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| Date | Topic | Lesson Description | PLOs | Resources | Activities Strategies | Assessment |
| Lesson 1 | Introduction to Journalism | -Quiz on their grammar  -ice breaker writing activity  -structure of a newspaper article  -dissecting articles (get them to identify the different parts of a newspaper article in groups)  -explain that they’re each going to write an article for a classroom newspaper  -get them to start thinking about what they might like to write about – for the next class  -tell them about the opportunity for bonus marks as well in making an additional thing for the newspaper: eg, ad, horoscopes, comic, etc. | B1, B2, B4, B12 | -newspapers  -group list  -lined paper for stories  -highlighters? | -ice breaker: split into groups of students sitting near each other. Each student starts a story and then they pass it to the next person. That person reads the line then folds it over and hands it to the next person etc.  -dissection of a newspaper article: get them looking for the different parts of an article to get them thinking about the terms/structure | -do you read the newspaper?  -what do you know about the structure of a news article? |
| Lesson 2 | Journalism | -15 minutes reading warm up  -continue with structure if necessary?/reminder about the basic structure of an article  -brainstorm classroom newspaper titles  -vote on classroom newspaper titles  -lay out the different sections that newspapers often have.  -ask about student interests and get them to sign up for a section -> each student needs to write an article.  -start brainstorming topics in their section groups.  -goal is for each student to have an article topic by the end of the class  -can look at newspapers if they need inspiration | B4 | -newspapers  -example titles  -examples of newspaper sections | -brainstorming the title of the newspaper/voting to something that at least the majority likes the title.  -getting them to pick an area of interest that they want to write about in a greater heading of newspaper section  -in groups they should be thinking about what they want to write about and reporting to me | -what are the names of some papers that you know about?  -monitoring how they work in groups they might not have worked with before |
| Lesson 3 | Journalism | -15 minutes reading warm up  -attempt to create a rubric with students this day  -time for writing and editing of the works  -there should be peer editing, and it should be constructive | B4 | -paper for writing  -reminders of who signed up for what section  -prompting questions for creation of a rubric | -getting them involved in the creation of a rubric for the assignment, or at least attempting to get ideas from them. aim to have guidelines for certain things and offer suggestions | -getting students involved in their assessment will be valuable, and hopefully help them understand what they’re being marked on. |
| Lesson 4 | Journalism | -15 minutes reading warm up  -time for writing and editing of the articles  -there should be peer editing and it should be constructive | B4 | -laptops for sure this day  -previous drafts/edits of the articles | -writing, writing, writing  -peer editing | -monitoring their group work and keeping an eye to make sure they’re on task |
| Lesson 5 | Journalism | -15 minutes reading warm up  -all students must come with a finished copy of their article on this day printed into columns  -then they will get into their newspaper section groups and organize their articles into a section of the paper  -they will need to organize where they want pictures and whose articles go where, etc  -if everyone finishes early, we can do another fun ice breaker writing activity  -also offer the opportunity for anyone who wants to, to read their article to the class if they finish early. | B4 | -white blank paper  -scissors  -glue | -getting them to work together to construct their section of the newspaper  -they will have to think about drafting their layout etc. and thinking before they cut. (spacing etc) | -monitoring group work |
| Lesson 6 | Introduction to Non Fiction | -15 minutes reading warm up  -read a persuasive speech to the class  -ask them to identify certain things they found in it to make it persuasive/etc.  -get them to write their own persuasive speeches. Offer topic ideas like why their favourite food/game/song/etc is the best, or why I should watch a show, which is better cats or dogs? Etc.  -give them the rest of the class to work on these things speeches  -tell them they are going to have to present them, but that they will have two options to do so. One is that they can present to the whole class, and the other is that they can present to me alone while class is working on something else.  -tell them to consider getting their work edited by a classmate | B4, B12 | -paper for writing their speeches  -the compiled newspapers from last class hopefully |  | -did the speech convince you?  -what did the author do to convince you to their side? |
| Lesson 7 | Non Fiction | -15 minutes reading warm up  -ask them about what they think creative non-fiction is  -offer chance to anyone who wants to read their speech can  -ask them if they know what a biography is, and from their an autobiography  -tell them the next assignment is to write a biography or an autobiography. If they choose a biography they can interview a friend or do research on a hero, etc. Just get them starting to think about it.  -crossword on literary devices/etc  -while they’re working, get people to come and present their speeches to me | B4 | -definitions of biography and autobiography  -crossword with different literary devices  -their speeches (to be handed in) | -crossword with definitions: the students can work together to solve it, but the goal is to see what terms they know etc.  -if they finish early they can read or think about who they are going to write about (themselves, a friend, a hero, etc).  -presenting orally is an important skill as well, which is why they have to read the speeches | -checking to see what their oral reading skills are like, and what their persuasive skills are like  -either kind of presenting is valid to me  -do you know what a biography is? |
| Lesson 8 | Non Fiction | -15 minutes reading warm up  -discuss rubric/get them to help create it  -time for them to work on their stories  -offer time for peer editing etc.  -the peer editing should be constructive  -finish up on any speeches that might have been missed the previous day | B4 | -rubric stuff  -whiteboard  -markers  -paper for writing first drafts  -speeches if catch up is needed | -more writing time for them  -offer support if needed  -peer editing should be constructive and helpful | -monitoring them if they need help etc |
| Lesson 9 | Non-Fiction | -15 minutes reading warm up  -time for them to work on their stories  -offer time for peer editing etc.  -the peer editing should be constructive  -finish up on any speeches that might have been missed the previous day | B4 | -laptops?  -paper? | -more writing time for them  -offer support if needed  -peer editing should be constructive and helpful | -monitoring them if they need help etc |
| Lesson 10 | Non-Fiction | -15 minutes reading warm up  -they should come to class with finished copies of their stories to be handed in  -offer them the chance to read their stories out loud if they want to  MIGHT NEED SOMETHING ELSE HERE | B4 | -copies of their stories to be handed in/read out loud |  |  |
| Lesson 11 | Introduction to Short Stories | -15 minutes reading warm up  -talk about character: get them to come up with an idea for a character, name, appearance, personality, etc.  -get them to write about that character  -alternatively, brainstorm a character as a class? –or do both and I can provide an example by writing about the character? (and if they can’t think of their own then they can use that one)  -talk about setting  -get them to write a descriptive scene of some setting they’ve been or in a setting they can see their character in | B4 | -whiteboard  -markers  -paper  -pens/pencils  -handouts on character? Perhaps a survey they can fill out as their character  -suggestions for setting/etc | -class brainstorm of a character: get them thinking about a character  -then write about a character themselves  -writing a descriptive scene for their character. Just getting them to practice descriptive writing | -The brainstorms on setting and character will be handed in with their story, eventually  -Creativity can be difficult, but having the class brainstormed character could help them in providing support |
| Lesson 12 | Short Stories | -15 minutes reading warm up  -talk about theme  -talk about plot  -get them to brainstorm on their own a plot for the character they’ve thought about and created, talk it over with a partner, share with the class  -write out their thoughts about it  -time to work on their stories if they’re ready for that point | B4 | -descriptions of theme and plot (examples included perhaps?)  -paper to write out their ideas | -think-pair-share on the plot for their stories  -time to work on their stories | -listen to the discussions and sharing, see if they have the right idea about plot |
| Lesson 13 | Short Stories | -15 minutes reading warm up  -construction of a rubric for the story they are going to write  -time for them to work on the story, writing and peer editing. | B4 | -whiteboard, markers  -stuff for the creation of the rubric | -time to work on their stories  -peer editing time | -monitor their work  -assessment as learning: getting them to have a say in their |
| Lesson 14 | Short Stories | -15 minutes reading warm up  -time for them to work on the story, writing and peer editing. | B4 | -laptops or something today | -time to work on their stories | -monitor their work |
| Lesson 15 | Short Stories | -15 minutes reading warm up  -come to class with two copies of the story  -one will be handed in to me and the other will have a comment sheet attached to it and students can read their classmates story and leave them some feedback that is constructive. If anyone leaves rude feedback, I will discuss it with them. (comments attached to names) | B4 | -copies of the stories | -seeing what kind of works their classmates are doing | -assessing what kind of peer feedback they are giving.  -we can’t always hear what kind of feedback they are giving on the drafts they have to do, so this will give an insight |
| Lesson 16 | Introduction to Poetry | -15 minutes reading warm up  -poetry stations! Get them split up into groups and at a station for different kinds of poetry.  -Station One: magnetic poetry poems: glue little words together to make a poem  -Station Two: Book Spine poetry (borrow Mr. Topping’s books)  -Station Three: Blackout poetry. Find old books and pull all the pages out and get them to create a poem this way.  -Explain how it works at the beginning for each station.  -allot a certain amount of time and then have them switch. At the end they should have three different poems.  -offer opportunity for them to share | B4 | -words for magnetic poetry station (lots and lots)  -glue sticks  -paper  -books  -old book to rip up for black out poetry  -sharpies  -markers | -this is just a warm up to get into poetry.  -the different stations let them try different things in order to feel more comfortable with poetry | -monitoring of the group work, etc. |
| Lesson 17 | Poetry | -15 minutes reading warm up  -literary device practice: go over what the devices are and then ask them to write an example of each.  -afterwards we will take a stretch, and then I will get the students to write a couple acrostic poems: one about themselves, one about a friend, one about something they love/hate. | B4 | -paper  -handouts with definitions of the different terms with space for them to write terms | -again, just some more practice with the terms  -stretch so they don’t get too restless  -exposure to another type of poetry  -different topics to keep things interesting |  |
| Lesson 18 | Poetry | -15 minutes reading warm up  -rhyme time! –get the students into groups and play rhyming games. They have to rhyme different words and the first person to not think of a word is eliminated. Go around until there is one member in each group left and call them together to go against each other and the winner will get a prize. No repeats on words! Those that have been eliminated get to choose the next word that the round starts with. The word has to be something that has a decent number of rhymes.  -Then it is time to write a rhyming poem.  -offer opportunity to share poems | B4 | -ideas of words for rhyming games  -paper | -rhyming game is just to get them flowing and having fun with rhyming and the aim is to show that rhyming isn’t scary  -writing poetry with rhymes will give them exposure to different kinds of poetry  COME UP WITH A SPECIFIC TYPE OF RHYMING POETRY |  |
| Lesson 19 | Poetry | -15 minutes reading warm up  -bring in typed up copies of all of the poems they have written to be handed in.  -then we’ll try to do something fun in class this day | B4 | -poetry journals  -whatever the fun thing is that we have decided to do |  |  |