

# ED 345 Calvin College Lesson Planning Form

Teacher: Joline Andrews

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Subject/ Topic/ Theme: Poetry Slam & Portfolios

I. Objectives	
<b>What is the main focus of this lesson?</b> Sharing poems and assessing student achievement in analyzing different poems	
<b>How does this lesson tie in to a unit plan?</b> (If applicable.) This is a summative assessment of what the students have learned in the unit.	
<b>What are your objectives for this lesson?</b> (As many as needed.) <b>Indicate connections to applicable national or state standards.</b> 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"> <li>• Read a variety of poems</li> <li>• Do a full analysis on concepts of theme, point of view, author’s purpose, and literary devices on one poem</li> <li>• Read the poem aloud to their classmates</li> <li>• Compile a portfolio of poems that show examples of the devices we’ve learned about</li> </ul>	
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.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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		
<b>Prerequisite knowledge and skills.</b>	Students have learned about tone, theme, point of view, and poetic devices. Students have practiced analyzing poems	
<b>Assessment (formative and summative)</b>	students analyze a poem and compile a portfolio of poems that are examples of literary devices	
Universal Design for Learning Networks/Domains (see UDL Guidelines)		
<b>RECOGNITION</b>	<b>STRATEGIC</b>	<b>AFFECTIVE</b>
Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement

<i>Options for Perception</i> students can read the poems and use iPads to have poems read to them if necessary. They can look for poems in books and online	<i>Options for action/interaction</i> Students can use iPads or books to search for poems	<i>Options for recruiting interest</i> students get to pick poems that they like
<i>Options for Language/Symbols</i> The vocabulary necessary has already been defined	<i>Options for Expression</i> Students can do their portfolio by hand or online	<i>Options for Sustaining Effort &amp; Persistence</i> students will be engaged as other students are performing their poems
<i>Options for Comprehension</i> This serves as an assessment to see if the knowledge the students have acquired can be transferred to a new poem	<i>Options for Executive Function</i> Students have a rubric for their portfolios	<i>Options for Self Regulation</i> students will monitor their progress against their rubric
<b>Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?</b>	iPads poetry books analysis worksheet portfolio rubric	
<b>Do you need to set up your classroom in any special way for this lesson? If so, describe it.</b>	no	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
2	<b>Motivation (Opening/ Introduction/ Engagement)</b>	Ask students to think about their favorite poem they've read so far and why. They can turn and quickly tell a partner.
1		Tell students that their final assessment will come in the form of a portfolio and a poetry slam. Who knows what a poetry slam is?
5		Give directions: First students will read through various poems. They will make a portfolio that has a poem that has an example of each of the literary devices we've learned about. They may write poems for up to four of the devices. Go through rubric of what this portfolio will look like. Once students have compiled a portfolio, they will pick a poem they'd like to share with the class. This can be a poem they've written or a poem they've found. They will have to analyze this poem using our analysis worksheet. On the final day, we will have a poetry slam where everyone reads their poem to the class.  Be clear that students can write the poems – point out how many of the poems we read were written by students!
45	<b>Development</b>	Day 1: Students look for poems using iPads and poetry books. Model googling poems that have the literary devices if students are struggling. Have options of poems photocopied for students who will be overwhelmed with trying to find poems.
60		Day 2: Students continue looking for poems and compiling them for their portfolios. They can do their portfolios by hand (I will make photocopies for them or they can write the poems down) or using the iPads (google slides).
45		Day 3: Students pick the poem they'd like to present, which must have at least two literary devices, and work on the analysis. Students use rubric to guide their work.
60	<b>Closure</b>	Day 4: Poetry slam! Students share their poems with the class. Start with discussing behavioral expectations. Students should listen to each other and be respectful while others are taking their turns. After someone reads at a poetry slam, the audience snaps!
<b>Your reflection on the lesson including ideas for improvement for next time:</b>		

