

<b>Lesson Title/Focus</b>	<b>13SS – Workin’ on the Chain Gain</b>	<b>Date</b>	Thursday March 27, 2013
<b>Subject/Grade Level</b>	Grade 8F – Block 1	<b>Time Duration</b>	8:30 – 9:21 – 50 min
<b>Unit</b>	Short Story: Change: The Long and Short of It	<b>Teacher</b>	M. Watt

**OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**

<b>General Learning Outcomes:</b>	2.3 Understand Forms, Elements and Techniques
<b>Specific Learning Outcomes:</b>	Structure texts: create oral, print and other media texts with both main and minor characters

**LEARNING OBJECTIVES**

Students will:

1. Create print texts with main and minor characters

**ASSESSMENTS**

<b>Observations:</b>	• Students will write their short stories
<b>Key Questions:</b>	• <b>How can you improve your story? What words could you swap out?</b>
<b>Products/Performances:</b>	• <b>Short stories (in progress)</b>

**LEARNING RESOURCES CONSULTED**

**MATERIALS AND EQUIPMENT**

- ABED POS

- White board

**PROCEDURE**

<b>Introduction</b>		<b>Time</b>
<b>Attention Grabber</b>	Read the short story called “The Golden Goose” written by a grade three student (attached)	8:30 – 8:40 10 min
<b>Assessment of Prior Knowledge</b>	Short story: length: minimum 2 pages, minimum 2 characters, Theme: Change	
<b>Expectations for Learning and Behaviour</b>	Students will work silently on their own work	
<b>Advance Organizer/Agenda</b>	Write on White board: 1) House Keeping 2) Read “The Golden Goose” 3) Work on your short story – on your own – <b>teacher must initial that they have seen the work that student has done that class – no initial, no leaving class</b> 4) Oral component – if not reading then must have some other form that is okayed by instructor (ie; you tube, podcast, spoken into your phone)	
<b>Transition to Body</b>	Have students pull out their short stories	
<b>Body</b>		<b>Time</b>
<b>Learning Activity #1</b>	Short Story write: Students will work on their short story – teacher to circulate and ensure each student is working – have a sign up space on the board – must get to every student to see where they are in their story. Students should be finished their story this class. That will give them a class to edit and a class to write a good copy	8:40 – 9:20 40 min
<b>Assessments/ Differentiation:</b>	Ensure ELL know their accommodations – such as not as much, allow those who need to use of the computer	
<b>Closure</b>		<b>Time</b>
<b>Assessment of Learning:</b>	Use the initialing of the work as an exit slip – this lets the instructor know who is on track	9:20 – 9:21 1min
<b>Feedback From Students:</b>	How is your story coming?	
<b>Feedback To Students</b>	Thank them for something done well.	
<b>Transition To Next Lesson</b>	<b>Have a great EASTER!</b>	

<b>Reflections from the lesson</b>	
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