

Name Chris Rains

Lesson Plan

Learning Segment Focus _____ Lesson _____ of _____

Course & topic addressed Geography -cultural enrichment Date 9/21/2020 Grade 7

Student Outcomes

Specific learning objectives for this lesson.	Learn something about Japanese culture
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Through geography we will be looking at different countries of the world and this is just a pit stop to learn something from another culture.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This will open the children's minds to other parts of the world and may even have some students who are of Japanese decent.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Arkansas social studies HS.6.7.1 Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Poetry,haiku, japan, syllable,visuals, symbols, imagery
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Academic Language Support

<p>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?</p> <p>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)?</p>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard with projector, computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers, journals(for personal haiku use optional) paper and pencil for writing haikus to turn in

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)
5 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Learn what a haiku is through demonstration 	<p>I will introduce haiku poetry to the class “listen everyone / this is a haiku lesson / its five seven five”. Then I will explain to them what I just said is a haiku</p>
<p>Large group 30 minutes</p> <p>Small group 45 minutes</p>	<p>Instruction:</p> <ul style="list-style-type: none"> • Learn haiku • Discuss syllables • Discuss imagery • Discuss history of haiku • Talk about japan • Students try making their own haiku • Students will be able to use website I have linked on inspiration • Peer group learning in small groups 	<p>Large group learning:</p> <p>After a brief introduction to Haiku we will do a short refresher on syllables.</p> <p>Then we will move on to the history of Haiku and talk some of Japan.</p> <p>We will discuss how imagery was used to envision the different lines of Haiku.</p> <p>We will form some Haiku together on the smart board.</p> <p>I will teach them that haiku can be all sorts of things from funny and funny to serious or uplifting.</p> <p>We will talk about how they can be a simple form of poetry to put their feelings into words.</p> <p>We will talk about how you can use Haiku as a form of reflection on things that have happened.</p> <p>We will go over how to use the website that I have linked in inspiration .</p> <p>Small group:</p> <p>After learning how to create haiku, history, and usefulness of them we will split into small groups.</p> <p>Each student will be tasked with creating 4 haikus: 1 serious,1 funny, and 2 however they choose.</p> <p>I will go around the room as they work on them and see if any are struggling or need help.</p>

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)
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> Go over the basics of haiku one more time 	<p>“great job everyone / I hope you enjoyed learning / I hope you liked it” Close with a haiku.</p> <p>Go over the basics once more.</p> <p>Ask if anyone in the class would like to share their haikus before turning them in.</p>

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><i>LEP/ESL: Simpler terms and one on one instruction</i> <i>Remediation: One on one instruction when time allows, extra homework sheet with detailed instructions for practice</i> <i>IEP/504: depends on severity of disability</i></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>	<ul style="list-style-type: none"> One of the modifications would be 1 on 1 with me at my desk if I see that they need it I may pass a sheet with words and how many syllables they have at the beginning for the people who may have trouble with syllables.
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Assessments: Formative and/or Summative

<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>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<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>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i> <i>I may try to see if the English teacher wants to do something around the same time for poetry next time.</i></p>
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Depending on how well the assessment went I may have to do a quick review before the main test.

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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

