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| **Schulich_SOE_logo+NUwordmark_GREYSCALE.jpg** | **Lesson Plan  Template** |

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| **1. Lesson Plan Information** | |
| **Subject/Course:** Language Arts | **Name:** Meghan Moore |
| **Grade Level:** 4/5 | **Date:** Wed, Feb 9, 2011 **Time:** |
| **Topic:** Poetry – Catalog Poem | **Length of Period:** 37 minutes |

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| **2. Expectation(s)** |
| **Expectation(s) (*Directly from The Ontario Curriculum):***  **Grade 4 and 5:** 1.1 – Student will identify the topic, purpose, and audience for a variety of writing forms  3.7 – Student will use some appropriate elements of effective presentation in the finished product,  including print, script, different fonts, graphics, and layout  **Learning Skills *(Where applicable):***  **Independent Work:** uses class time appropriately to complete task |

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| **3. Content** |
| ***What do I want the learners to know and/or be able to do?***  -Develop an appreciation for writing poetry  -Become familiar with a “catalog” poem  -Use proper grammar and spelling when presenting their poems    **Today learners will:**  Identify the purpose of writing a catalog poem for an audience and use a word processor/printer as an appropriate element of effective presentation of their poems. |

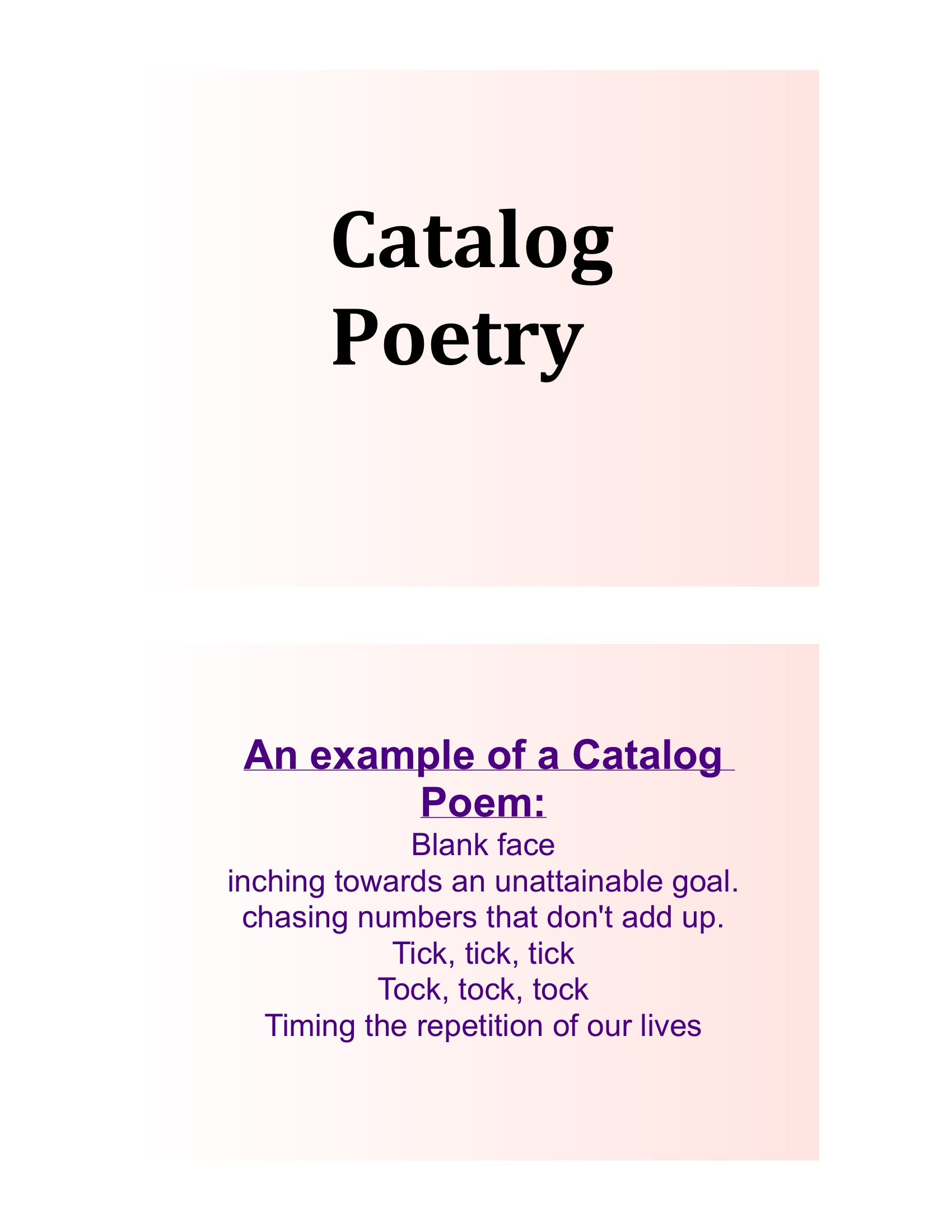
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| **4. Assessment (collect data) / Evaluation (interpret data)**  **(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)** |
| ***Based on the application, how will I know students have learned what I intended?***  The teacher will use formative assessment by way of rating scale. The rating will take into consideration effort put forth, the quality of writing, the creativeness and the ability to produce a published piece of writing. The teacher will continue anecdotal notes based on the independent work of each student to ensure they are using class time appropriately to complete the task. |

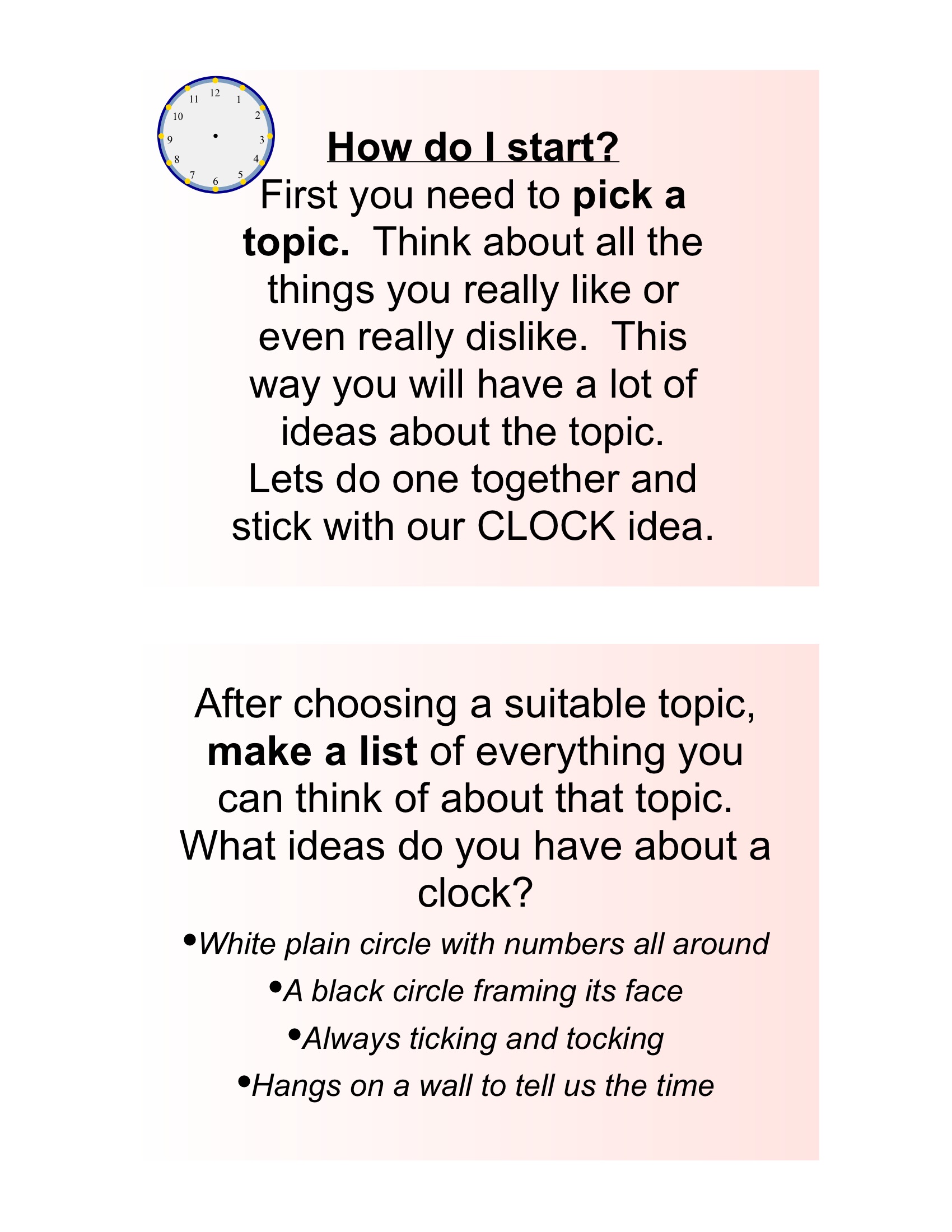
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| **5. Learning Context** |
| **A. The Learners**  **(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***  -Students are familiar with writing forms of poetry such as:   * Diamante * Couplet * Lune * Limerick * Cinquain * Free Verse * Song Lyrics   -Students know what is expected of them when it is writing time  **(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?* (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**  **-**H and J are permitted to use their laptop/I pad in order to complete the poetry lesson – although they may choice to write their poem themselves  -E.A will be in to assist J periodically |
| **B. Learning Environment**  -The beginning of the lesson will take place using the SmartBoard (students will assume the ‘nugget’ formation when viewing the SmartBoard  -The rest of the lesson will take place at the students desks, as students sit in their groups  Group 1: T, M, H, C  Group 2: C, H, T, D  Group 3: T, J, J  Group 4: R, J, H, D  Group 5: H, T, C  Group 6: J, S, J, N, V, T |
| **C. Resources/Materials**  -TLC – Poster Paper: Poetry Writing (each student has a copy in the Writing folder)  -Catalog Poem on Clocks (see hook) |

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| **6. Teaching/Learning Strategies** |
| **INTRODUCTION**  ***How will I engage the learners?* (e.g., motivational strategy, hook, activation of learners’ prior knowledge, activities, procedures, compelling problem)**  3 minutes  The teacher will start the lesson by introducing students to this Catalog Poem:  *Blank face*  *Inching toward an unattainable goal*  *Chasing numbers that don't add up*  *Tick, tick, tick*  *Tock, tock, tock*  *Timing the repetition of our lives*  **MIDDLE:**  **Teaching: *How does the lesson develop?***  **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**  8 minutes  The teacher will introduce the students to the catalog poetry using the Smart notebook lesson created.  The teacher may use a similar script to this:   1. **What is a catalog poem?** A list of qualities that describes a person, place or experience. It may or may not rhyme. The last line of the poem is usually, strong, funny or an important event 2. **Connection to everyday life.** Lists are made all the time: for groceries, for homework, for holiday wish lists 3. **How do we start?** We need to pick a topic that we may love or hate. This way we will have a topic that we will have a lot to say about. 4. **What do we do next?** We need to make a list of everything you can think about the topic. 5. The last step is to reorganize, add and delete words from the list. We need to add some poetic flare to the poem and may use metaphors to replace phrases.   **Consolidation and/or Recapitulation Process*: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?***  11 minutes  The teacher will ask the students to give a quick summary of what a catalog poem looks like. Some prompting questions include:   * Who can tell me one thing we learned about the poem style? * Does it have to rhyme? * Does it follow a certain pattern with strict words/syllables? * Can you write about anything? * How could you extend your ideas? What resources could you look towards?     **Application: What *will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)**  10 minutes  The students will write a list of characteristics on the subject they want to write on.  The students will then write a catalog poem based on the ideas they have.  Before writing the final copy of their poem onto their Poetry Poster, they will have a teacher check to ensure their poem is properly formatted.  **CONCLUSION: *How will I conclude the lesson?***  5 minutes  -The teacher will ask a student or two to volunteer to read their poem out loud. This allows students to have ownership/be in the ‘authors chair’ based on the writing they have just done. Students will put their completed poems on the ‘completed’ side of their writing folders and return them to the “Writer’s Workshop” bins. |

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| **7. My Reflections on the Lesson** |
| ***What do I need to do to become more effective as a teacher in supporting student learning?***  My lesson ideas came from: [How to Write a Catalog Poem: This Simple Poetry Form is a Fun Activity for All Ages](http://www.suite101.com/content/how-to-write-a-catalog-poem-a118471#ixzz1DQI7pNhB) <http://www.suite101.com/content/how-to-write-a-catalog-poem-a118471#ixzz1DQI7pNhB>  I think the students really enjoyed the lesson. I would have liked to give more time so students could have had more time to explore the catalogue poem, but because were are working on the poetry unit as a whole I have to try and limit it to one poetry type a day. My students love to write poetry and I have been lucky to receive many student samples to add to my collection. I think the poetry organizer that we are using is a great resource as students can see all the types of poems they have written.  One thing I have learned about myself through teaching poetry, is how much I enjoy the unit. To be a more effective teacher I want to extend my personal collection of poetry book and samples written by me to show to the students. I have learned that teaching poetry is really not that scary and there will always be the students who love and students who hate it.  To support all students I think I need to be put into place some sort of management technique. Students had so many questions and were not necessarily being respective in terms of waiting their turns. I want to employ a strategy where students come to me only when I am not with someone else. I think the idea of taking a number might work effectively. Also, for next time I want to create an anchor chart for the types of poetry in which can be posted on the walls for students to refer to. |

**Catalog Poetry Smart Board Lesson**

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