

Audience Lesson

Grade Level/Subject:	Date/Period:
Title:	Lesson #:

Lesson Objective/Rationale (What is the point of the lesson? What should learners be able to do at the end of the lesson?)

For students to understand what it means to write for an audience or a particular person.

Outcomes (What are learners expected to know? Refer to the provincial Program of Studies)

- 2.4 Create Original Text
 - choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
 - use literary devices, such as imagery and figurative language, to create particular effects
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Assessment (What do you want learners know now?)

Students will participate in a class discussion on the nature of writing for an audience

Differentiation (What accommodations and modifications are necessary to support diverse learners? Does your plan offer open-ended opportunities for diverse learners?)

Resources/Materials (What resources need to be prepared and available for various elements of the lesson?)

	Time Allotted (How much time)	Teaching Activities (What will you do? How will you adjust the lesson for depth and pace?)	Learner Activities (What can we see students doing?)
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	will you allow?)		
Introduction/Hook (What is in it for the students? Why should they want to learn this? What do they already know?)	5 minutes	Talk about why we have rating systems, why might some things be restricted to certain audiences.	
Activities (What will students be doing – i.e., the step by step activities?)	20 minutes	Go through a list of things Ms. O’Hearns likes and dislikes in her stories. Tell students they need to think about these things when writing their stories for a certain person or purpose. Have students analyze each other’s stories, and tell each other what they’d have to remove to make their stories okay for Mrs. O’Hearn to like them.	
Closure (What have students learned and how will it link to future learning? How do students reflect on that they have learned?)		Talk about what the students will be doing next week and develop a rubric with them to assess their learning on the short stories.	

Reflection/Self-Assessment (What went well? Why did it go well? How did it contribute to student learning? In what ways might you change the lesson to increase student learning? Why? How does this inform the next lesson?)



Adapted from Mount Royal University, Department of Education, Bachelor of Education – Elementary, EDUC 4020 Practicum Handbook, 2016.

Do you like humor in your stories?

Do you like potty humor in your stories?

Do you like action in your stories?

Do you like lots of gory detail in your stories?

Do you like detail in your action?

Do you like suspense in your stories?

Do you like it when all of the characters are horrifically killed in your stories?

Do you like it when all of the characters are killed in your stories?

How about just a few of them?

Do you like romance in your stories?

Do you like romance that's written by students in Grade 6 in your stories?

Do you like having five or more characters who are all the main characters in your stories?

Do you like having one main character?

Do you like it when we jump from place to place at rapid speeds so fast that we don't need to describe the setting each time?

Do you like it when the writer takes the time to set a scene by describing the setting?

Do you like stories that are less than a page but have more events in them than all the Star Wars movies combined?

Do you like a story that follows a planned structure and is reasonably paced?

Do you like stories that writers have taken their time writing, care about their characters and settings, and are trying to deliver the best story they can?

