

Lesson Title/Focus	SS11 – Peer Edit – Do you see what I see?	Date	Tuesday March 26, 2013
Subject/Grade Level	ELA Grade 8F – Block 1	Time Duration	8:30 – 9:21 – 50 min
Unit	Short Story: Change – The Long and Short of It	Teacher	M. Watt

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	4.1 Enhance and Improve
Specific Learning Outcomes:	Appraise own and other’s work: share draft oral, print and other media texts in a way that will elicit useful feedback

LEARNING OBJECTIVES

Students will:

1. Appraise other(s) work in a way that provides useful feedback.

ASSESSMENTS

Observations:	• Students will follow directions on breakout portion of class
Key Questions:	• What is the first rule of peer editing? What are the three steps of peer editing
Products/Performances:	• Students will make suggestions on editing walk and will complete the hand out

LEARNING RESOURCES CONSULTED

MATERIALS AND EQUIPMENT

• ABED POS	<ul style="list-style-type: none"> • Power point of Peer editing (found on my website) • Paragraphs to edit • Paper to make compliments/suggestions/corrections on
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PROCEDURE

Introduction		Time
Attention Grabber	What did you do last night – lead students in a sharing of what they and what I did last night	8:30 – 8:35 5min
Assessment of Prior Knowledge	What does editing mean to you? What purpose does it serve? What are some of the strategies used to edit work?	
Expectations for Learning and Behaviour	Students will participate in discussion, write on the editing walk and complete the handout	
Advance Organizer/Agenda	Write on the White board: 1)House Keeping 2) What is editing 3) Peer Edit definition and practice	
Transition to Body	Ask for a show of hands who thinks they are almost done their story – ask if any editing has taken place – have short discussion about what this looks like	
Body		Time
Learning Activity #1	Power Point: Peer Editing: Say What? Go through this slide show presentation teaching students about three important steps in peer editing: 1) compliments 2) Suggestions 3) Corrections	8:35 – 9:19 44 min
<i>Assessments/ Differentiation:</i>	n/a – this is a full class discussion	
Learning Activity #2	Number off students and have them move to poster walk station that corresponds with their number. Students will do this three times once each for compliments, suggestions and corrections – make sure to have the groups move to different paragraphs each time.	In above
<i>Assessments/ Differentiation</i>	Circulate to make sure everyone is participating. Talk to hesitant students and get them to tell you what they think is correct – encourage them to write on the poster, but make it their decision to participate to this extent	
Learning Activity #3	Handout (see attached) have students work on this after they have made their comments – this is to ensure that all students are kept working on peer editing through out the whole class	In above

<i>Assessments/ Differentiation</i>	Those with IPPs and ELL are not required to complete all of the questions	
Closure		Time
Assessment of Learning:	Students will hand in their handouts for formative assessing of the lesson	9:19 – 9:21 2min
Feedback From Students:	Do you like to get up and move about the class?	
Feedback To Students	Complement them on something that went well during the class. Did they read first thing, did they transition orderly?	
Transition To Next Lesson	Next day we will be reading a story and discussing it.	

<p>Reflections from the lesson</p>	
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