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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: Shape Poem |  |
| **Date** | Nov.26, 2020 | **Allotted Time** |  |  |
| **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. They will have the opportunity to create their own poems that will be complied into their own poetry book. This lesson on Shape Poems allows students to see how imagination and creativity are used within writing poetry. Students have thus far learned about Acrostic and Haiku poems that both support the use of language to describe a topic/theme. Shape Poetry asks the writer to describe the shape it is created around; this allows students to further their practice on descriptive language. |

**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 involves patience and time. | Students will first need to engage in learning what a Shape Poem is and how it is made. Then, students will have the opportunity to create their own. This activity may be new to students, so there will likely be times of questioning, editing, and revising. This learning process iterates the need for patience and time, as outlined in this FPPL. |

**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.- Using language in creative and playful ways helps us understand how language works.*Essential or Guiding Question(s):*-What does good descriptive language look like?-How can you describe your shape? Is it what it looks like, what it feels like, sounds like, tastes like? |
| ***Do***Curricular Competencies (Learning Standards):**Comprehend and connect (reading, listening, viewing)**-Recognize how different text structures reflect different purposes.**Create and communicate (writing, speaking, representing)**-Exchange ideas and perspectives to build shared understanding-Plan and create a variety of communication forms for different purposes and audiences (poetry)-Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |
| ***Know***Content (Learning Standards):- literary elements and devices-text features-writing processes-word patterns, word families-letter formation-sentence structure-conventions |

**STAGE 2: Assessment Plan**

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

-Work on first step of brainstorming activity for initial construction of poem

-Create Shape Poem to best of their ability – effort is evident and pride in work is shown

SUMMATIVE ASSESSMENT: (Assessment of Learning)

-Correct formatting; create shape, then write poem around the outside of it

-Correct spelling of words

-Good use of descriptive language to create poem on chosen shape

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | -Students will learn how to create a Shape Poem-Students will learn how creative writing poetry can be-Students will learn how to experiment with writing |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | -Use brainstorming time to explore their ideas and think creatively-Choose a good shape that can be described well by them-Use good descriptive language to elaborate on their shape-Use of creative thinking to expand on their ideas |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | -Students need to choose an easily drawn shape (something they can draw on their own)-Take their time on first step of brainstorming phrases to describe chosen shape-Students need to choose a shape that they can successfully draw and write poem around |

**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 doNeed help to decide on shape for poem, write some lines that outline most of the shape, simple language that has some good descriptive words, legible writingAccess/All | Students can doDecide on shape for poem from list, write enough lines to outline the shape with minimal larger spaces, good use of descriptive language, legible writingMost | Students could do/try toDecide on shape for poem from board or come up with their own, writes many good lines that completely outline their shape seamlessly, very neat writing, excellent use of descriptive language Few/Challenge |

**STAGE 3: Learning Plan**

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

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| -list of good shapes for students to choose from-paper for students to brainstorm ideas on-paper for students to create Shape Poem on |

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

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| -create demo. shape poem to show class and for them to use as reference -have special helper help handout worksheets |

**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 learning about and creating a new type of poem to add to our poetry collection!-Speak to how poetry writing is meant to creative and imaginative! And we should be having fun and finding joy in our creations of poems-Introduce the type of poem we will be learning about today: Shape Poems (also called Concrete Poems)-Explain how these forms of poems are created by drawing a shape and then writing your poem around it, so there is lots of room for creativity! | **Students will** -Understand that they will be continue their learning on poems and learning/creating a Shape Poem-Understand that these forms of poems are formed around a drawing/image-Learn shape poems uses the poem to describe a specific shape or image and is written to form this shape (go around it) |  |

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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** -Show students the demo. shape poem – read aloud-Discuss as a class what they notice-Questions: What does the writing and the picture have in common? What is the writing doing (moving around shape)?-Note that this poem does not have to rhyme and can use as many lines/sentences as you like.-Explain that the poem needs to describe the shape (this could be what the shape/image looks like, feels like, tastes like, sounds like)-Take a moment to ask students to think about some other phrases we could use on this poem?-Leave this poem on the board-Tell students that it is their turn to begin creating their own Shape Poems -Show the students the list on the board of all of the shapes they can choose to draw and make their poem on (tree, apple, snake, sun, moon, star, soccer ball, fish, pizza, heart, flower, raindrop, mitten)-Can allow some students to pick another shape/image as long as they ask first, and it is approved by teacher-Handout brainstorming sheet (web)-Instruct students to write the shape they want to write their poem about and to write this in the middle bubble-Then instruct students to brainstorm short phrases that describe their chosen shape (be as detailed as you can)-Explain that these brainstormed phrases will be the written part of their poem that will go around the outside of their shape-Explain to students that they can only draw their image and write their poem around it once they are completed their brainstorming web and have been approved by teacher-Ask if there are any questions before we start creating our poems-Walk through class offering help/guidance where needed | **Students will** -Take notice of the shape poem presented by teacher-Engage in discussion about what they notice about this poem-Learn that this poem does not have to rhyme and can be as many lines as they choose-Understand that this poem should describe the chosen shape ( what it looks like, feels like, tastes like, sounds like…)-Take a moment to think about some other ideas that could be used in this poem-Look to the list of shapes they can choose from on the board (know they can choose their own shape if wish but must be approved by teacher)-Use the brainstorming web hand out to first choose their shape, and second to think of ideas/short phrases that describes this shape-Understand that they cannot begin the drawing/good writing of their poem until finished brainstorming and teacher has given the go-ahead-Ask for any help/clarification needed-Use demo. shape poem as reference/inspiration |  |

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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 second, final draft if they wish-Provide students with reference to use if needed on the board (demo. shape poem)-Encourage students to think creatively about how they write about their chosen shape-Encourage good descriptive language writing-Remind students to think about the size of their writing so it fully surrounds their shape | **Students will** -Have opportunity to choose the shape they want to do their poem on-Have freedom to write descriptive poem without many rules; poem just has to surround the outline of shape-Have time to brainstorm/develop their ideas first-Have demo. shape poem on board to use as reference and pull inspiration from-Think creatively to write their poem on chosen shape-Use imagination and creativity to draw shape and use descriptive language in poem |  |

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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** -After students have finished their poems, invite students to share (read aloud) their poems-Celebrate students’ work and achievements on creating Shape poetry-Collect poems and inform students that these poems will be put with their Acrostic and Haiku poems, and they will be getting their completed poetry collection back later on (could also add more poems to collection as well) | **Students will** -Volunteer to share their work with the class-Share poem with everyone once asked-Practice their “teacher voice” when presenting |  |

**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***?**