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| Teacher: Anna Lucas, Olivia Murray, Sarah Michealis | Date(s): Day ? of Multi-Genre Unit: 11/5/2018 |
| Grade Level or Course: English 4  | Topic of Lesson: Chapter 7 writing poetry  |

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| **STAGE 1: Desired Results - What will students be learning in the unit?***While this unit—like all good units—addresses standards from the SOL reading, writing, research, and communication domains,* *we will only deal with the ones directly connected to writing to improve elaboration & tone in these lesson plans.* |
| **SOL/Curriculum Framework.** *Indicate the main SOL; the a, b, c level; and the Essential Understandings, Knowledge, Skills, and Processes in the SOL Curriculum Framework (CF). Plan for a challenging cognitive level, such as apply, analyze, or create.* | 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. a) Describe how the choice of language, setting, and characters contributes to the development of plot.c) Summarize events in the plot.d) Identify genres.e) Identify the narrator of a story and the speaker of a poem.g) Identify sensory words.h) Draw conclusions/make inferences about text using the text as support.  ***Essential Understandings****All students should*1. Be able to identify a type of poem and recreate their own version
2. Be able to use word choice and detail in all types of poetry

***Essential Knowledge, Skills, and Processes*** *To be successful with this standard, students are expected to* 1. write focusing on the main points of poetry
2. write focusing on the types of poetry which enforces word choice
3. individually elaborate a plan to recreate the poetry that is shown in class
4. select specific information to create imagery through poetry
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| **Essential Question.** *Essential questions help guide the unit, promote conceptual thinking, and add coherence to a series of lessons. They help make sense of seemingly isolated facts.* | How can students interpret the human effects of endangered species through poetry?  |
| **Bloom Verbs.** *List exactly what you expect students to know and be able to do as a result of this lesson.*  | Demonstrate, Choose, Enhance, Visualize  |
| **Authentic Applications.** *How can people use the skills in the real world?* | This skill is applied in the real world for creative writing with the use of different writing styles and techniques such as imagery and interpretation.  |
| **STAGE 2: Assessment Evidence - What is evidence of mastery for the unit & for the day’s lesson?** |
| **Unit Summative Assessment.** *Start with the end in mind! What will students need to do to prove they have mastered unit objectives?*  | Students will create a multi-genre project that allows them to practice, employ, and demonstrate their ability to use specific vocabulary, diction, and details to improve elaboration in their writing.  |
| **Daily Formative Assessment.** *Plan a < 5 min. assessment that shows concretely what students mastered**today. Ex: Exit card, short quiz, seatwork/practice sheet collected, written response to a prompt, oral responses. Include the complete assessment in materials.* | Students will turn in an exit ticket explaining their process behind the poem as well as answer questions about what they learned.  |
| **Key Vocabulary.** *Look in the Curriculum Framework and other resources. Include everything!* | Poetry, writing styles and techniques, I am poems, Color poems, I wish poems, rhyming, poems, lines, format, first line, last line, repetition, poem, poet, personification, imagery, theme, point of view, figurative language, tone, detail, creativity, describe, summarize, and identify. |
| **Possible Misconceptions or Learning Gaps.** *Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?*  |  Writing poems in a different point of view such as the point of view of an endangered species might be difficult for some students to grasp. Students may also struggle with the formatting word and diction behind each type of poem.  |
| **Differentiation.** *Some ideas: flexible grouping, tiered instruction, interest-based activities, varied products, task cards, personal agendas, graphic organizers* | * *flexible grouping*
* *Personal agendas*
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| **STAGE 3: Lesson Plans - What strategies and activities do you plan to use in the day’s lesson?** |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/)**.** | **Students will be able to effectively create poetry**] **by** demonstrating distinct types of poetry so that **so that** a story can be told.  |
| **Student Learning Target(s).**  |  I can use word choice and imagery to recreate a story by using poetry I can discuss endangered animals effectively by using distinct types of poetry. |
| **Intro/Motivational Device.** *Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins.* | Ask students questions about endangered animals and what their favorite animal is. This will get students excited about the topic and will engage them into the concept of poetry. |
| **Teaching & Learning Activities.** *Model skills, using the “to, with, by” method. Include examples, guided practice, discussion ques., independent activities. If you use a PPT, refer to slide # with examples. Can a sub follow it?* | To…talk about poetry about endangered animals by modeling the different types of poetry and how each one uses different types of diction and imagery for each type of poem since there is an example of each type of poem projected for students to see as I explain what each type isWith…Place out a handout that introduces the types of poems and work together as a class to create an example of each poem with content from the endangered species subject material. By… Once students have a good understanding of the poems and formatting have them do both poems on their own.  |
| **Closure.** *Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s). Connect to future learning. < 5 mins.* | Students will turn in their own poems for evaluation and use the exit ticket which will be a series of questions based off of poetry content learned during class. Ex. 1. What are the differences in the two types of poems? 2. How did you include endangered species in your poem?  |
| **Homework Assignment.** | Create their own type of poem with the 3 poetry options.  |
| **Technology Use**: pencil and paper, powerpoint, projector, and computer for teacher to use powerpoint |
| **Resources Used to Create Lesson and Materials** [Use MLA style] Virginia standards of learning  |
| **Materials:** Reading done for background on science content before this unit starts. Power point and poetry  |

**Overall Plan for the 483 M-G Unit**

**Day 1:** Introduce MG project, connect to prior learning (Science content)

**Day 2:** Writing to Learn

**Day 3:** Using the RAFT Strategy to create different genres

**Day 4:** Genre – Narrative Pre-writing

**Day 5:** Genre – Biography Pre-writing

**Day 6:** Genre – Nonfiction Pre-writing

**Day 7:** Genre – Arguments Pre-writing

**Day 8:** Genre – Poetry Pre-writing

**Day 9:** Collaboration to Select Genres for Group and Group Members & Conferences

**Day 10:** Composing & Conferences

**Day 11:** Composing & Conferences

**Day 12:** Revising for Elaboration & Tone

**Day 13:** Composing & Conferences

**Day 14:** Final Revision & Editing

**Day 15:** Presenting M-G Projects at Board of Supervisors meeting, public library, and/or on school TV station

**Lesson Plan Rubric**

***Evaluate your lesson plan using the rubric below***.

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| **STAGE 1: Desired Results ~ What will students be learning in the unit?** |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 10** |
| **SOL & CF** | Relevant standards are listed by number and letter and have a direct correlation to objectives; includes relevant Essential U, K, S & P from the CF  | Relevant standards listed by number and letter; most CF material is relevant and included  | Relevant standards are listed by number and letter; CF material not included or relevant  |   x 1 = /4 |
| **Essential Ques.** | Includes 1 essential question that guides the unit, engages students, and adds coherence to the unit | Includes 1 essential question that engages students, but may not both guide and add coherence to the unit | Did not remove the instructions or various questions | x .25 = /1 |
| **Bloom Verbs** | Lists all Bloom verbs relevant to understanding and using reading strategies; all are observable; includes upper level verbs | Lists all Bloom verbs relevant to understanding and using reading strategies; most are observable | Bloom verbs are not included or are not observable or relevant | x 1 = /4 |
| **Authentic Application** | Lists ways students can use skills in the real world | Lists applications connected to school  | Does not list real world applications  | x .25 = /1  |
| **STAGE 2: Assessment Evidence ~ What is evidence of mastery for the unit & for the day’s lesson?** |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 12** |
| **Unit Summative Assessment** | Summative assessment is described in detail and aligned with specific objectives | Summative assessment is not aligned with objectives | No summative assessment | 4 x 0 = /0 On template |
| **Daily Formative Assessment** | Formative assessment is described in detail and aligned with specific objectives  | Formative assessment is not described in detail; aligned with objectives | None included or not aligned with objectives  | x 1 = /4  |
| **Key Vocabulary**  | Includes all important terms that students need to know  | Includes most important terms students need to know | Does not include important, relevant terms  | x 1 = /4  |
| **Possible Misconceptions or Learning Gaps** | Lists important concepts or skills that might confuse students and important possible gaps in knowledge to address; Stage 2 addresses these concerns | Lists concepts or skills that might confuse students and possible gaps in knowledge to address; Stage 2 does not address these concerns | Does not include important learning gaps or misconceptions | x 1 = /4  |
| **Differentiation** | Based on context of the learners; strategies are specific, appropriate for diverse learners, and based on current research  | Generalized statements of the learners; strategies are appropriate for diverse learners  | None listed or strategies may only support one type of diverse learner | 4 x 0 = /0 On template |
| **STAGE 3: Learning Plans ~ What strategies and activities do you plan to use in the day’s lesson?** |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 38** |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/) | Lesson-specific; performance-based; includes appropriate behavior, condition, and criteria  | Lesson-specific; performance-based; some behavior, condition, or criteria may be inappropriate or missing  | Not specific; not performance-based; many elements are missing.  |  x = /4 |
| **Student Learning Target(s)** | Uses observable Bloom verbs; includes all skills addressed in day’s lesson; relevant products | Uses Bloom verbs; includes most skills addressed in day’s lesson; relevant products | Verbs not observable, complete, and/or accurate; no products | x 1 = /4 |
| **Intro/****Motivational Device** | Device specifically described; appropriate for the purpose of the lesson; links to students’ needs, prior/future learning, and/or authentic applications  | Device is indicated and appropriate but not thoroughly described; links to students’ needs and/or prior/future learning.  | Intro/motivational device is missing.   | x .5 = /2  |
| **Teaching & Learning Activities**  | All elements are included; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in a logical order; all clearly labeled | One or two elements missing; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in logical order; some labels | A list only; unusable by substitute teacher; no questions; activities do not support objectives or lack logical order  | x 3 = /12 |
| **Closure** | Explains how lesson will be reviewed; connects to the day’s objectives and future learning and/or student needs | Explains how lesson will be reviewed; may not connects to the day’s objectives or future learning and/or needs | No closure or does not connect to future learning or needs | x .5 = /2 |
| **Homework**  | Includes homework appropriate in language and length for grade; reviews the day’s topics; connects to next day’s work | Includes homework that reviews the day’s topics; connects to next day’s work | No evidence of a homework assignment or does not connect to work | 4 x 0 = /0On template |
| **Technology** | Technology integrated into the lesson; appropriate for learners and objectives  | Uses technology, but not appropriate for learners and/or objectives  | Minimal or no use of technology, weak connection to lesson |   x .5 = /2  |
| **Resources** | List is complete; follows MLA style | List is complete; may be problems with MLA style | No list  | x 1 = /4 |
| **Materials** | Content of all materials is accurate, appropriate, and effective for objectives; progress in a logical order; samples provided; directions clear | All materials accurate, appropriate, and effective for objectives; progress in a logical order; samples may be lacking or directions may be unclear | Materials inaccurate; do not support objectives; lack logic; no samples; unclear directions  | x 1 = /4 |
| **Rubric & Editing** | Accurately completed this rubric, showing understanding of the rubric; mechanics and usage are edited to professional standards | Completed parts of this rubric; all parts may not be accurate; mechanics and usage are edited  | Did not complete rubric; mechanics and usage may not be edited  | x 1 = /4 |
|  **Total: /60** |
| **Another 40 points will come from pre-writing, collaboration, and process activities** |

**Comments**