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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | English Language Arts – Poetry: Acrostic |  |
| **Date** | Nov. 19, 2020 | **Allotted Time** | 40 mins. |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/english-language-arts/2><https://curriculum.gov.bc.ca/curriculum/english-language-arts/3><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> |

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

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| Students will be learning about many different types of poems, as this is writing style should be explored in the English Language Arts subject area. They will have the opportunity to create their owns poems that will be complied into their own poetry book. The Acrostic Poem will be the first poem in this book as it will be made from the name of the student. This also allows for an exploration and expression of self. |

**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
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|  | I can get new ideas to create new things. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use myimagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas innew ways. I can usually make my ideas work within the constraints of a given form if I keep playing with them. |  |

**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 requires exploration of one’s identity. | Students will create an Acrostic Poem that is made from their first name. This will allow students the opportunity to create a poem that is composed of aspects of their self/identity/personality. |

**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 story can be a source of creativity and joy.-Playing with language helps us discover how language works.-Stories and other texts help us learn about ourselves, our families, and our communities.*Essential or Guiding Question(s):*-What are describing words (adjectives)? (brainstorm -- adjectives include words that describe feelings/emotions, what something looks like, and what it feels like to touch, taste, hear, or smell)-What are some words that help describe you? |
| ***Do***Curricular Competencies (Learning Standards):-Recognize how different text structures reflect different purposes.-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community-Exchange ideas and perspectives to build shared understanding-Create stories and other texts to deepen awareness of self-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |
| ***Know***Content (Learning Standards):-literary elements and devices-text features-writing processes-letter formation-sentence structure-conventions |

**STAGE 2: Assessment Plan**

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

-Participate in brainstorming activity of some good describing words/adjectives

-Create acrostic poem to best of their ability and create a picture of themselves beside it

SUMMATIVE ASSESSMENT: (Assessment of Learning)

-Correct spelling of words

-Correct placements of words (letters of name in correct order, top to bottom of page, and the corresponding chosen adjectives)

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | -Students will learn about what describing words (adjectives) are and how to use these to help describe themselves-Students will learn what an acrostic poem is and how to make one-Students will learn about this type of poem, and or further practice their previous knowledge of this-Begin to have fun in creating their own poetry; playing with language! |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | -Take time to think of creative and fitting words to describe themselves-Follow instructions of choosing a descriptive word that begins with the same letter in their name-Ask teacher or other students for help / help fellow classmates if asked |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | -Understand what an adjective is, and be able to think of some good describing words to represent them in their poem-Create an acrostic poem of their name-Be creative with their writing – ask for help when needed |

**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 doListen to the contributions and brainstorming of adjectives by the classWrite down their name on their paper mostly correctly, somewhat paying attention to the instructionsThink of a couple of good adjectives to go with the letters in their nameCreate “good copy” of poem that has mostly legible writing, few spelling mistakes, displays basic understanding of adjectives, completed self-portrait drawingAccess/All | Students can doListen intently to the brainstorming and contribute an idea or twoWrite down their name on their paper after listening to all instructions, with some helpThink of almost all of their adjectives, mostly by themselves Create “good copy” of poem that has legible writing, few to no spelling mistakes, good choice of adjectives, completed and coloured self-portrait, creativity visibleMost | Students could do/try toListening to the brainstorming and contributing often – have their hand up to share their ideas the majority of the timeWrite down their name on their paper with no help, and then continuing on to brainstorm ideas for their wordsCome up with all of their adjectives for their name with no help Create “good copy” of poem that is very neat, easily read, progressive use of adjectives, effort and time taken is visible, creatively finishedFew/Challenge |

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**STAGE 3: Learning Plan**

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

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| -create an acrostic poem of my name with a picture – shows students finished product and can use as a reference if needed-paper for students to create poem on -pencil crayons for colouring 😊 |

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

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| -Have students create poem on separate piece of line paper first, so it can be looked over first before they create their good copy-Designate blank space to be left for self-portrait drawing |

**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 |
| **Teacher will** -Explain to students that we will be moving onto writing, and creating our very own poems about ourselves today!-Explain to students that we will be learning about *acrostic poems*Explain that an acrostic poem is a type of poem that uses words or phrases to describe one topic word | **Students will** -Will listen as the teacher describes what subject they will be learning about-Be intrigued by the opportunity to create a poem -Begin to understand what an acrostic poem is or remember from past learning what this is-Ask any questions/make any comments they may have  | 5 min. |

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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 |
| **Teacher will** -Tell students that before we jump into making our own poems, we need to talk about what descriptive words are-Explain that descriptive words are called *adjectives*; adjectives are words that describe feelings or emotions (happy, cheerful, perky…), what something looks like, and what it feels like to touch, taste, hear, or smell.-Invite students to help brainstorm an acrostic poem on word “CAT” -Write down any of the words students say that are adjectives (correct)-After brainstorming; explain to students that now it is their turn to create their own acrostic poem-Hand out piece of paper to students-Teach how to write their name on the paper in a watch-then-do fashion (can do on the board; draw piece of paper and show how you would write your name from the top to bottom on page)-Allow students time to do this first – looking/helping those who need it-Going back to current example on board: instruct students to look at the first letter in their name and to think of a describing word that describes them – give example (Jennifer could put Joyful for “J”)-Demonstrate how to write the word down – do not need to write the first letter again beside the letter for the name; just write the rest of the word beside the big letter for your name-Ask if there are any questions-Invite students to start, walk around giving help where needed-When students have completed their acrostic poem give them their “good copy” paper to rewrite their poem, but leaving space to draw a self-portrait later on -Instruct students that when they have their “good copy” poem done, to have teacher check it and then move on to drawing their self-portrait beside the poem | **Students will** -Listen as the teacher describes what descriptive words are-Learn that descriptive words are called *adjectives*; and that these are used to describe feelings or emotions (happy, cheerful, perky…), what something looks like, and what it feels like to touch, taste, hear, or smell.-Engage in a brainstorming activity of some adjectives they think of-Learn what types of words count as adjectives and some that do not-Have this brainstormed list to use as a reference -Take paper they are given and watch as the teacher describes how to correctly write their name on their page (top to bottom)-Ask for any help/clarification they may need-After writing their name, they will await further instructions-Pay attention to the teacher as they describe the next step-Listen as the teacher explains how to write down the word that they choose; use the letter they wrote for their name and then continue to write their chosen word beside this, using the letter from the name-Students will look at their name, starting with the first letter they will work to think of a good word that describes them that begins with this same letter-Continue to think of and write down words for each of their letters-Ask any questions they may have or ask for help-When they have completed their poem, they will let the teacher know, who will look over their work to check that it’s done correctly-Receive “good copy” paper for their poem-Re-write their poem on this paper, but leave the designated blank space alone for their self-portrait that they will create at the end-Create their self-portrait after having work checked over, and colour in their drawing (can also draw other objects if they wish or colour in bubble letters, etc.) | 10 min.5 min.20 min. |

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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** -Allow for students to create a “rough copy” draft of their poem first before making final poem; allows for more practice with writing-Provide students with “good copy” paper for their poem that allows for creativity; only restriction will be the amount of space reserved for their self-portrait-Encourage students to think creatively about the words they choose to describe them and, later, how they create their self-portraits | **Students will** -Create a “rough copy” of their poems first so they have a space to experiment, ask for help, and make corrections; allows for more practice with writing-Be given “good copy” paper to re-write their poem onto and stylize letters how they want-Save space for self-portrait creation; get to draw themselves and be creative with this piece (add in any extra drawings they may wish to add ex. Soccer ball, musical notes, etc.)-Have opportunity to think of and choose words that they feel describes them – thinking of identity | Throughout |

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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** -Take time before end of lesson to have students read out their poems and show to the class (5-10 min.) – second day of work on these (Nov.20)-Collect all the students’ final copies of the poems and artwork (or unfinished work depending on their progress/stage)-Thank students for all the creativity and hard work they put into their poems-Remind students about their learning of adjectives in this activity: “I love all the adjectives you came up with to describe yourselves. These types of words are so important in all types of writing.” Etc.)-Explain to students that this was just the first poem we will be learning about – we will be putting our playful poetry hats back on next time to learn about Haiku poems  | **Students will** -Hand in their finished acrostic poems-Be reminded of the new learning they have gone through: what adjectives are and how they can be used in writing to describe various things-Ask any remaining questions or make any remaining comments they may have on the subject-Understand that they will be continuing to learn about different types of poems, and have the opportunity to create more kinds-Understand that next class they will be learning about Haiku poems (some students may already know about this form of poetry, while others may not) | 5 min. |

**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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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***?**