

# ED 345 Calvin College Lesson Planning Form

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Subject/ Topic: "Life Doesn't Frighten Me" Poetry Analysis

## I. Objectives

### What is the main focus of this lesson?

Analyzing the different aspects of the poem "Life Doesn't Frighten Me"

### Briefly describe the context of your lesson. How long have students been studying this particular topic and/or how does it tie into a unit?

The students have learned and identified poetic devices in other poems. This is the first poem we'll be thoroughly analyzing in our poetry unit, but they've been working with the concepts (theme, point of view, etc) throughout our last unit as well.

### What are your objectives for this lesson? 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

- Apply concepts of theme, point of view, tone, and figurative language to a poem
- Answer questions using what they know
- Cite textual evidence
- Write responses

#### 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.6.2

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.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.

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 learned about poetic devices  
students have learned about how to find a theme and point of view

<b>Assessment (formative and summative)</b>	students will write down their answers and discuss them as a group formative – I will go around and talk with the students as they're answering the questions	
<b>Universal Design for Learning Networks/Domains (see UDL Guidelines)</b>		
<b>RECOGNITION</b>	<b>STRATEGIC</b>	<b>AFFECTIVE</b>
<b>Multiple Means of Representation</b>	<b>Multiple Means of Expression (Action)</b>	<b>Multiple Means of Engagement</b>
<b>Options for Perception</b> students will read the poem and had the poem read to them questions will be written, other students can read them aloud for their partners if necessary	<b>Options for action/interaction</b> Students will have an answer sheet, some questions are multiple choice, some are short answer	<b>Options for recruiting interest</b> the students can choose their partner and the order in which they answer the questions
<b>Options for Language/Symbols</b> students can use their notebooks to clarify vocab	<b>Options for Expression</b> I will provide a sentence frame for the short answer questions	<b>Options for Sustaining Effort &amp; Persistence</b> Being able to move around the room and work with partners helps students stay engaged
<b>Options for Comprehension</b> students will be using concepts they've previously applied to short stories and now apply them to poetry	<b>Options for Executive Function</b> their goal will be to correctly answer as many questions as possible, there will be a timer so they can monitor their progress in the amount of time given. We will at a later time correct answers so they will have feedback	<b>Options for Self-Regulation</b> students will be able to self-assess as we correct answers and will have to use their test-taking strategies which are meta-cognitive
<b>Materials-what materials (books, handouts, etc) do you need for this lesson?</b> <b>Technology utilized?</b>	questions will be printed and will be around the room worksheet for students to write on students need their interactive notebooks copies of the poem youtube video of poem being read <a href="https://www.youtube.com/watch?v=UN4_wfm7rjE">https://www.youtube.com/watch?v=UN4_wfm7rjE</a>	
<b>Do you need to set up your classroom in any special way for this lesson? If so, describe it.</b> <b>Groupings Utilized?</b>	no, but the questions will be hung around the room	

<b>III. The Plan</b>		
<b>Time</b>	<b>Parts</b>	<b>The description of the lesson, teacher activities and student activities</b>
2	<b>Motivation (Opening/ Introduction/ Engagement)</b>	Students should have a copy of the worksheet at their desk, along with a copy of the poem. We will be starting a new poem today! It talks about fears. Turn to someone at your table and quickly tell them something you're afraid of. Okay, first you're going to read the poem to yourselves.
5		Students will read the poem to themselves.
3		Now, listen to the author reading the poem (start video at 0:34)
2		Give instructions for activity: Using their worksheets, students are to walk around the room in partners or groups of three to the different questions posted around the room. They can use the poem and their interactive notebook in order to answer the question and write the answer on their answer sheet. There will be two sets of questions to avoid congestion, assign two table groups to go to the pink set and three table groups to go to the yellow set. Students will have 15 minutes to see how far they get. Time can be extended if necessary.

15	<b>Development:</b> <b>Remember to be intentional about planning your faith/worldview</b> <b>Integration into your lesson</b>	<p>Students walk around answering questions, timer is displayed using the projector.</p> <p>Teacher walks around the room asking students questions about their work and answering student questions.</p>
10	<b>Closure</b>	<p>Gather back together as a class and review the answers.</p> <p>For the multiple choice questions, have students raise their hand to show how they answered. Have a few students explain their choices. For short answer, have a student read theirs and allow others to add on if they have something else to say.</p>
10		<p>If time allows, have students write down a few things they're afraid of and try to mimic the poem.</p>