

## ED 345 Calvin College Lesson Planning Form

Teacher: Joline Andrews

Date: 12/2/16

Subject/ Topic/ Theme: Poetry Walk - Analysis

### I. Objectives

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

Reading and analyzing different poems

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

This lesson continues refining the analysis skills students have been practicing to have a deeper understanding and appreciation of poetry.

**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

- Read a variety of poems
- Apply concepts of theme, point of view, tone, and figurative language to those poems
- 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.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 tone, theme, point of view, and poetic devices.  
We've analyzed one poem as a group and they've analyzed a second one that we've gone over in a group

**Assessment (formative and summative)**

students answer questions on analysis that we then review as a class

**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> questions will be written, other students can read them aloud for their partners if necessary		<i>Options for action/interaction</i> Students will have an answer sheet, some questions are multiple choice, some are short answer	<i>Options for recruiting interest</i> the students can choose their partner and the order in which they answer the questions. The poems are relevant to the students
<i>Options for Language/Symbols</i> students can use their notebooks to clarify vocab		<i>Options for Expression</i> I will provide a sentence frame for the short answer questions	<i>Options for Sustaining Effort &amp; Persistence</i> Being able to move around the room and work with partners helps students stay engaged
<i>Options for Comprehension</i> students will be using concepts they've previously applied to short stories and now apply them to poetry		<i>Options for Executive Function</i> 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	<i>Options for Self Regulation</i> 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 and do you have them?</b>		Poems from "100 Quickwrites" : "Fog," "Penny," "He is my Great-Grandfather," "Remembrance," "To a Daughter Leaving Home," "I need to find a place," "Waiting for the Splash," "Within," "Time Somebody Told Me," "A Slice of Life," "Only Human," "February Air" Additional Poems: "Winter Poem" by Nikki Giovanni, Basho Haiku, "Fog" by Carl Sandburg, analysis worksheet students need their interactive notebooks	
<b>Do you need to set up your classroom in any special way for this lesson? If so, describe it.</b>		no, but the poems/questions will be set up all around the room	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
1 3	<b>Motivation (Opening/ Introduction/ Engagement)</b>	Tell students to have a pencil, their worksheet, and the interactive notebooks on their desks. Read the Basho Haiku aloud to the class Tell students that we will continue our poetry lessons, but this time we will be reading and analyzing multiple poems. This will be very similar to their last activity, but this time there will be various poems around the room, so they'll have to read the poem in order to answer the questions. They can work by themselves or with a partner. This time there will not be two sets of questions, so they should try to get to all the stations. They'll have 25 minutes.
45	<b>Development</b>	Students walk around reading poems and answering questions. The timer will be displayed using the projector. Teacher walks around the room asking students questions about their work and answering student questions.
20	<b>Closure</b>	(May be done on a separate day) Gather back together as a class, read the poems aloud and go through the answers. 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.
<b>Your reflection on the lesson including ideas for improvement for next time:</b>		