**Lesson Topic:** Hopes & Dreams

**Grade level:** 7

**Length of lesson:** 52 minutes

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  **7.7.4.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **7.7.5.5** Use a writing process to develop and strengthen writing as needed by planning, drafting**,** revising, editing, rewriting, or trying a new approach.  **7.7.6.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Understanding (s)/goals**  Students will understand what to look for when they are editing essays.  Students will show us their previous experience and knowledge of the writing process. | **Essential Question(s):**  What should you be looking for when you edit someone’s writing?  How can I apply feedback to my writing?  What do I already know about writing, and what do I need to learn this year? |
| **Student objectives (outcomes):**  All students will be able to write and edit their essay about hopes and dreams to the best of their current abilities. All students will be able to follow the steps of submission by using Google Drive.  Most students will be able to properly edit essays for their peers, and give constructive feedback via Google Documents.  Some students will be able to apply and develop their essay further after the peer editing process. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:**  [Hopes and Dreams Essay](https://docs.google.com/document/d/1e0p3Ku5WV45veq0SU6IoaeN-2j-kb60uT-N-uOn97MY/edit?usp=sharing)  Revision History  [Submission Form](https://docs.google.com/a/isd709.org/forms/d/1P3Ic90s2OKCmp5QrVEC44cbnpg5J2zof2rEtfyicjAQ/viewform?usp=send_form) |
| **Stage 3 – Learning Plan** | |
| **Learning Materials:**  SMARTboard  Chromebooks 🡪 Google Drive [Google Documents, Google Slides, Google Forms]  [Daily PowerPoint](https://docs.google.com/presentation/d/1FBI9dxBi3cFcX1M0GBQbab7-0-Fxm23io6bkqFfVjTE/edit?usp=sharing)  Microphone  Timer  **Learning Activities:**  Greet students as they enter. Be sure to have the Chromebook cart unlocked and today’s slides up on the board so they know the agenda. Once the bell rings, get their attention and go over the agenda for the day.  *Instruct* them that they will only have 8 minutes of reading time today (instead of 10 minutes), because the last 2 minutes of reading will be used to submit reading records. Set the timer for 8 minutes and then have the students submit their reading records. *Tell* students to shut their Chromebooks once they have finished their reading records for the day so you know when everyone is ready to move forward with the lesson. [10 minutes]  Once everyone is ready, explain the use of the timer and that this will help him or her to better manage his or her time throughout class. The first 15 minutes will be designated for them to finish their drafts, and once they are finished with their drafts they can move into the editing process. Inform students that they can find an editing partner and then they can share documents with one another to comment. Then, the last 10 minutes of their class time will be used for them to refine their writing from the feedback they received. They will have time to submit their finished essays at the beginning of class tomorrow [2-3 minutes]  Set the timer for 15 minutes and allow them to have quiet writing time. Be circulating the room to answer questions and address concerns as they arise. Remind students that the objective of this assignment is for me to be able to see their knowledge of writing, and what they would like to improve upon in the future writing workshops. [15 minutes]  Once the timer goes off, be sure everyone has an editing partner, and then go over the steps of sharing with the students (they all should know how to do this already, but we will go through the steps together to be sure everyone understands). *Change* the slide on the SMARTboard and go over a few main things that students should be looking for when they are editing. *Ask* the class if anyone else would like to add things to be looking for when editing, and add them to the slide for their reference. *Start* the timer for 10 minutes. Be circulating while students edit. [10 minutes]  If students moved, have them return to their assigned seats to read over the feedback from their editing partner. Once they have return to their seats, instruct them that they should be using the rest of class time to apply feedback and proofread their writing. They will not have time to work on this in class tomorrow and they will need to be as far as they can get by the end of class. Set the timer. [10 minutes]  When there is 5 minutes left in class, notify students that they will only have about 2-3 more minutes to be working on their essays, and then they will need to put Chromebooks back in the cart. | |