EDI considerations because there isn't much to them.*
	Closure (transition): *Students will regroup as a class; we will have a sharing circle at the front of the classroom. Students will share what their themes are for their stories, they will explain why they chose this theme.* *Students will be reminded why theme is so important for writing stories. Without your theme your stories have no meaning and no direction, it is important to have a clear meaning for your readers.* *At the end of this, I will ask students to give me 5 if they are confident they could define theme for me and point it out in a story, 4 if they could define it but might have a hard time finding it, 3 if they could try and define it but might need help and a fist if they still have no clue what theme is and might need to talk to me after class for extra help.*	FORMATIVE - Assessment FOR learning:
		For this assessment it is important that students understand what each step of the writing process entails in order to create a complete story, students will be gradually evaluated through each lesson of this unit. Students need to be able to complete this task in order to move on to our next lesson.
		FORMATIVE - Assessment AS learning:
		For this assessment students will demonstrate their understanding of themes by keeping their brainstorming activity and sharing it with the class at the end of the lesson, they will evaluate if their understanding of theme was correct.
		SUMMATIVE - Assessment OF learning:
		For this assessment students will provide their understanding of the theme by showing the teacher their brainstorming for their themes, teacher will evaluate if students understood the task or not.
Further Considerations:		

Students who might need extra help will have the opportunity to talk to me while everyone is working, and if they need more help, they could listen to some of their classmates' ideas in our sharing circle and talk to me after for extra help.

Reflection:
How have students engaged in the content and learning strategies? What could you do differently to improve the intended learning?
Professional Competencies:
For this lesson I would like to work on professional competency 4: Implement teaching and learning situations. I think this is important to work on for this lesson because it is the foundation for their story building. Having students know what the learning objectives are so that they can accomplish them is a good way to implement this professional competency.

References

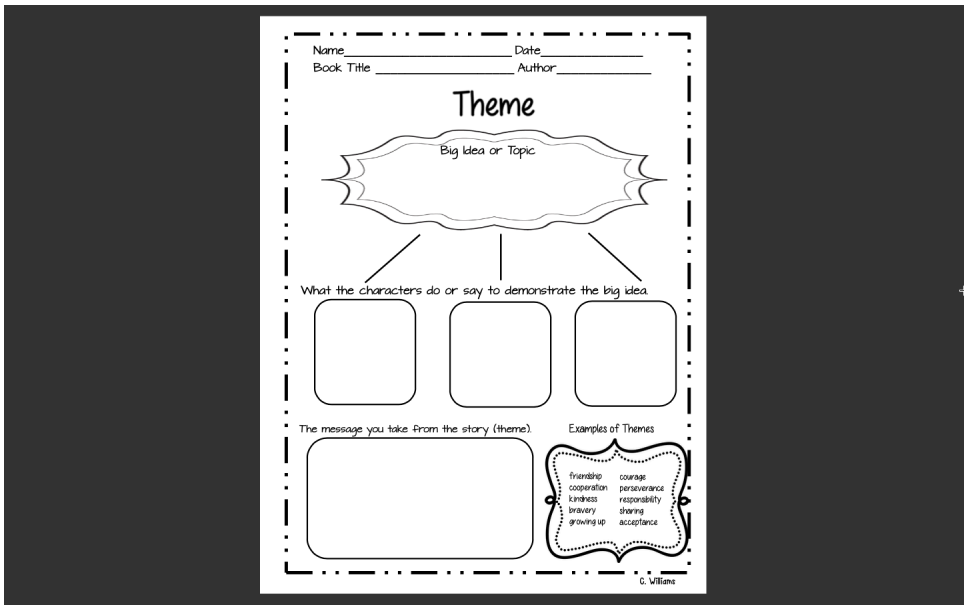
Gouvernement du Québec Ministère de l'Éducation (2021). *Quebec education program: Elementary education.* http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/

Theme worksheet 2: Reading activity. Ereading Worksheets. (n.d.). https://www.ereadingworksheets.com/worksheets/reading/theme/theme-worksheet-02/

Theme Graphic Organizer Free. (n.d.). TPT. https://www.teacherspayteachers.com/Product/Theme-Graphic-Organizer-Free-1519311?epik=dj0yJnU9Um51UWdSLUNxekxxY1ZBRExDeWpOOVRWS08zbFVCNjgmcD0wJm49bXVrVHVkZjJoMlFNa1BlWGNadTNBQSZ0PUFBQUFBR1FqcHhv

Appendices

Appendix A: Brainstorm Worksheet



Learning Plan: ELEMENTARY & SECONDARY[2]

Student Teacher	Tori Fournier				
Date	April 5th	Start/End Time		Room	n/a

Title of lesson	Places and People	Grade level	Grade 6
Subject	*English Language Arts*	Topic	*Setting / Characters*
Relevance	*The students will be expected to create a short story of their own, thus, having background knowledge on setting and characters will be essential.*		
Materials/Resources Required	- *Pencils* - *Setting + Character Worksheets* - *The book Owl Moon by Jane __* - *The book Amazing Grace by Mary Hoffman*		

[2] *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner (McGill University)*

QEP Subject Area Competencies	- *Competency One: To read and listen to literary, popular and information-based texts. Students will analyze the structures and features (settings and characters) in stories and in return understand how they can incorporate these into their own writing. Students will interpret texts to understand what the setting looks like and what it consists of based off of what details they are presented with. Generally, students will have this ability to transfer information that is presented in texts into information that can further explain characters and setting.*
Learning Objectives	*Students will know how to recognize and describe important features of stories (setting and characters).* *"I will learn about setting and characters."* *"I will learn how to describe settings and characters"*
Guiding Inquiry Question(s)	*What is a setting?* *What goes into creating a setting?* *What are characters?* *Who is the main character?* *What features/traits does the main character display?*

Lesson Timing	Introduction (hook):	Student will know:
5 minutes	*In recent lessons, we have spoken a lot about themes in stories, what are some other features that are important for writing a story? "* *If students respond with the answer, you can direct them right to the intro to characters and setting, if not they should be told:* *"Those are some good thoughts, but not exactly what we will be looking at."* *"In this lesson, we will be discussing the setting and characters in stories."*	*Students will acquire knowledge that is based on the terminology of the features of a story (in this case, settings, and character). Regarding setting, students will know what a setting is, what creates a setting and what impacts the setting has. In terms of character, students will know what goes into creating a character. This means they will have the ability ultimately to recognize features and traits.*
45 minutes	Development (Learning activities – step by step sequential procedure): For this lesson the teacher will analyze two short stories which will have a large focus on setting and character. "First, we will start by discussing the setting since characters cannot exist without a place to be. " "The setting is the time period and the place in which the story occurs. For example, right now you are in our classroom and the year is 2023 so your setting would be Ms/Mr. __'s classroom during the daytime in 2023. " To further explain setting the teacher should refer to the story Owl Moon by Jane Yolen. This story has a wide variety of descriptive phrases which refer to the setting. The story uses words such as - "Winter night" - "Trains and dogs" - "Woods"	Students will understand: *Students should understand what characters and setting are. Students should also understand the impact that these features have on the story-writing and reading process.*

- "Feet Crunched over the crisp snow"

"All of these contribute to your understanding of the setting. We know because of these words that the story is taking place in a forest during the wintertime. We also have additional information that tells us what we would see if we were there – such as trains and dogs."

After reading the story, students should be asked to fill in the setting worksheet. (FIGURE 1 IN APPENDICIES)

The worksheet contains guiding questions to describe the setting

- Where does the story take place?
- What season is it?
- What time of day is it?

The worksheet also has a place where the students can describe the setting using the five senses (see, taste, touch, hear, smell)

- See: students will describe the items that they can see or are told they can see. For example in Owl Moon this would be the dogs, trains, and even trees.
- Taste: Students will describe what they can taste in that area if there is anything. In regards to owl moon they could taste the frigid air.
- Touch: Students will describe the items that they can reach out and touch. This would include the crunching snow, the wet warm scarf, or simply the cold snow.
- Hear: Students will describe what sounds they can hear in the region. This could be the owl hooting, the father calling the owl even the snow crunching.
- Smell: Students will describe the things that they can smell. This could be the trees if it were a specific type, the scarf or even just describing how damp breathing through the nose would feel.

	Once this worksheet is completed, students will move on to analyzing the Character Grace from Amazing Grace by Mary Hoffman. This story describes a young girl that feels as though she should not be restrained by gender norms as she goes along her journey of determination to be Peter Pan in a play. Once the teacher has read Amazing Grace the students will be given a second worksheet on Character. (See Figure 2) The worksheet asks: - Who is the main character? - What does the main character love? Students will then be expected to describe and draw a scene of Grace that they remember and/or relate to. In the book Grace takes on many roles – listening to stories being read, acting like a pirate, Joan of Arc, a spider, explorer, etc. Students could choose to describe and then draw any of these scenes. They will then describe Graces Traits. If students are unaware what a trait is they will be told that they are "The thoughts, feelings, or personality that a character has" For example, based on the adventurer scene they could say that Grace is: - Energetic - Curious - Open-minded	
		Students will do: *As a result of this lesson, students will have the ability to create their own setting and characters.* *What should they eventually be able to do as a result of their learning? (e.g. basic skills, communication skills, thinking skills, research, inquiry, investigation, study skills, interpersonal or group skills)* Cross Curricular Competencies: *Intellectual Competencies* - *To use Information (p.16)* *Students will gather the information that is presented to them in each short story to complete their worksheets on setting and character. In terms of setting, students will have to gather directly stated information and use the visual cues to demonstrate their understanding of the setting.* - *To exercise Critical Judgement (p.20)*

		Students will have to use their critical judgement skills to ensure that they have an accurate depiction of the setting and the characters. Students will explain the different aspects of the setting and justify their chosen character traits / features with information from the story. - *To use Creativity (p.22)* *Students will discover new ways of expressing ideas, for instance if they are trying to explain a cold winter night they will be introduced to picture words such as 'dreary winter' which will apply emphasis to the atmosphere of the setting.*
		Broad Areas of Learning:
		Media Literacy *Students will ultimately have a better understanding of the knowledge and respect for individual and collective rights. Students will have the ability to express their thoughts regarding each text in terms of setting and character. Students will also begin learning the procedure for creating their own story and understand how to begin their brainstorming process.*
		Universal Design for Learning/ Differentiation/
		The information will be presented in a variety of ways, students will be told what the setting is orally and then be provided a variety of examples throughout the lesson. In terms of character, students will be given examples that characters are people/animals/things that speak in stories. Students will also have the opportunity to showcase the information they learn on the worksheets.
	Closure (transition): Once the worksheets have been completed, students will be asked if they have any remaining questions. They will then be told that they should start brainstorming different settings and characters that they would like to see in their own story. This will help students get ideas for where they would like their story to be set and who will play a part in it.	FORMATIVE - Assessment FOR learning:
		While students are working on their worksheets the teacher will circulate and this will act as an assessment for learning. If students have any questions during this period, they can ask and in return further develop their skills. The worksheets will show students their strengths regarding description words and regarding describing characters.
		FORMATIVE - Assessment AS learning:
		Students will be encouraged to use the process of brainstorming after class to help them develop their skills and become prepared for the final story writing activity. What opportunities will you provide for reflection and self-assessment to help students develop, practise, and become comfortable with critical analysis of their own learning?
		SUMMATIVE - Assessment OF learning:
		The book created at the end of the unit will be used to provide evidence of achievement for evaluation.

Further Considerations:

While technology is not a large aspect of this lesson, if the teacher does not have access to 'Owl Moon' or 'Amazing Grace' the teacher could find a read aloud or a pdf of the stories online. Information on setting and character will be provided orally and visually to ensure that learners from all learning styles have the ability to grasp the concept. Students will also have the opportunity to demonstrate their understandings through scenes that interest them the most in the story Amazing Grace.
To continue the lesson based on character, students could be encouraged to create a character sheet of themselves. In this activity students could describe their physical features, draw themselves and then proceed to establish their qualities.

EDI considerations
The lesson unit has no biases against any identities and students will generally have the ability to relate to the chosen books. The story 'Owl Moon' is about a young child and their father going outside to go 'owling' - this is something that the majority of students likely will not have the ability to relate to, but the majority will have the ability to associate with the setting assuming that the lesson takes place in Canada (this is the case for us). The only thing that students will need to be aware of are the senses that a low temperature can affect. When looking at character, students will be looking at a young girl that is trying to complete an action that is typically done by boys (acting as peter pan). This will likely be something that all students will relate to as there is always something that individuals would like to do but they feel restrained by social/gender stereotypes.
Professional Competencies:
This lesson will primarily address competency 2. The educator will be expected to use different modes of expression to ensure that students have an understanding of setting and character. The information will also need to be communicated in a clear manner that ensures that students know what they are looking for in regards to each story feature. For instance, in terms of character students will need to know what it is they are looking for; is it important to mention that the sky is blue, or would the reader get the same visual if you said it was a warm summer day? When describing character traits, it will be important to ensure that students understand what traits are and how they can find them based on only a scene.

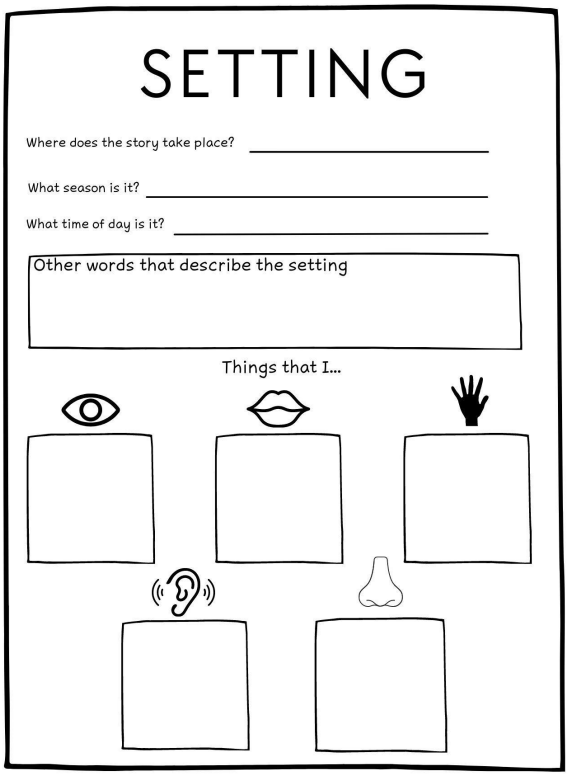
References

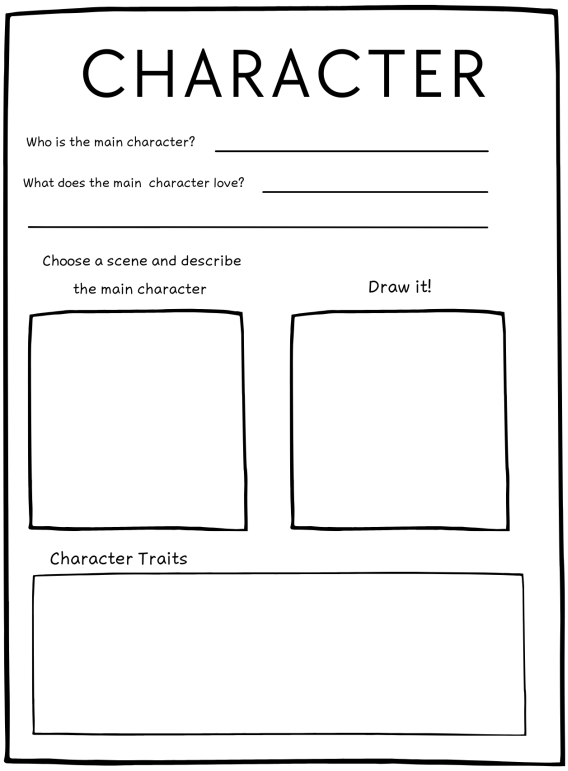
Ministère de l'Éducation (2001). Québec Education Program, Elementary Education. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.

Appendices

Figure 1 (Setting):

Figure 2 (Character):





Learning Plan: ELEMENTARY & SECONDARY[3]

Student Teacher	Kirsten Stubbert				
Date		**Start/End Time**	3 lessons of 50 minutes	**Room**	

Title of lesson	Lesson 3: Plot and Rough Drafts	**Grade level**	Cycle 3
Subject	English Language Arts	**Topic**	*Writing a story*
Relevance	This lesson will teach students how to analyze a story's plot using story books and give directions on how to create their own collaborating with the previous two lessons of theme, characters and setting.		
Materials/Resources Required	*-7 or 8 short children's stories with interesting plots* *- Analysis worksheets (2 for every student)* *-Presentation about plots and conclusions*		

[3] *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner (McGill University)*

QEP Subject Area Competencies	***To Write Self-expressive, Narrative and Information-based texts.*** For this lesson, students will read popular children's story books and analyze which parts of the plot (if any) make an interesting story, they will take the information they have learnt from the children's books and translate that into writing their own stories. Once students have finished their analysis they will follow a specific process of writing, which we have been learning about since the beginning of the unit, to begin brainstorming their writing process.
Learning Objectives	I will learn how to create an interesting plot using character vs X format. I will work with others to analyze the contents of a story book. I will brainstorm ideas about my story using the parts of the story I have learnt from this unit this far.
Guiding Inquiry Question(s)	What types of plots do you see in storybooks? What is conflict in stories? How do characters solve the conflict?

Lesson Timing	**Introduction (hook):**	**Student will know:**
15 minutes	Start by asking students about books they have read and why they like them. What keeps them reading? "Do you enjoy reading? What types of books do you like to read? Why?" Have a small discussion about this with students. Tell students that the thing that keeps them reading is the plot.	*Students will know how plots of stories are written and what characteristics make for an interesting story. They will know how a sequence of events works and how to create interesting conflicts and solutions in their own creative stories and how to effectively brainstorm before the writing process.*
135mins (in total)	**Development (Learning activities – step by step sequential procedure):** *After the hook jump directly into the presentation about different plots.* *Presentation* This is a long PowerPoint, but it is important for students to be introduced to everything in the slides. Therefore, it is important that during the presentation be as engaging as possible. Ask students questions, have students read some information off the slides out loud, etc. just make sure they are	**Students will understand:** *Students will understand being responsible for a big project from start to finish. They will have a deeper appreciation for stories and the extensive steps/process that go into creating one and they will develop their self-confidence while sharing the steps in their creative process and rough drafts.*

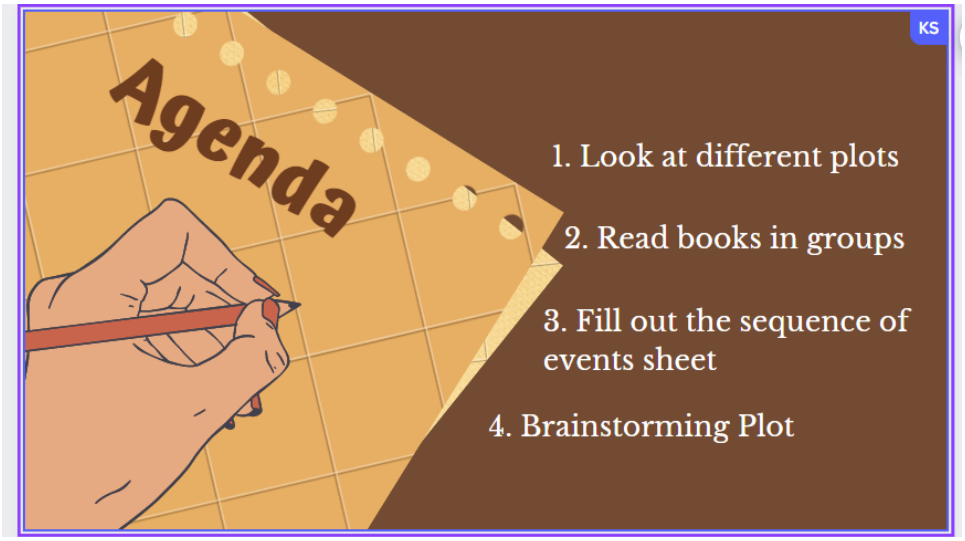
	understanding each slide before you move on to the next. By the time the presentation is done the class will be near the end so if there is extra time have students brainstorm to see if the presentation sparked any more ideas for their story. ***The next class***	
	Begin class with a children's book placed on each of 8 tables and tell students to get in groups to complete the activity mentioned the class before. Have student split into equal groups, split them yourself if that seems easier. Tell them to each read a section of the book out loud to one another until the book is finished and complete the worksheets after. *Worksheet* Hand out worksheets while students begin taking turns reading the book. *The books should be for Kindergarten/ Grade 1 so students should have no trouble reading the books in a short period of time. After reading the books have students write down the characters, theme, setting and describe the beginning middle and end of the plot. What is the conflict? how is it solved? What is the conclusion? Etc. whatever is on the worksheet, have students flip sheet over and write any other interesting things they noticed in the book. After each group is done, create a jigsaw activity and have group members mix and discuss their worksheets, summarize their books and discuss what parts made the book especially interesting. This activity should take up most of the class, if there are groups that are	**Students will do:** *Students will develop critical thinking skills by planning and thinking ahead about the steps about creating their story. They will also develop peer relationships, leadership roles and communication skills during the group activity/jigsaw portion of this lesson.* **Cross Curricular Competencies:** ***To Use Information*** *Students will gather information from different sources, children's books, their peers and the presentation about plots and use the information they have gathered and consider new uses for it to create their own stories.* ***To Use Creativity*** *Students will become familiar with the elements of the plot, begin the procedure of creating their own plot and imagine ways to proceed while using creativity to create their own personal piece of creative writing.* ***To Adopt Effective Work Methods*** *Students will begin this lesson and have time constraints and goals they must accomplish, and they will develop ways of independently finishing these tasks by adopting effective work methods.* **Broad Areas of Learning:** ***Personal Planning*** *Students will be participating in a big project that develop their potential as possible authors or creative thinkers. They will adopt strategies pertaining to this project and during this process become self-aware of their full potential in completing the project.* **Universal Design for Learning/ Differentiation/** *There will be a visual presentation on the board with example, a lecture to go with the presentation for students who enjoy visuals and explanations. There will also be oral group work where peers can help each other with understanding the main ideas and idea making process. During the jigsaw portion of the activity students can work on explaining plots to understand them and asking questions during peer interaction to understand too. Reminding*

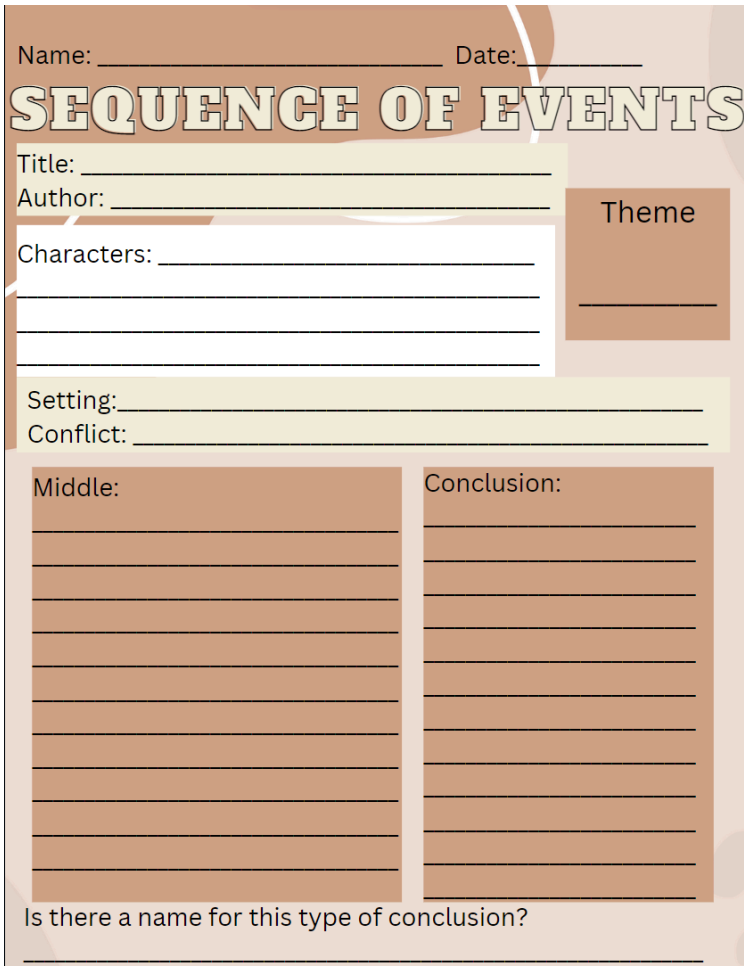
	finished earlier just have them continue their brainstorming ideas. ***Final class for this lesson*** Hand out sequence of events worksheet again but this time have students fill out the paper for their own story. Have students write everything they have brainstormed down on this sheet and let them start the rough drafts of their stories. Students should be entirely independent for this class but circulate the classroom answering questions and proofreading the handouts before students start writing the rough drafts. Give suggestions when necessary.	*students of the deadlines and goal of this project will help keep them motivated.* **EDI considerations** *The project is based on students' own experiences and thought process', even though they have guidelines they have creative reign to create works based on their own identities. The children's books will show different cultures, races, genders, social statuses, etc. Diversity will be shown in the books being read AND created.* *Students with reading troubles can ask peers to help read their portion of the book and students with writing trouble can complete the worksheets with their writing accommodations.*
	Closure (transition): At the end of this class remind students to have their rough drafts finished before class with Miss Meghan. Tell them to think about the audience for their stories and if it is interesting to the readers, maybe read their rough drafts to a friend or family member to see if they have suggestions. This will teach students responsibility and ownership of their own work. Hopefully they will feel a sense of pride sharing their stories as well.	**FORMATIVE - Assessment FOR learning:** Before moving on to the brainstorm teachers can evaluate if students are reading to move on to the final stage by using the guidelines for the rubric without a graded value. **FORMATIVE - Assessment AS learning:** Reading stories to family/friends will help students realize if their stories are fully developed or may need additional work. **SUMMATIVE - Assessment OF learning:** There will be a rubric created with the students during this unit and this will be used for teachers to grade students' work.

Further Considerations:

After this lesson students can move onto the final stage of the project of creating their work on book share and sharing their creations with the class. This is where multimodal learning will come into practice. This lesson is just a building block to this step of the project that incorporates higher order thinking, technology and creativity.

Appendices





Learning Plan: Conclusion & Editing

Student Teacher	Meghan Hutt		

Date		Start/End Time	19th & 24th of April 2-part lesson	Room	

Title of lesson	Let's Make Our Book!	Grade level	Grade 5/6
Subject	*English Language Arts*	Topic	*The Writing Process*
Relevance	*Having the students finish their stories/books is relevant to students because it can help them develop their writing skills, encourage their creativity, improve their language skills and build confidence. They can develop their writing skills through the finished copy because it requires the students to use a variety of writing skills, which includes planning, drafting, revising, editing, and publishing. Students should care because it can help them become better writers and develop their ability to communicate their ideas effectively. Finishing their books will give them a boost of confidence. Although it may seem challenging at first, the students should care because it is a very rewarding process. Once the students successfully complete their book, they are likely to feel a sense of accomplishment and pride, which essentially helps them build their confidence.*		
Materials/Resources Required	• *Chrome books* • *A packet of blank papers for each student (for drawing) (One drawing per page)* • *Pencils* • *Erasers* • *Color crayons* • *Markers* • *Scissors* • *Glue* • *Copies of cover page for each student (Extras should be made available)* • *Copies of Backpage for each student (Extras should be made available)* • *Copies of inside page (Each student should get around 5 – 10 depending on how much they write)* • *Edited copies of their work* • *Access to the school printer* • *Books (For silent reading- when they finished)*		
QEP Subject Area Competencies	*Competency 2: To write self-expressive, narrative and information-based texts* *<u>Key features:</u>* 4. *To integrate his/her knowledge of texts into own writing* 5. *To follow a process when writing* 6. *To self-evaluate their writing development* *By finishing their books, they will be able to achieve each key feature, in an appropriate and professional way.* *How will students develop this competency?* *Students will be able to develop competency 2 through setting clear goals for themselves, planning the book by understanding the important characteristics that need to be put in a book, revising and editing and lastly publishing their book. Setting their goals helps them understand how to follow a process when writing, once everything is in order, they can put their final product together. By planning the book appropriately, they will be able to integrate their own knowledge of texts into their writing. By revising and editing they will self-evaluate their writing development, to see where they started and where they are with the finished copy. By publishing the book, they are showing their final product of their narrative text and showing confidence of how far they have come.*		

Learning Objectives	- *I will develop ways to make personal choices, and how to choose topics and text types during the writing process.* - *I will learn how to produce self-expressive, narrative and information-based texts for a familiar and wide audience.* - *I will learn how to make simple revision and editing decisions.* - *I will learn how to make appropriate choices about structure and features of the text type I am writing, given the purpose, audience, and context.*
Guiding Inquiry Question(s)	- *How can you use your book to inspire others and make a positive impact in the world?* - *How can you use the skills and knowledge you gained from making this book to tackle other creative projects or challenges in your life?* - *What challenges did you face during the writing and editing process, and how did you overcome them?* - *What inspired you to choose this topic for your book, and how did you decide on the content and structure?*

Lesson Timing 5 Minutes *How will the lesson unfold?*	Introduction (hook): Editing *The lesson will start with the students sitting at their desk with their corrected writing Infront of them. The teacher should ask how the students are doing, and make sure everyone is okay. Before starting the lesson.* *Afterwards, the teacher will say "We are going to finish our books today! To do this we need to first fix the mistakes, and then put the corrected writing either on a google doc and print it or using the book creator app and print it the choice is yours! The only thing I want done by hand for sure is the drawings that go with each page. By this point everyone should have a rough draft of their drawings so just the coloring needs to be done."* *- There will be a few minutes for those who have questions or want to ask for approvement of pictures/writing.*	Student will know: ● *Students will acquire knowledge on how to properly put all characteristics of a proper story into a book. (Setting, plot, themes, characters).* ● *Students will acquire knowledge on how to properly edit their writing* ● *Students will acquire knowledge on how to use the book creator app* ● *Students will acquire knowledge of implementing presentations/book shares*
30 Minutes	Development (Learning activities – step by step sequential procedure): Putting the book together Step 1: Allow the students to work individually on putting their edited copies on google docs/book creator. Step 2: Walk around the room to assure every student is on task and answer any questions as they arise. Step 3: As the students finish their books online, the teacher will help them print them and there will be one student assigned to go and get the printed books from the printer.	Students will understand: ● *Students should understand how to create a book* ● *Students should understand how to present their book* ● *Students should understand how to edit their writing* ● *Students should understand how to evaluate their own work*

	Step 4: When the student has their printed book, they will put their hand drawn pictures on the correct pages and staple the book together. There will be a standardized cover page and back page, there will be a space on the cover page for a personalized drawing and a space for the author's name and the date published. They will need to finish the cover and back page before stapling it together. Step 5: For those who finished before others will be able to do silent reading, while waiting.	
		Students will do: ● *Students will be able to have basic communication skills (presentation)* ● *Students will be able to work in groups or individually* ● *Students will be able to edit their future writing* ● *Students will be able to create a book or long writing* ● *Students will be able to use the writing process terminology in their education*
		Cross Curricular Competencies: *<u>Concept 4: To use creativity</u>* *The students will develop this cross-curricular competency through using a broad range of internal and external resources and entails finding imaginative ways to deal with constraints that at first glance seem insurmountable. Each student will be focusing on a subject that they are comfortable with but may not know everything about. They will have to use their creativity to create their own stories, while using their imagination to keep their stories interesting.* *<u>Concept 5: To adopt effective work methods</u>* *Students will develop this cross curricular competency through performing the task at hand. While using the appropriate resources that are given to them, they should figure out how to manage their time and how to adjust to the materials given. Once they finish the project, they will discover the pleasure and satisfaction of work completed and well done.*
		Broad Areas of Learning: *<u>Personal and Career Planning: Dreaming and making plans...undertaking and completing projects.</u>* *The educational aim: To enable students to undertake and complete projects that develop their potential and help them integrate into society* *Focus of development: Self-knowledge and awareness of his/her potential and how to fulfill it* - *By Writing, editing and publishing the books, the students have an opportunity to showcase their talents and strengths. This process can help them recognize the value of education as it relates to their future careers. As they realize the importance of reading and writing skills*

		in achieving their goals, they can develop both abilities to a greater extent. By successfully completing such a project, they can achieve their educational objectives and unlock their potential for greater integration in society.
		Universal Design for Learning/ Differentiation/
		Since this lesson is focused more on a student's work period, and less content learning there is not much information that the teacher will be sharing, besides giving guidance and answering questions. The students will be able to express their learning/finished products with their peers at the end of the lesson. The interest and motivation levels will be stimulated through the students choosing a topic that they want to write about, essentially this should keep them motivated to finish. EDI considerations - *Each student will be allowed to pick their own themes, characters, plots, and setting. This makes it easier for the students to include their own individualities, and differentiations.* - *This lesson does not include many sources, because it is mainly a work period for the student's finished product.* - *Only the students who want to share their book will, those who do not feel comfortable sharing, do not have to.* - *All the material will be provided by the school, there is no material needed to be bought by the parents/families.*
	Closure (transition): (30 minutes) Book Share The closure will begin with a few questions - What did you enjoy most about writing your book? Would you do it again? - If you could do it again, would you change your book, or something about it? - What did you learn about the topic you wrote about? - What do you think you will do with your book now it is finished? Will you share it with others? If there is enough time at the end of class, the students will share their book and read it to the rest of the class. - They can show the printed version or use the smart board to do like a presentation.	FORMATIVE - Assessment FOR learning: *The students will be assessed through the whole unit plan by assessment for learning. The students will be monitored frequently through the different benchmarks of activities they will complete, to make sure the current instruction and intervention is positively impacting the student's achievement or if it needs to be adjusted. Regarding this conclusion there is no specific assessment for learning.* FORMATIVE - Assessment AS learning: *This will be done through book sharing that the students will do once they have finished their books. They will each have a turn to share their book and reflect on different questions their peers or teacher ask, after they are done reading their book. They will be able to reflect on the whole progress they encountered, what they would have changed, and what they would have kept the same. They will reflect on their progress, and their strengths and weaknesses regarding writing.* SUMMATIVE - Assessment OF learning: *The rubric attached will be how we will evaluate the students learning and progress of the writing process. The finished product of their book will be assessed to see how they have or have not progressed in writing, and what can be done to improve. The students may have some goals already set, that they may have achieved, they can go over it with the teacher to set new ones and check the old ones off their list. This unit plans main goal is to progress in the writing process section of learning.*

	If there are students who did not get an opportunity to present, they will be given the opportunity in the following class. We want to be sure that everyone gets the same opportunity.	
Further Considerations:		
• *The students will be handwriting their draft of their book. This helps them prepare for future academic success. In future education, or job prospects having the ability to write legibly and quickly is essential. This gives the students a skill that will serve them well in the future.* • *The technology is incorporated for the finished product, they use it to write out their story and turn it into a fun and engaging book for their whole class. They can choose to use google docs/word or the book creator app, choosing whichever they are more comfortable with. It helps them improve their use with technology, while also making sure that their writing is eligible for all readers.* • *They will be using creativity to create their own book, it is completely independent work that means that students will have to create everything that goes inside the book from the writing, the drawing, the cover page, the back, and everything in between, especially the drawings!*		

References

Gouvernement du Québec Ministère de l'Éducation (2021). *Quebec education program: Elementary education.*
http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/

Appendices

Appendix A: Cover Page (Students are to add color) & Appendix B: Inside Page & Appendix C: Back Page

TITLE:

AUTHOR:

Page ___

