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| ***LESSON/ACTIVITY INFORMATION*** |
| **Title: Writer's Workshop** |
| **Your name:** **Shannon Hageman** | **Age or Grade Level: 10th** | **Integrated Disciplines/Subjects:** **English** | **Time frame for Lesson:** **50 mins** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| Standards:12.2.1d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination. 12.2.1e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.12.2.1f Provide oral, written, and/or digital descriptive feedback to other writers.12.2.1g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity |
| **Objectives:** By the end of this lesson students will recognize errors in narration, make suggestions for improvement on setting, dialogue, voice, and clarity, criticizing their peers work and offering constructive feedback.  |
| **Assessment:** Students will make 7-8 objective suggestions for improvement on each paper read while recognizing specifically what's working well with the author's traits of narrative. |
| **Materials:** 8 hard copies of student drafts, Writer's Workshop guide, pens, high lighters |
| **LESSON PROCEDURES** |
| **Anticipatory Set: Teacher will conduct think aloud of what makes Narratives unique and what makes for a good story.** |
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| **Teacher will do:**Teacher PreparationTreacher will need to prepare groups and workshop guide prior to lessonActivity Steps* teacher will hand out and explain guide.
* teacher will read intro of sample paper, highlighting the setting, bracketting the *Dad told me to go to the back of the camper* and annotating "dialogue might work better here to let the reader feel tension"
* teacher will ask the students to first read their story outloud
* teacher will then ask students to read peer story silently, marking the text and annotating suggestions, completing the guide
* teacher will ask students to discuss the workshop findings with the silent author (they cannot argue or respond).
* teacher will roam groups during workshop to ensure everyone is on task.
 | **Student will do:*** read their paper out loud, noting places of immediate confusion or wordiness
* read the paper of their peer silently
* highlight setting
* Annotate what’s working well, what can be improved. Note specific questions for the author: what do you want to know, what’s missing, what could help you “enter into the setting” better and see it as the author sees it?
* Bracket an area that the author summarizes instead of using dialogue. Suggest two places in the text that the author might want to consider using dialogue and why you think this will be more effective.
* Circle any boring verbs: was, were , they said, is. Also circle: Then we, then they, and then I remember….
* In three to four lines, summarize what paper is about
* In three to four sentences, tell what is working well with the story- without using "I like this because…”
* In three to four sentences, tell the author what you are concerned about with their writing- what are you still wanting to know, what suggestions or questions do you have?
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| **Closure:** Students will consider the suggestions of their peers and consider revisions to make on their final drafts |
| **Differentiation: because the groups are pre-determined using Kagan's model for cooperative learning little differentiation is needed. For the student with a writing IEP, extra time will be allowed and follow-up revisions can occur. Radio is available for group reading to student with hearing impairment.** |
| **References:**  |
| **LESSON ANALYSIS** |
| **Content Knowledge:** traits of narrative, sentence structure, ideas and content**Teaching Methods/Strategies:** *cooperative learning* |
| **REFLECTION****Way more time is needed. I originally started out with groups of eight, which for this group was too many. One to one pairing might have been better. Also, many students failed to complete the task on time or bring in copies for workshop, creating a challenge for me to be in two places at once. Also, work-shopping one paper as a whole class might have given the students a better model of what was expected for feedback on papers.**  |

Writer’s Workshop

First, the paper being critiqued will be read out loud by the author. Remember, we are not focused so much on grammar right now as we are on the flow of the story and how well the author uses those narrative traits: setting, characterization, dialogue, tone, point of view, scene vs. summary.

You, the reader, are to critique the following traits, marking on the text so the author can review your suggestions and input.

Highlight setting:

Annotate what’s working well, what can be improved. Note specific questions for the author: what do you want to know, what’s missing, what could help you “enter into the setting” better and see it as the author sees it?

[Bracket an area] that the author summarizes instead of using dialogue. Suggest two places in the text that the author might want to consider using dialogue and why you think this will be more effective.

Circle any boring verbs: was, were , they said, is. Also circle: Then we, then they, and then I remember….

In three to four lines, summarize what this paper is about.

In three to four sentences, tell what is working well with the story- do not use “I like this because…”

In three to four sentences, tell the author what you are concerned about with their writing- what are you still wanting to know, what suggestions or questions do you have?