

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: RAFT Lesson # 1 Date: Feb. 10

Name: Christina Subject: ELA Grade(s): 6

Rationale:

This lesson will enhance student knowledge on for beginning writing processes. Specifically, this activity will bring awareness to the four different components (role, audience, format, and topic). This will be an essential tool that can be used to break down elements required be present in future writing assignments and activities. This will give structure to the creative process. This will prepare students to engage in writing activities with intent and purpose.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Communicating</p> <p>Connecting and Engaging others</p> <p>Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</p> <p>(By choosing the role of the writer and selecting a specific audience SWBAT demonstrate competency in connecting and engaging the reader to their own written works.)</p>	<p>Creative Thinking</p> <p>Evaluating and Developing</p> <p>Students reflect on their creative ideas in order to decide which ones to develop. They consider whether their idea would ultimately support the well-being of self, community, and the land.</p> <p>(During the writing process, topic selection will support the beginning of the creative process. SWBAT reflect on the different representations that can be given by the topic they have selected. SWBAT recognize that choices they make during their selection of RAFT alter how the topic is displayed and the message receive to others)</p>	<p>Personal Awareness and Responsibility</p> <p>Self-Advocating</p> <p>Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations.</p> <p>(When using oneself as the role of the writer SWBAT identify their unique voice. SWBAT engage a distinct stance on topics of choice.)</p>

Big Ideas (Understand)

Exploring and sharing multiple perspectives extends our thinking.
 Language and text can be a source of creativity and joy.

Learning Standards

(DO)	(KNOW)
<p>Learning Standards - Curricular Competencies</p> <ul style="list-style-type: none"> o CC2 Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry and extend thinking 	<p>Learning Standards - Content</p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text

<p>(SWBAT evaluate and recognize differences between different styles of writing and communication.)</p> <ul style="list-style-type: none"> ○ CC4 Recognize and appreciate how different features, forms and genres of texts reflect various purposes, audiences, and messages <p>(SWBAT recognize the purpose of their own and other selected pieces of writing as well as identify a distinct audience)</p> <ul style="list-style-type: none"> ○ CC6 Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts <p>(SWBAT recognize how the role of a personal, social and cultural context, values and perspectives can change and individuals' aim and approach to the role of the writer and the audience.)</p>	<ul style="list-style-type: none"> • text features • literary elements • literacy devices • techniques of persuasion <p>(SWBAT identify differences between the different types of text, their features, and persuasive techniques)</p> <p>Strategies and processes</p> <ul style="list-style-type: none"> • writing processes <p>(SWBAT show awareness and selection of an intended audience for a piece of writing.)</p>
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • SWABAT Identify RAFT (role of the writer, audience, format, and topic) • SWABAT complete RAFT worksheet with instruction. • Demonstrate knowledge of how changes to any of the four components (role of the writer, audience, format, and topic) can change the way a piece of writing is received and interpreted 	<ul style="list-style-type: none"> • Verbal responses • Written assignment completion and accuracy. For example, do students understand what examples of role of the writer, audience, format, and topic are? • Engagement in comparison and discussion in groups

Prerequisite Concepts and Skills:

Students have previous knowledge that there are a variety of formats that can be used in writing. Students have written using different perspectives and viewpoints. Students have written on a variety of topics. Students have written different works for different types of audiences.

Indigenous Connections/ First Peoples Principles of Learning:

FPPoL 2 Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Universal Design for Learning (UDL):

Write on the whiteboard, use verbal explanations and prompting and leave RAFT breakdown visible.

Differentiate Instruction (DI):

Draw pictures paired with wording, pair students together, allow for a scribe/reader, verbally engage with students and do check ins.

Materials and Resources

- 50 Literacy Strategies: by Step (Fourth Edition)
- Popsicle sticks (with format choices written on them)
- White Board/ White board markers
- RAFT worksheets
- 50 Literacy Strategies: Step by Step Fourth Edition.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction anticipatory set- "Hook"):</p> <p>HOOK</p> <p>Write RAFT on the whiteboard (Scaffold with class)</p> <p>Step 1: Clarify the use of RAFT for this writing experience. (role of the writer, audience, format, and topic)</p> <p>Step 2: Break it down:</p> <p> Role of the writer (when I'm writing- who's viewpoint am I coming from? Give examples.</p> <p> Audience (Who is this being written for? What person or people? Is it specific or is it an age group?) Give examples.</p> <p> Format (What type of writing activity is it? Am I writing a letter? Or is it a brochure, cartoon, journal, poster, essay, news article, speech, or email? Give examples.</p> <p> Topic (What is the subject of this activity? Is it based on previous readings or a question? Is the topic based on personal interest, or cultural identity? Give examples.</p>	<p>Students will do active listening. Students will scaffold RAFT.</p> <p>Students will do active listening and ask questions to clarify uncertainties.</p>	<p>10 min</p>
<p>Body:</p> <p>Introduce RAFT worksheet activity: I am giving each table group a handful of</p>	<p>Students will use active listening skills to given instruction.</p>	<p>15 min</p>

<p>popsicle sticks to share. Each popsicle stick has a pre-chosen format.</p> <p>Step 1: Write selected popsicle's format in the format column.</p> <p>Step 2: Complete remaining selections in this row (title, role, and audience)</p> <p>Step 3: Select a new popsicle stick and repeat.</p> <p>Give directions for students to discuss in small.</p>	<p>Discuss in groups differences/similarities and choices made.</p> <p>Discuss why RAFT could be useful in pre-writing.</p> <p>Students will choose one selection from the RAFT activity and begin brainstorming ideas and begin their writing process.</p>	<p>5 min</p> <p>15 min</p>
<p>Closure:</p> <p>Reflect on how changing components in RAFT can impact what your written product looks like. Discuss what RAFT would be good for in a classroom with the group.</p>	<p>Discuss and reflect on how these 4 components impact the results of your written product.</p>	<p>5 min</p>

Organizational Strategies:

Use standard 2 desks side by side for classroom layout. Students are to be paired in groups of 2 (if there is an odd number there may be one group of 3.)

Proactive, Positive Classroom Learning Environment Strategies:

During the activity I will have proximity to observe students. Allow proximity to be close enough for individuals to ask questions while activity is occurring. Engage with students while the activity is occurring: Ask strategies, observe formulas. Observe to see if students are mixing up the formulas for area and perimeter?

Extensions:

If there is enough time, allow students to continue the writing process on their preferred RAFT selection.

Reflections (if necessary, continue on separate sheet):

Ensure enough time is given for each student to have an opportunity to share.