

ED 345 Calvin College Lesson Planning Form

Teacher: Joline Andrews

Date: 11/19

Subject/ Topic/ Theme: Poetry – P.S. 81 The Bronx

I. Objectives

What is the main focus of this lesson?

Reading and analyzing "P.S. 81 The Bronx"

How does this lesson tie in to a unit plan? (If applicable.)

This is the first poem being taught in a unit on poetry. Students have been introduced to poetry, but have not yet analyzed a poem.

What are your objectives for this lesson? (As many as needed.) Indicate connections to applicable national or state standards. If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.

Students will be able to:

- Read a poem
- Analyze the poem
- Develop and defend possible themes of the poem
- Make inferences about the speaker
- Cite textual evidence to support ideas

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

II. Before you start

Prerequisite knowledge and skills.	Students have been learning poetry terms. They learned about metaphor, simile, and repetition during our previous unit. We have talked about author's poem, point of view, mood, and theme
Assessment (formative and summative)	Formative - students will discuss and write down answers at their tables. These ideas will be shared with the group, helping the teacher to know where each group is currently at in their understanding.

RECOGNITION

STRATEGIC

AFFECTIVE

Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement
<i>Options for Perception</i> Poem is read aloud and students have a written copy to read along with	<i>Options for action/interaction</i> students can discuss in their groups	<i>Options for recruiting interest</i> This is a poem about losing focus in school – something many of my students can relate to
<i>Options for Language/Symbols</i> vocabulary is clarified in their interactive notebooks.	<i>Options for Expression</i> this is the first poem we're analyzing, so we're doing it together. Next, they will be doing it with partners	<i>Options for Sustaining Effort & Persistence</i> Students are encouraged to discuss at their tables and provide answers to the class stating what their group believes and why
<i>Options for Comprehension</i> we have learned the vocab for analyzing poetry and learned examples of them, now we're applying them to a new poem	<i>Options for Executive Function</i> Students will know the objectives and work towards them.	<i>Options for Self Regulation</i> Students assess what they believed, what their tables believed, and what answers the class came to
Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	Copies of the poem Poetry Analysis Worksheet powerpoint of verses	
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	no	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
1	Motivation (Opening/ Introduction/ Engagement)	Read "This Is Just To Say" by William Carlos Williams "I have eaten the plums that were in the icebox and which you were probably saving for breakfast Forgive me they were delicious so sweet and so cold"
1		When you're at school, do you ever imagine being somewhere else?
2		Introduction to free verse – all poetry doesn't have to rhyme! Read objectives – today we'll be analyzing a poem, citing evidence to support what we're saying.
	Development	Read the poem "P.S. 81 The Bronx" aloud

<p>15</p> <p>5</p>		<p>Go through the analysis worksheet, encouraging students to discuss questions at their group, then provide answers for the rest of the class. Make sure students are citing evidence.</p> <p>For the figurative language questions, there is a powerpoint with different verses on each slide. Have the students talk at their tables about what each set of verses is an example of. When they answer, make sure they explain why.</p> <p>Explain how imagery is important – “I pressed my steaming face against the cold ceramic tiles” versus “I pressed my face against the tiles” This poem covers 4 senses – sight (white glistening sand), sound (droning of our teacher’s voice), taste (I lick my lips), touch (My face pressed against the cold hard ceramic tiles).</p>
<p>10</p>	<p>Closure</p>	<p>Have students work on writing a poem about where they wish they were during school.</p>
<p>Your reflection on the lesson including ideas for improvement for next time:</p>		