

## Lesson Plan Template

**Learning Segment Focus: Text vs. Visual/Auditory**

**Lesson 1 of 1      Topic: Poetry with/wo Music      Date: NA      Grade: 6th**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will compare and contrast reading a poem and listening to it being read with music playing in the background.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students know that poetry is different than prose. They have compared book to movie.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Music activates different memories and emotion for different people so students will react differently to the music and poetry combinations.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>RL.6.7</b> 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.</p> <p><b>SL.6.5</b> Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Music, visuals, mental image</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>Book has words and pictures. Wild Symphony App has corresponding animals to help with navigation.</p>
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Wild Symphony Book Inspiration 9 Graphic Organizer Printed
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	iPads or iPods Wild Symphony App Flipgrid App Compare and contract graphic organizer (inspiration 9) Headphones

**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)
10 minutes	<b><u>Introduction:</u></b>  <b>Book Preview and directions</b>	Read Wild Symphony by Dan Brown without music.  Explain Instructions and handout packet (graphic organizer and instructions)
10 minutes	<b><u>Instruction:</u></b>  <b>Demonstration</b>	Have student pretend to be my partner and record me on their iPad (using Flipgrid) reading the page with music playing on my iPad.  Demonstrate answer in these questions in the comments:  <ul style="list-style-type: none"> <li>● What is similar in reading and listening to the poem?</li> <li>● What does the music add to the poem?</li> <li>● What do you feel differently when the music is added?</li> <li>● Do you prefer print, audio, or audio with music?</li> </ul> ***students help
15 minutes	<b>Student Experience</b>	

10 minutes	Class Discussion	<p>Students will get in pairs; choose which poems they will read and begin making their Flipgrid videos.</p> <p>After the pair is finished, they will independently watch other students' videos and comment on the differences they see, feel, or hear.</p> <p>I will choose 2-3 volunteers to speak about what they discovered.</p>
5 minutes	<p><b><u>Closure:</u></b></p> <p>Exit Slip</p>	<p>Students will write one thing they learned today about the relationship between poetry and music.</p>

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose to integrate Wild Symphony by Dan Brown and the interactive music app into this lesson because it pairs nicely with the RL.6.7 standard. It provides poetry and music all in one. Students also do not get as much exposure to physical books as they used to, so this will be good for them!</p> <p>I chose to have the students do their responses on Flipgrid so they could collaborate and watch the videos on their own pace.</p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>Spanish instructions          Ability Pairing</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.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Each page and app page match the screen with the book. Flipgrid instructions.</p>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Observations during examples.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students comments on their own videos</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Student reflection exit slip</p>

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>Helpful Article : <a href="#">HERE</a></p>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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&qI=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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