

Name Katie Anderson

Lesson Plan

Learning Segment Focus Compare and Contrast **Lesson** 1 **of** 1

Course & topic addressed English, Poems **Date** 03/11/2020 **Grade** 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will compare the experience of reading a poem versus hearing it or seeing a live version of the text. Students will be providing QR links to both forms of their poems.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students are already familiar with poetry and are able to determine their meanings. This lesson will give them a different perspective on the poem
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students have experienced poetry in some way in their lives. Most students are able to determine the poem's message just through how they read it. Some students are not able to do this so exploring other ways of experiencing that poem may enhance their understanding.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Poetry, Meaning, Compare, Contrast
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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) ?	Students will be using their key vocabulary to describe the differences and similarities between the different versions of their poem they pick out.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Google Classroom, IPAD, White Board, Projector
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	IPAD with QR reader, Computer with Google Doc access.

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><u>Introduction:</u></p> <ul style="list-style-type: none"> • Introduction and Instructions 	<ul style="list-style-type: none"> • I will be assigning the poems to students • I will be showing them how to create a QR code and attach it to a website where they find the poem and other version as well.
30 Minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Exploration for students • Transmitting information onto a google doc 	<ul style="list-style-type: none"> • Students will locate their poems on the internet. • Students will also locate an alternate version to the poem that has to pertain with some video. It has to be a different form than just text. • I will be assisting students in finding alternate versions by suggesting places they could locate them. • Students will be creating QR codes for the places they find their poems and it's alternate version. • Students will upload that QR code as well as their response to a google doc and upload it on google classroom.
20 Minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Students will be presenting their responses as well as each version of their poem. • Students will have to read the poem out loud to the rest of their peers. • Students will give their feedback on how they feel about that poem.

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>Students will have the opportunity to find a alternate version to a poem that will read aloud to them if they can not read. If this is the case I will have them find 2 alternate versions and they can compare those two.</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>Students will have the opportunity to hear each students' feedback to their compare and contrast. They will be exposed to many different versions of poems and get to experience a wide variety of examples.</p>
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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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will be giving each other feedback</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will have to present their compare and contrast to the classroom</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

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>	<p>This method is directly related to direct instruction. I will be giving explicit instructions and then directing the students to do their own research on their poem. Direct instruction is proven effective by Siegfried Engelmann and Wesley C. Becker.</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></p>
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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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