

Antje and Faye Collaboration lesson

May 26, 2021

Goal: develop stamina for writing, connect to Science 6/7 curriculum and target skills and conventions (spelling, grammar, etc.)

LI's: I can clearly communicate my thinking.
I can think deeply about text.

Resource: The Water Walker – Joanne Robertson

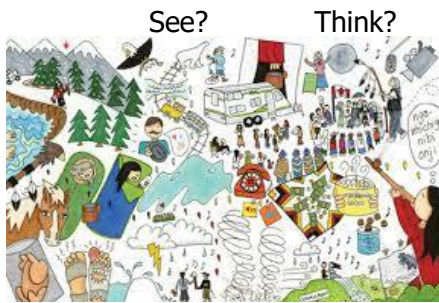
Commented [Av1]: Should we add names to certain parts so we know who is doing what? I just want to make sure I am prepared to do my part. If it is better to decide day of, I can also be prepared to be flexible!

Commented [FB2]: I think if we are sharing this, it is better to call these skills what they are - skills and conventions, not 'foundational'. I think that 'foundational' writing skills have to include MEANING and COMMUNICATION and what we are looking to improve is the 'politeness' or 'fine tuning'.

Commented [SM3R2]: totally agree! I changed it!

Connecting:

1. Display the picture and have Ss examine. As a group, we will fill in a three column chart:



See? Think? Wondering?

2. One of us will model a 45 sec write in response to the pic and columns.
3. Ask Ss "What do you notice?" Then we will go over the writing, analyze as a class and come up with the criteria together for the writing.

4. What's going on in your brain now? - Give Students 3 minutes to write.

5. Ss highlight a powerful phrase or sentence and each student 'says something'. Whip around the class and everyone speaks.

6. Explode the line ** "Four days later, Nokomis and the Mother Earth Water Walkers, as they came to be known, found themselves standing on the side of the road...wearing sneakers."**

What do we know about this sentence (the big ideas in it, the words, connections, questions...)? Let's fill the board with our ideas. Might be a spot to get in some capitals, punctuation, etc. (We can talk about how

the punctuation supports the meaning of the author, the capital letters and what they tell us, the ellipse... I am happy to help draw attention to these IF the students don't come up with any independently.)

7. Model a think aloud for 45 seconds – same process as before.

8. Read the book

9. Using a different coloured pen, add onto our 'explode the sentence'. What do we know now? And go back to 3 column chart. Can we add more? What questions have we answered?

10. Ss have a 4-minute respond to sentence. What do you know? Who are the Water Walkers? What is their impact?

11. Ss select the piece they want. Do a bit of editing and then volunteers read aloud. We listen and help edit.

12. Maybe end with a found poem as a class from their writing!