ED 345 Calvin College Lesson Planning Form

Teacher Intern: Joline Andrews   Date: 11/16/16   Subject/ Topic: Poetry Vocab

I. Objectives
What is the main focus of this lesson?
The academic vocabulary needed for our poetry unit
***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?**
This is the second lesson on poetry; so far the students have done a gallery walk and learned that there are different kinds of poems.
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.)

Students will be able to:

- Consult reference materials using technology to define words
- Write a definition of a word and enter the definition in quizlet
- Identify an example of that word in a poem
- Create an example to illustrate the word
- Create a short presentation to teach the vocabulary word to the class

Standards:

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.W.6.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-LITERACY.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

II. Before you start	
Prerequisite knowledge and skills.	Students have learned that there are different kinds of poems, no other prerequisite knowledge is necessary

Assessment (formative and summative)	Formative – check which definition groups are choosing, make sure groups are on task Formative – students have a checklist Formative – student presentations	
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**
Options for Perception Students will hear their classmates present information and be able to read it on quizlet	**Options for action/interaction** Students can use dictionaries instead of/along with iPads to create definitions	**Options for recruiting interest** Students will need to words to analyze the poem they are reading
Options for Language/Symbols The whole lesson focuses on clarifying vocab	**Options for Expression** I will model how to do the activity and then release students to work in groups, providing assistance as needed	**Options for Sustaining Effort & Persistence** Students will have to work together to decide how to teach their information to the class
Options for Comprehension We will maximize transfer by later applying the vocab to the poems we read.	**Options for Executive Function** I will check in with groups before they present to ensure that they are focused and give them feedback on what they have prepared	**Options for Self-Regulation** Students will self-assess their presentations by making sure it meets the given criteria
Materials-what materials (books, handouts, etc) do you need for this lesson? **Technology utilized?**	"Acquainted with the Night" iPads with access to Quizlet Handout of poems – "The Sky is Low," "The Bells," "Thanksgiving," "Autumn Leaves," and "Translating Grandfather's House" handout with 6 blank spaces for vocab words for interactive notebook checklists for student presentations According to the SAMR model, the technology is used at a modification level, as the students will be able to collaborate and work on the word together. They will be able to look at the definition options and pick one, as well as pick a picture. They can use the devices to look up additional information about the words in order to teach them. They will then be able to study from the words at home if they have internet access.	
Do you need to set up your classroom in any special way for this lesson? If so, describe it. Groupings Utilized?	no, but students may have to switch seats to even out table groups	

*Comments:

III. The Plan		
Time	Parts	The description of the lesson, teacher activities and student activities
3	**Motivation (Opening/ Introduction/ Engagement)**	Read "Acquainted with the Night" Before we get further in our poetry unit, we need to understand some academic vocabulary, so that's what we're going to focus on today. Read objectives. Content: define academic vocabulary, present information to class

5		Today, you and your group will be in charge of teaching the class one of the vocab words. We're going to use quizlet to do this, so we'll be using the iPads. Each group will be given a word, you'll have to come up with a definition for the word, and then will have to figure out how to teach the word to the class, giving an example from the poem you're given, and coming up with your own example. Hand out iPads

3		Model how to find a definition (google "alliteration definition") and edit the definition for "alliteration" on quizlet. Show the example of alliteration from "Acquainted with the Night." (I have stood still and stopped the sound of feet)
		Model writing an example "Zany zebras zigzagged through the zoo." Way to help them remember it: "Alliteration is always an adventure"
		
		Show students the checklist and go through it with them
		☑Google the definition of your word – dictionaries are available too!
		☑Discuss with your group and come up with a definition
		    make sure you understand the definition
		☑ Decide how to teach the class that word
		    what will help them remember it? A motion? A skit?
		☑Find an example in the poem you've been given
		☑Come up with your own example
		☑Decide who will say what during the presentation
		
		Tell students they have 15 minutes to work in their groups

15	**Development: Remember to be intentional about planning your faith/worldview Integration into your lesson**	Hand out one of the following vocab words to each group, along with the poem listed personification – "The Sky is Low" onomatopoeia – "The Bells" hyperbole – "Thanksgiving" idiom – "Autumn Leaves" imagery – "Translating Grandfather's House" Students work in groups to figure out their definition, a matching picture, and how to teach the word. Look for example from the poem.
20		Students present, other students write down definitions on their vocab page for their notebook. I will model this as the students are doing it.
3	**Closure**	Students review the objectives to see if they've been met Students practice the memory technique for each word