

ED 345 Calvin College Lesson Planning Form

Teacher: Joline Andrews

Date: 11/14

Subject/ Topic/ Theme: Poetry Gallery Walk

I. Objectives
What is the main focus of this lesson? This lesson serves as an introduction to our unit on poetry
How does this lesson tie in to a unit plan? (If applicable.) This serves as a way for students to share what they know and to learn about the variety of poems that are out there
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. Objectives: Students will be able to <ul style="list-style-type: none"> • Read a variety of poems • Articulate a definition of poetry • Apply poetry vocabs to poems
Standards 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.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 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.

II. Before you start		
Prerequisite knowledge and skills.	none	
Assessment (formative and summative)	formative – students will share what they currently know about poetry and will identify the academic poetry vocabulary in one of the poems	
Universal Design for Learning Networks/Domains (see UDL Guidelines)		
RECOGNITION	STRATEGIC	AFFECTIVE
Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement
<i>Options for Perception</i> Students who need help can have the poem read aloud to them.	<i>Options for action/interaction</i> students write and discuss answers	<i>Options for recruiting interest</i> students choose the order they read the poems. The poems are relevant to them.
<i>Options for Language/Symbols</i> I will be going over vocab that is necessary for poetry.	<i>Options for Expression</i> because this is the first lesson, students will have lots of support in looking at the poems	<i>Options for Sustaining Effort & Persistence</i> students will stay engaged since they have to go around the room and have a task complete.
<i>Options for Comprehension</i> we start by discussing what they already know about poetry	<i>Options for Executive Function</i> the worksheet helps focus their attention during the gallery walk	<i>Options for Self Regulation</i> students have to assess what they already know about poetry and what they'll learn

Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	poems for gallery walk worksheet poems for pockets interactive notebook
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	no, but the poems will be set up around the room

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
1 5 1	Motivation (Opening/ Introduction/ Engagement)	read "Listen to the Mustn'ts" Ask students what they know about poetry. Write down some ideas. – most will think it rhymes. Tell students that today we'll be learning more about what poetry is. There are poems posted around the room and the students will have to go around the room and read them and write down notes on their worksheets. Then we'll come together and discuss what we've noticed and see if we can figure out a way to define poetry.
20 10 2 5	Development	Students walk around reading poems and filling out worksheet Come back together and discuss different types of poetry and what they've noticed. Have students talk in their groups to articulate a definition of poetry. In notebooks, have students take notes on some words that we'll need to discuss poetry. We'll define verse, stanza, and rhythm, asking table groups to identify an example of each from one of the poems.
1 2	Closure	Handout "Poem in my Pocket" Explain that throughout the whole unit, we'll be doing "a poem in my pocket." Each week the students will get a new poem that they need to carry around in their pocket for the week. If I ask for it, they need to be able to pull it out and read it to me. If they memorize the poem, they can recite it to me and be entered into a raffle. Read the poem together.
Your reflection on the lesson including ideas for improvement for next time:		