

Name Emily Mitchell

Lesson Plan Template

Learning Segment Focus English Language Arts – Literature
Lesson **of** **Topic** Poetry/Elements of Poetry **Date** **Grade** 8

Student Outcomes

Specific learning objectives for this lesson.	TSW memorize the elements of poetry through use of mnemonic device. TSW recognize elements of poetry in literature. TSW compare poetry and determine author purpose. TSW distinguish among elements in poetry and connect them to the real world. TSW identify poetry through various mediums. TSW utilize technology as a means of learning. TSW discuss findings with peers.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have already looked at several forms of literature and they will use what they know to connect it to poetry. Students have learned some figurative language and they will access this prior knowledge to understand poetry.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	24 students in total: 11 boys, 13 girls. 5 English Learners 2 hearing impaired 3 special needs 1 paraplegic who uses a wheelchair 14 come from impoverished neighborhoods, 10 are middle-class 9 students read at grade level 9 students read 1-2 grades below grade level 6 students read 3-5 grades below grade level

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or <i>tone</i>, including analogies or allusions to other texts when applicable.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i>) to present a particular topic or idea.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions • one-on-one • in groups • teacher-led with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Poetry, Assonance, Alliteration, Personification, Consonance, Stanza, Meter, Simile, Metaphor, Rhythm, Rhyme, Onomatopoeia, Mnemonic Device, Imagery, Figurative Language
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Word Wall with all the elements displayed for students to reference. Initial explanation of each key term in addition to further practice throughout the lesson. Peer support, especially for English Learner students.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Pre-made Padlet, Smartboard, Internet access, computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Laptop, Internet access, pen and paper

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<u>Introduction:</u> Literary engagement Class discussion Explanation of topics	To begin, we will look at the poem “I Lost My Talk” by Rita Joe . I will read the poem out loud to the class, and then everyone will read it again silently. We will then discuss potential themes from the poem and identify some of the figurative language we see. Next, I will explain some of our key topics for the day: Elements of Poetry and Padlet/Online Tools.
	<u>Instruction:</u> Introduction using online tools Student-led learning and exploration of the topic Formative assessments	Students will use school-issued laptops to explore my pre-created Padlet . From here, students will watch a video about the elements of poetry, explore a website that explains the elements, and examine pictures that enhance understanding of the concept. After some exploration, students will practice what they have learned! The first will be identifying two sound devices often used in poetry and creating

	Student contribution	<p>their own example. Next, they will play a Kahoot! that tests their knowledge.</p> <p>Finally, students will make their own addition to the Padlet. This will empower students and give them practice with how to use the online tool.</p>
	<p>Closure:</p> <p>Exit slip/homework</p>	<p>To wrap up the lesson, students will create a mnemonic device to help them remember the elements of poetry. They will turn this in as an exit slip for the class, or they can finish it for homework and bring it the next day. I have attached an example in the Padlet so they will know what to do.</p>

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>Padlet is a great online tool for students and teachers alike. Padlet is an asset to this lesson because it gives students freedom to explore the topic, test themselves, and then contribute to the lesson through a creative means. Online tools are becoming increasingly important in the modern world, and it is important for educators to embrace technology as a means to enhance lessons. Students can be confident in their technological abilities while using tools such as Padlet in the classroom.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Access to Google Translate Key vocabulary will be presented with Spanish translations ELL students will be paired with strong English speakers Ongoing buddy system – the 5 ELL students have “buddies” that they can ask questions, and they can ask me together if the buddy does not know I will utilize the sound field in the classroom for hearing impaired students Wheelchair-accessible desk for 1 student</p>	.
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Explicit Instruction: explanation of concept, provided Padlet Links on teacher website for further independent research Scaffolding Access to online resources to enhance learning</p>	
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students’	X Formative / <input type="checkbox"/> Summative	Word document with student-generated examples of sound devices
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learning of the lesson objective(s) (include type of assessment & what is assessed).	X Formative / <input type="checkbox"/> Summative	Kahoot!
	X Formative / <input type="checkbox"/> Summative	Mnemonic Device

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Student-based lessons such as this one are important to not only ensure that students are capable of learning crucial material without direct instruction, but also empower students and give them control over their own learning. Mnemonic devices have been proven to improve memory. For decades, classrooms have used mnemonic devices such as PEMDAS to help students remember important information.
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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