

Lesson Plan

Learning Segment Focus: 8th Grade English

Lesson 2 of 2 Topic: Poem : “O’ Captain! My Captain!” **Date:** 5/3/2021 **Grade:** 8th grade

Student Outcomes

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| Specific learning objectives for this lesson. | The students will be learning how to write poems using a website. Students will be able to fill out the TPCASTT for the poem “O’ Captain! My Captain!” in Inspiration. |
| Justify how learning tasks are appropriate using examples of students’ prior academic learning . | The students will have already gone through the TPASTT for the poem we read earlier. They will already have prior knowledge about the different types of poems and how to analyze them. They will have the understanding on how to interpret the structure of the poem and the meaning of it. |
| Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets . | Students will be able to create different types of poems using the website given to them. This allows them to be creative and include whatever they want in it. No matter the background of the student, they can use that to their advantage when making their poem. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | RL.8.1 – Cite the textual evidence that mostly strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the content? | TPCASTT, cite, title, paraphrase, connotation, attitude, shift, and theme. |
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Academic Language Support

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| 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)? | Once the students were able to complete the TPCASTT for the poem, they will be using the website, www.readwritethink.com , to learn more about how to write poems in general. I will be having them create their poem while analyzing them at the same time. Using this website will help them create a poem, but they are to analyze each poem they are to write. I have given them a form that explains what TPCASTT is and we have already gone through the different types of poems. So by now they should be able to handle the assignment with the website. Vocabulary will be written down and gone over before the assignment as well as understanding how to create a poem and have others analyze it. |
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Materials

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| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | <ul style="list-style-type: none"> - iPad - paper - pencil - worksheet about TPCASTT - website |
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | <ul style="list-style-type: none"> - iPad - paper - pencil |

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| | <ul style="list-style-type: none"> - worksheet about TPCASTT - website information |
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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) |
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| 5 minutes | <p><u>Introduction:</u></p> <ul style="list-style-type: none"> - Explain activity - Show example | <p>At the beginning of the class, I will show them where on the website they need to go. They will be creating poems, but they are to pick one that they want analyzed by another. They can use my example, if they have forgotten TPCASTT, that we did using Inspiration. I will show them an example of a poem I wrote, and they are to analyze it.</p> |
| 2 50-minute days needed for this activity | <p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Work on poems - Create poem - Have others analyze | <p>“So, for today we will be creating a poem for others to analyze. I want us to use the example from the poem we did on inspiration. Let us go through it.” We will go through the Inspiration example again along with going through the vocabulary. “Now, open up your iPad’s and go to the website that has been written on the board.” The students will follow the instructions on the board. “I want you to create a couple of poems by tomorrow. You will use this class time to create however many you want, but you have to choose one for someone else to analyze.” The students will work on their poems using the website for the rest of the time. The next day, the students will analyze each other’s work. “I want you to pick a poem randomly from this stack. Do not tell anyone what poem you have. If you have your own, then put it back in the pile.” The students will take the entire class to analyze.</p> |
| 5 minutes on the 2 nd day | <p><u>Closure:</u></p> <ul style="list-style-type: none"> - Last minute discussion | <p>Everyone will turn in their TPCASTT that they made for someone else. We will discuss what each person thought of their poem that they picked.</p> |

Technology Integration

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| <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</p> | <p>The first part of this lesson was to use Inspiration to create a graphic organizer for the students. We used Inspiration to talk about the structure of the poem “O’ Captain! My Captain!” using TPCASTT. This allowed the students to use technology rather than writing on a piece of paper and filling out a handout. We put</p> |
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| <p>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>graphics in it along with creating it to make it look organized and need. The second part of the lesson was to use a website, www.readwritethink.com, and create a poem. The students will create a poem using that website, and then analyze one another.</p> |
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Accommodations/Modifications

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| <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>For the students needing remediation and intervention, we went over vocabulary multiple times throughout the lesson. For the students with an IEP/504 and students who are LEP/ESL using the website will be extremely helpful since it has great extra material, but it also explains step by step on how to write a specific poem.</p> |
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Differentiation

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| <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>Going into prior knowledge is a way to ensure that the students need are met. Reviewing allows them to understand new information when it all becomes connected. I will be showing them how I wrote the poem and how to analyze it. This gives them visuals and it helps them hear the instructions for this activity.</p> |
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Assessments: Formative and/or Summative

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| <p>Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed).</p> | <p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p> | <p>As a formative assessment, I will be using what is called interview assessment at the beginning of this less. This will allow me to engage with the students and see where they are at in understanding the material before continuing with the project.</p> |
| | <p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p> | <p>Another formative assessment is by observing them while they are working. If they seem to be struggling with a concept, then I can come by and help.</p> |
| | <p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p> | <p>For a summative assessment, I will have the students analyze each other’s poems using TPCASTT. This will give great feedback to the students about their poem but allows them to practice TPCASTT as well.</p> |

Research/Theory

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| <p>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.</p> | <p>Piaget: This theorist uses the developmental approach. Humans are to develop in various stages, so it was easy to use this model. We introduced the concept of TPCASTT in an earlier class. We have also done other handouts before this project (classwork) to solidify that they do know the material. Once they have mastered the material, they can use this knowledge and use it to analyze each other’s poems.</p> |
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Lesson Reflection/Evaluation

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| <p>What went well?</p> | <p><i>TO BE FILLED IN AFTER TEACHING</i> (I am not sure if I need to write this out)</p> |
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| What changes should be made? How will I use assessment data for next steps? | |
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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>;
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