**English Lesson Plan 7/8**

**Subject:** English                                 **Grade/Class:** 7/8

**Date:** November 16, 2015                  **Time:** 9:20 to 10:35

**Duration:** 75 mins

**Lesson Topic 7/8:**

* Commonly Misused and Misspelled words

**Curriculum Expectations 7/8:**

* Generate, gather, and organize ideas and information to write for an intended purpose and audience.
* Draft and revise their writing, using a variety of in of informal, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
* Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
* Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

**Specific Expectations 7/8:**

* The students should be able to make their own assumptions and inferences about the video.
* They should be able to recognize and decipher between misused and misspelled words.
* They should be able to create their own grammatically correct short story based off their own ideas.
* Student should be able to assist their peers in proofreading each other’s work.

**By the end of the lesson students should/will be able to:**

**1:**Understand the different definitions of commonly misused words.

**2:**Spell commonly misspelled words correctly.

**3:**Edit, proofread and write their own ideas and recognize the purpose of an exercise.

**4:** Generate new ideas and express them for an intended purpose.

**Learning/Teaching Resources:**

**-**Video

-  Poker Chips

- Handout for IEP students

**Lesson Sequence**

1. **Introductory Activity:**
* Distribute different colour chips to students as they walk into the classroom.
* Have them find the other people with the same coloured chips as them.
1. **Development Strategies:**

**Activity 1:**

* Present the KWL method pg. 210-211. (Content Area Reading)
* Have students create the KWL diagram with four different sections.
* What I want to know, what I learned and still need to learn, categories of information I expect to use.

**Activity 2:**

* Play first clip of video and pause after first contraction error,
* Ask students to write down, what they know and what they want to know.

**Activity 3:**

* Continue activity three throughout the whole of the video having the students fill out their diagrams.
* Once they’re finished the video have them answer the final question, information I expect to use.

**Activity 4:**

* In their groups have the students discuss their diagrams and what they’ve written.
* Have the groups generate questions about what they think they already know on the smartboard and proceed with a class discussion.
* Debrief students after they have completed their responses to go over what they have written in the, what I learned and still need to learn column.

**Differentiated Instructional Strategies:**

* Provide a handout for the IEP kids with the misused and misspelled words and definitions already explained for the activity.
* Have the handout example ready of what the IEP kids need to record.

**Culminating Activity:**

* Have students create their own short stories and exchange with their elbow partners to proofread.
* Use at least 5 commonly misspelled or misused words within the story correctly.

**On-Going Assessment/Evaluation:**

* Conduct groups discussions to evaluate knowledge of the lesson.
* Collect short stories at the end of the class for formative assessment.
* Roam the class verifying that students are staying on task.

**Follow-Up Activities/Ideas or Next Steps:**

* [Move into homonyms, what they are and how they’re used, use technology to play and practice their homonym knowledge at:](http://coolclassroom.org/cool_windows/home.html)[http://www.homonymgame.com](http://www.homonymgame.com/).
* Follow up with a sketchbook activity.
* Have students create images of learned words in their journal to create a visual for future reference.