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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | Emily Payne |

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| **Grade** | 6/7 | **Topic** | Language Arts- Poetry |  |
| **Date** | March 9th | **Allotted Time** | 45min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| During this time, students are working with their social emotional learning in other areas in the classroom such as discussions about being kind to each other (reference to anti-bullying lesson) and restorative circles with our Indigenous Education Worker, Ms.Todd. With social emotional learning, poetry allows students to have freedom and expression and share their thoughts and feelings. With conversations around respect, trust and being kind students can portray their feelings into the poetry they are producing. It is important for students to write and express their feelings in a comfortable environment because it allows them to get their feelings out that they need to and add purpose to their writing. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | **- I deliberately learn a lot about something doing research, talking to others, or practicing so that I can generate new ideas about it; the ideas often seem to just pop into my head. I build new skills I need to make my ideas work, and I usually succeed, even if it takes a few tries.** |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning supports the well-being of the self | **Poetry can be a harder unit for students to grasp due to them being required to think about themselves and create their own poems rather than reading/writing about someone else’s work. Once students can get past that hurdle of generating their own ideas, students can begin to create poems with purpose and focus on their feelings within and learn how to express those feelings creatively.**  **This will help them support their well-being through identifying and expressing their emotions.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Language and text can be a source of creativity and joy  *Essential or Guiding Question(s):*  How does developing and understanding our language help us use it purposefully? |
| ***Do***  Curricular Competencies (Learning Standards):  - Using writing and design processes to plan, develop, and create engaging and meaningful literacy and informational texts of a variety of purposes and audiences. |
| ***Know***  Content (Learning Standards):  - Writing processes (different types/styles of poems) |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Students have already been exposed to free verse poems, so as a formative assessment, students will be asked to give examples of what a free verse is (does not follow any rules)

SUMMATIVE ASSESSMENT: (Assessment of Learning)

As the summative assessment, students will be creating a free verse poetry piece using paint card chips. Their free verse poem will be focused on the colour of their paint card and students will write 6 lines (one for each colour shade) focusing on using descriptive words. At least one of the lines connecting the colour to an emotion/feeling. Students will be writing 6 lines starting with (Blue is…, yellow is… etc.) and then students will complete the sentence using descriptive words. After students have written their 6 lines, they will be creating images to go along with each line (see criteria and exemplars below).

*Teacher will give students choice when choosing their colours.*

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can write a free verse poem using descriptive words and connecting emotions/feelings to colours. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will show their learning by giving examples to the teacher about what a free verse poem is and giving examples on what rules a free verse poem follows. (*teacher will prompt students and ask what a free verse poem is—record answers on the board)*  Students will show their learning by working independently to write their poems based off their paint chips. (*teacher will provide paint chips to the students)*  Students will be asked to identify their descriptive words within their poem as well as teacher will encourage students to try more descriptive words rather than cool, nice, kind, etc. (*teacher will do this during the lesson by going over what is a good descriptive word/what is not)*  Students will include illustrations to match each of their 6 lines within their free verse poem (so 6 illustrations total). |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | - I can write 6 lines based off the colour on my paint card  - My lines begin with “COLOUR is…” and is a full sentence telling me what that colour is.  - I can include at least 12 descriptive words—2 within each line  - I can include 6 illustrations (1 per line)  - One line will include the connection between emotions/feelings to the colour. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to write a 6-line free verse poem using the paint card chip and attempt to include descriptive words.  Access/All | Students can do  Students can write a 6-line free verse poem based off the colour on their paint card. Students will use descriptive words in all 6 lines and include an illustration for each.  Most | Students could do/try to  Students can write 8-line free verse poem and include multiple sentences for each colour block on the paint card. Students will use lots of descriptive words and help generate descriptive words for others. Students will include multiple illustrations for each line as well.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| - Paint cards- *see attached*  - Blank paper  - Colours to decorate their final copy  - Poem exemplars w/criteria- *see attached* |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Consider Student C, F, and J. These three will try to distract the rest of the class, call out and make irreverent comments. – it is important to check in with these three and keep them engaged to ensure they are fully participating and not distracting the rest of the class. 🡪 *within this lesson I have tried to keep them engaged by having a short review time of going over what a free verse poem is and the criteria of their poem. The rest of the time within this block will be used to create their poem.*  Consider Student Al. This student has difficulties reading and writing. Teacher or EA support will scribe for him as needed (as stated in his IEP) 🡪 *During this block, there is some EA support within this class. This EA will be working with student Al with his writing. When this EA leaves, the teacher will continue the support where needed.*  Consider Student A. This student needs a little more time to think and process her thoughts.  *During this lesson, consider students who will try and rush through and not put in effort. Ask those students to show where they have met the full criteria.* |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | Pacing |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Teacher will begin the lesson by transitioning students by asking them to clear off their desks and turn their attention up to the front.  Teacher will ask students to give examples/what rules do free verse poems follow.  (*This is background knowledge for the students—there was an activity done last week on free verse poems where students learned what makes a free verse poem)*  Teacher will record student ideas up on the board to create a web/bubble on what makes a free verse poem.  After teacher has collected ideas on what a free verse poem is, teacher will explain to the students they will be generating their own criteria and writing their own free verse poem .  Teacher will show the paint chip cards and explain to students that the free verse poem they are creating will be using the colour on their paint chip card.  Teacher will then work with students and create criteria for their colour free verse poem (*see above—go over descriptive words. Teacher will ask students what a good descriptive word is vs what a bad descriptive word is. Teacher will also provide better descriptive words for usual repeaters such as kind, nice, etc.)*  Teacher will then print off 2 exemplars. And give the students a criteria checklist for each exemplar (students can choose to work in partners). Have students mark off the criteria for that exemplar and then write a 1,2,3,4, or 5 at the top indicating where this exemplar is at.  After teacher will call on students to share what each exemplar was at and why. For example, if you gave a student a 4 why – what could they do to get a 5. *This allows students to see exactly what makes a 5 before starting their own copy.*  Once students have completed the criteria check list for the exemplars, the teacher will provide the students with their own criteria checklist and a paint chip card (and paper).  Teacher will keep the criteria up on the board, go over it orally and provide a written copy of the criteria to keep students accountable.  Teacher will circulate and help students as they work independently on their colour free verse. During this circulation, encourage students to use more complex descriptive words and move away from using nice, kind, etc.  Teacher will ask students to tape their paint chip card to the bottom or side of their paper so it stays with their poem and outline their poem in black/colour their illustrations.  Teacher will collect the student’s poems and self-assessed criteria sheet and ask them to sit back at their desk and read/work on something quietly until it is time for snack/morning break.  If time: Teacher will pair students up and have them verbally share the poems they have written (if students are not finished they will be sharing the poem that have completed up to that point)  To close the lesson the teacher will dismiss students to grab a snack by asking them to tell me one thing about a free verse poem and give me an example of a descriptive word they used in their poetry.  (*This links back to the learning intention of I can write a free verse poem using descriptive words because the teacher is asking the students 1. What is a free verse poem and 2. Give an example of a descriptive word)*  Teacher will ask each student this until all the students have been dismissed.  Teacher will put on CNN10 and have students watch and eat their snack before it is time for them to go outside. | **Students will**  Students will clean off their desks and turn their attention up to the front.  Students will be asked what a free verse poem is and provide examples/ideas to the teacher on what a free verse poem is.  Students will see the ideas being recorded up on the board and provide more ideas until everything about a free verse poem is written.  Students will be told that they will be writing their own free verse poem.  Students will ask what a paint chip card is (*teacher will show them*)  Students will generate with the teacher and put it up on the board.  Students will look at the exemplars being given by the teacher and look at the criteria checklist. Students will read over the criteria and look over the exemplar. Students will check yes or no if the exemplar has included that piece of criteria and record an overall 1,2,3,4, or 5 at the top.  Students will share where each exemplar is and why (why is one exemplar is a 4 and why the other is a 2—what piece of the criteria is missing) This provides a concrete idea on what is expected from them.  When finished, students will receive their own criteria check list, a paint chip card and blank piece of paper. Students will begin thinking of ideas once they receive their supplies.  *Students will be given choice on what colours they can write about*  Students are provided the criteria orally and visually.  Students will work independently on their poem as the teacher circulates. Students will be reminded to stay away from words such as kind, nice, etc. and use more descriptive words.  Students will tape their paint chip card to the bottom or side of the paper and outline their poem and colour their illustrations.  Students will hand in their completed poem they will self -assess their poem using the criteria sheet and hand it in to the teacher. Students will work on something quietly or read when they are finished. This allows those students who need extra time to finish.  If time: students will share their poem to their peers.  To close the lesson students will be asked to tell the teacher one thing about a free verse poem and give an example of a descriptive word they used to be dismissed to grab a snack.  Each student will answer the question being asked by the teacher.  Students will eat their snack and watch CNN 10 before it is time to go outside. | 2 min  3min  10 min  15 min  3 min  10 min |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  Teacher will continue to work with the students on writing poetry. Using descriptive words and writing different types of poetry allows students to explore their creative side and create original pieces of work. (*links to big idea)* When directly doing free verse poetry, teacher will work with students on focusing on writing rather than spending most of the time thinking about what to do write. This lesson does this specifically where the teacher gives the students the paint chip cards. Although the students are still responsible for creating the lines and using descriptive words, the colour and format of the poem has already been chosen for them. Moving forward, the next lessons will be focused on new types of poems such as limericks and clerihews. | **Students will**  Students will continue their poetry writing. Students will be practicing adding purpose into their writing by using descriptive words and learning different types of poems. With free verse poetry, students tend to spend more time on thinking about what to write rather than writing. In this lesson, students have been provided the paint chip chards and given direct criteria on what is expected from their poem. Students are still responsible for creating the lines about their colour and using descriptive words. Moving forward, the next lessons will be focused on new types of poems such as limericks and clerihews. |  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| \* Reflect with CT and PE |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**