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Lesson Plan Number: 1

Subject/Course	Grade Level
Language art	Five
Poetry/Figurative Language	Date: February 23, 2017
General outcome: 1.1 explore thoughts, ideas, feelings and experiences	
Stage 1	
Skills: Specific Learner Expectations The student will be able to express ideas and develop understanding The student will be able to experiment with language and form Attitudes: Specific learner expectations The student will be able to understand and appreciate language	Understandings: 1.1.2 The students will be able to read, write, represent and talk to explore personal understandings of new ideas and information

Essential Questions	
What is a poem? What is an ACROSTIC poem?	
Stage 2: Assessment	
Performance Tasks	Other Evidence
Students are provided with different activities in 4 stations to discover the answers to the essential questions Explanation: what is an ACROSTIC poem? Interpretation: why does the author use this poem? Application: students make their own ACROSTIC poem. Perspective: how do you like this poem style opposed to others? Empathy: can you show feeling and emotion through this type of poem? Self-Knowledge: if I asked you to write an ACROSTIC poem would you know what style to write?	<ul style="list-style-type: none">• Journals• PowerPoint presentation• Various activities (own poem, poem puzzle, interactive game, premade poem)

Stage 3: Part 1-Learning Plan

Learning Student Grouping (Activities)	Instructional Strategies
<p>Station 1: The students will be completing an acrostic premade poem</p> <p>Station 2: the students will be visiting http://www.readwritethink.org/files/resources/interactives/acrostic/ and creating an acrostic poem</p> <p>Station 3: The student will be completing a parts of speech puzzle</p> <p>Station 4: The students will be writing their own acrostic poem based on their personality</p>	<p>At the beginning of the lesson the students will be introduced to the poetry unit by completing a KWL chart.</p> <p>A power point will then be presented.</p>
Materials	Resources
<p>Duotangs Handouts for each station File folders Popsicle sticks</p>	<p>Powerpoint Acrostic making website</p>
<p style="text-align: center;">Accommodations</p> <p><input type="checkbox"/> Multiple Intelligences:</p> <ul style="list-style-type: none"> • Verbal/Linguistic: reading poems • Visual: power point • Bodily/Kinesthetic: switching stations • Interpersonal: editing work before putting in journals, collaborating with others • Intrapersonal: writing own poem • Diversity: Assisting others when needed, groups at stations can help others <p style="text-align: center;">Learning disabled</p> <p>Students will be using the SNOT method (read to SELF, ask a NEIGHBOUR, ask an OTHER peer, then ask TEACHER)</p>	<p>Faith and Learning Integration or Moral and Values Integration</p> <p>Students will appreciate that we are all unique.</p>
Stage 3: Part 2- Procedure (Learning Experience and Instruction)	
<p>Why? (5-7 min)</p> <p>This unit is being taught because the students must know different ways to express their feelings, thoughts, ideas and experiences.</p> <p>The students also need to appreciate the different ways that people express themselves through literature.</p>	

<p>Hook: (5-7 min)</p> <p>We are going to start the exciting unit of Poetry.</p> <p>What do we know about Poetry? (create a KWL chart)</p> <p>Present the power point</p> <p>Split students into stations</p>
<p>Equipment and Experience: (10 min)</p> <p>Tools:</p> <p>Powerpoint</p> <p>Chromebooks</p> <p>- Resources</p> <p>- Website: http://www.readwritethink.org/files/resources/interactives/acrostic/</p> <p>Skills to accomplish performance task</p> <p>Experiments with language and forms</p> <p>Express ideas and develop understanding</p>
<p>Evaluate:(5 min)</p> <p>Assessment:</p> <p>A poetry test will be administered at the end of the unit</p> <p>Formative assessment:</p> <p>Puzzles, and poem (premade and own) writings in their journal</p> <p>Self- assessment:</p> <p>Self-evaluation sheet- whether they understand information presented today</p>
<p>Tailor: (5-7 min)</p> <p>Differentiated Instruction:</p> <p>The different stations are taught differently, they all have instructions, mini-lessons will be provided during the different stations</p> <p>Differentiated assignments:</p> <p>All the activities are step by step so all the students should be able to understand and complete each activity.</p> <p>Differentiated assessment:</p> <p>All the assessments are the same.</p>
<p>Organize: (30 min)</p> <p>Sequence of work:</p> <ol style="list-style-type: none"> 1. presentation 2. stations
<p>Closure (5 min)</p> <p>What is an acrostic poem?</p> <p>Would someone like to volunteer to read their poem to the class?</p>

At the end of this unit we will be collecting all the poems from you and putting them in a class book.

Extended Activities:

Making good copies of the personal poems and putting them in a class book

This book will be then read to another grade.

3-4 students will read one type of poem.

<http://resources.hwb.wales.gov.uk/VTC/diamente/eng/Introduction/popup.htm>

Reflection:

STUDENTS: write in their journals to record their findings. Get them to answer the questions that are formed in the Closure.

TEACHER:

I thought this lesson went well. The students enjoyed moving from station to station. It was almost like a daily 5 routine except only with poetry. I would definitely do this lesson again, but I would make the stations longer or shorter depending on the content.