**Ramillah’s First Day at School: Choose Your Own Adventure**

**English Lesson Plan 7**

**Subject:** English                                 **Grade/Class:** 7 ELL sheltered class

**Date:** March 18, 2019

**Duration:** 75 mins

**Lesson Topic**

* Writing process
* Organizing ideas for a story
* Writing a short story
* Writing conventions

**Curriculum Expectations:**

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. 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.

(Ontario Language Curriculum, 2006)

**Instructional Framework**

1. **Pre-reading activity (15 min)**

The teacher will review the writing process (prewriting, draft, revise and edit). She/he will refer to the anchor chart on the wall and discuss each stage of the writing process (see Appendix A). To check for understanding teacher will ask questions about each stage of the writing process.

1. **Main activity (30 min)**

The teacher will use the SmartBoard to read the story “Rasmilla’s First Day of School”. They will discuss the story and predict what it would be about. The teacher will specify that she used a different approach to writing the story. In this story students will be able to choose what comes next in the story. While reading the story the teacher will stop and ask comprehension questions and define any complex words the students might not understand.

Some questions the teacher could ask are as followes:

 How can you relate to Rasmila?

How do you think Rasmila feels?

Can you explain some of Rasmila’s emotions?

1. **Post-reading activity (30 min)**

After reading the story, the teacher will explain to the students how they can write their own “Choose your own Adventure” story. She will give them some examples, however students will have to use their creativity to make their own story. Students will work collaboratively with their elbow partner to write their story. Teacher will walk around to see if students need help or guidance. The teacher will conference with each group to assess their story and give feedback accordingly. Students will have few days in class to finish their story and share with the class. Students will self-assess their writing by using the 6 traits of writing checklist (see Appendix B).

**Differentiated Instructional Strategies:**

* Providing written and oral instructions.
* Using visual aids to enhance understanding.
* Repeating important information.
* Providing examples.
* Instructions given in short statements.

**On-Going Assessment/Evaluation:**

* Ask questions to check for understanding
* Conference with group members to assess their stories
* Use the 6 traits of writing checklist (see Appendix B) to assess for writing conventions.

**Appendix B**



Source: <https://i.pinimg.com/originals/ad/c8/4f/adc84fafffdf67cf8ff16a5762b65e6f.png>

**Appendix A**