**LLED 360: LESSON PLAN TEMPLATE**

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| **Subject:** ELA | **Grade:** 9 | **Date:** October 12th, 2016 | **Duration:**  60 minutes (50 working) |
| **Lesson Overview** | This lesson will introduce the unit of poetry through activities engaging in self reflection, discussion, and creativity to challenge students. It will include the chance to express knowledge verbally, graphically, and through use of literacy skill and encourage recognition and appreciation of different text’s purposes and messages. | | |
| **Class Profile** | * 25 students * 20% ESL (5 students) * Number students 1-5 and seat groups together (encourages diversity of talents) | | |

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| **Big Ideas** | **Primary**   * Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. * People understand test differently depending on their worldview and perspectives **Secondary** * Language and story can be a source of creativity and joy. |
| **Curriculum Competencies** | **Primary**   * Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages. “Us” is directed at a younger audience. How could this reflect its purpose or message?   **Secondary**   * Respond to text in personal, creative, and critical ways: illustration response. * Exchange ideas and viewpoints to build shared understanding and extend thinking: group discussions * Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. * Construct meaningful personal connections between self, text and world: illustration and poem response |
| **Content** | **Primary**   * Elements of visual/graphic texts * Reading strategies   **Secondary**   * Forms, functions, and genres of text * Oral Language strategies * Elements of style * Usage * Rhetorical devices |
| **Language Objectives** | * Students will be able to comprehend the major ideas after reading the poem and text and verbalize them before the teacher and classmates * Students will expand their ideas through listening and reflection * Students will share, listen to, and discuss their reflections through speaking in small groups * Students will show writing ability and comprehension through poem exercise and creative exercise |

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| **Materials and Equipment Needed for this Lesson** |
| **Teacher**   * Computer - Prepare PPT including: “Us” - Shel Silverstein and “A Thinker of Tender Thoughts” - Shel Silverstein on projector before. “Us” should have its illustration hidden * Projector * Attendance sheet   **Students**   * 2 sheets of paper * Pen/pencil * Notebook |

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|  | **Lesson Stages** | **Learning Activities** | **Time** |
| 1 | **Warm-up** | * Welcomes/Announcements * Introduction of unit: poetry in the world, what do you know? What do you want to learn? Poetry in the current world? Class discussion, teacher asking students | * 5 min |
| 2 | **Presentation** | * Present “Us” by Shel Silverstein: Teacher reads poem, student reads poem. * Students sketch their idea of what the poem’s illustration could look like. * Discussion: How could your reading of the poem be personally affected? How did that effect your drawing? * Reveal drawing/Table discussion: How does the drawing change the meaning of the poem?   Note: Ask groups to assign team lead who  makes sure everyone shares gets a chance to speak.   * Discussion: Can an illustration hold it’s own meaning? * Present “A Thinker of Tender Thoughts” by Shel Silverstein | * 3 min * 5 min * 5 min * 4 min * 3 min * 2 min |
| 3 | **Practice and Production** | * Present activity: Students write short poem that relates to “A Thinker of Tender Thoughts”. Constraint: As few words as possible AND as few OR as many syllables as possible, min 6 lines * Complete activity * Some students present poems (optional for students) and why the drawing brought out the response it did | * 2 min * 10 min * 5-10 min |
| 4 | **Closure** | * Closing statements/Students continue poem reading * Assign homework: Find poem or painting that they find relatable to bring to next class * Thanks for coming! | * 1-5 min * 1 min |

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| **Adaptations for English Language Learners** | * Allow the use of a digital translator * Using visuals to compliment lesson * Offering participation in several forms * Poetry choice focuses on simple language and deeper message * Group discussion offers safer platform to participate |

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| **Assessment/**  **Evaluation of Students’ Learning** | * Formative Assessment: Interactive activities followed by reflective discussion to ensure understanding. * Observation of discussion, viewing of pictures and poems. * Group discussions are headed by one student who reports back, “did everyone get a chance to share?” |

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| **Reflection** | * Should probably be split into two classes next year. Feels really rushed. * Could be expanded as a project later on using Dr. Seuss books i.e. “Yertle the Turtle” as Hitler, etc. * How to encourage students that aren’t participating? * How can this be adapted for poetry with more complicated language for future classes? |