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| **INTEGRATED LESSON PLAN** | | |
| **Date:** 3 November 2022.  **Title of the Lesson:** Syllables and Poetry.  **Grade:** Grade 9.  **Strand:** Academic.  **Unit of Study:** Poetry.  **Order of Lesson**: First Lesson of Unit.  **Allocated Time:** 75 Minutes | | |
| **Background Information:**  The following seventy-five-minute lesson will act as an introduction to the poetry unit. This lesson will be taught to a grade nine academic English language class consisting of twenty-four students. The lesson titled “Syllables and Poetry” will re-introduce the students to the different concepts and elements of poetry that they acquired in previous English classes and incorporate them into a poetry lesson that focuses on social justice issues. The teacher would do this by utilizing the concept of having an activity that incorporated the multimodal approach. | | |
| **Introduction to Teaching Strategy:**  This lesson will incorporate **multiliteracies** and **multimodality** via a game that exercises students’ **ability to work with syllables and language patterns used in poetry**. The game will serve as a **minds-on activity**, followed by a deeper explanation of poetry forms, and an exercise involving blackout poetry, which includes a **social justice issues lens**. The lesson also incorporates digital literacy at the end of the lesson by including a Google Jamboard as a method of **feedback** and **self-assessment**. This will utilize both **proficient communication** and **critical thinking/evaluation.** | | |
| **Assessment:**  Minds-On:   * **Assessment for learning:** *“I Have, You Have” Game*(Formative.) * This assessment for learning will help students use any pre-acquired knowledge regarding the elements of poetry to participate in the game. They will be able to self-assess their understanding of poetry and pinpoint what they need to improve.   Action:   * **Assessment as learning: Activity:** *Blackout poetry* (Formative.) * Blackout poetry is a great example of assessment as learning. It allows students to participate in their own learning process, and correct themselves as they go.   Consolidation:   * **Assessment for learning:** *The Google Jamboard*  (Formative.) * This assessment for learning will help the teacher create future lessons. This assessment is also as learning because it will help students self-evaluate and reflect what they know and what they need to focus on. | | |
| **Learning Expectations:**  Strand:   * **Reading Skills** * **Reading and Literature Studies.**   General Expectation:   * **1. Reading for Meaning:** Read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning. * **2. Understanding Form and Style:** Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.   Specific Expectations:   * **1.5. Interpreting Text:** Interpret texts, identifying and explaining the overt and implied ideas and information they convey. * **2.2. Text Features:** Identify several different text features and explain how they help communicate meaning. * **2.3. Elements of Style:** Identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text.   Learning Goals: At the end of this lesson, I will be able to...   * I will be able to differentiate between the various usages of the many elements of poetry. * I will be able to identify how the different elements of poetry may be used as tools to convey meaning. * I will be able to understand the different elements of poetry, and how they are used to understand the different elements of words and sentences. * While reading poetry, I will be able to interpret the text and understand the social justice topic that is being conveyed.   Success Criteria:   * While working with my peers, and participating in the “I Have, You Have” game, I will use all my preconceived knowledge of poetry, and try my best to utilize the elements of poetry properly. * I will utilize what I acquired from this lesson to answer the exit ticket prompt, and while completing my Google Jamboard stoplight. * While completing the Mentimeter, I will use my best judgment to answer the questions to the best of my ability. | | |
| **Lesson:** Lisha  **Minds-On**  “I Have, You Have” Game  *20 minutes* | **“I Have, You Have” Game Explanation:**   * Students will participate in a game that emphasizes the use of syllables in everyday life, and in poetry * Each student will be given a card with a word on it * Every card aligns with the same theme (I.e., pizza toppings, emotions, etc.) * Students will sit in a circle once given their cards * The teacher will have a card and will start the game by announcing the theme (For example, “today we’re making a pizza”) * Next, the teacher says “I have {insert word on card}” * Based on the word on the card, teacher must clap the number of syllables that are in that word (I.e., “Pepperoni” = 4 syllables) * Teacher then says “Who Has... “and mentions one of the cards given * The student with that card then has a turn “I Have....” * The teacher responds, “You Have....” and continues with “Who Has...” (mentions another card) * The game continues until everyone has had a chance to clap their word   **Extension:**   * Students can challenge themselves to remember & clap each word that came before them in the circle (based on how they are seated) | **Materials/Resources:**   * Themed word cards (printouts) * Open space in the classroom (chairs arranged in a circle) |
| **Action:**  Mentimeter Quiz / PowerPoint, Activity and Presentation  *45 minutes* | **Mentimeter:**   * After taking their seats, the teacher shall request that the students use the provided Chromebooks and sign in to Mentimeter. * Once everyone is ready, the students shall commence the quiz. * This formative quiz will give the teacher a general idea regarding what students know about the various usages of poetry as well as their opinion on using poetry to debrief serious matters.      * Questions from Mentimeter:  1. **Short-answer question:** Which of these literary genres do you think is the most effective way to get a message out/convey meaning? Explain? 2. **T/F -** Poetry can only be used for entertainment purposes. 3. **Short-answer question -** Would you ever use poetry as a method to convey an important message? 4. **T/F -** Can poetry be used to raise awareness for certain serious issues? 5. **Short-answer question:** Would you use poetry to address and raise awareness regarding a serious topic? *15 minutes*   **PowerPoint:**   * After the Mentimeter activity introduce students to a short PowerPoint which will explain various purposes and forms poetry can be used. Feel free to elaborate on points you feel need to be emphasized, based on how the students performed during the Kahoot. * While going through the PowerPoint ask students for examples of what they could write poetry about, elaborate on their examples, show them some examples (via PP), and clear up any misconceptions they may have. *3 minutes.* * From here, introduce students to *Blackout Poetry* (via PP), go into examples and explain the *Blackout Poetry* activity/assignment. *2 minutes.*   **Activity:**   * Bring out the used novels you brought for the *Blackout Poetry* activity and show students a quick example with a random page from a random novel. * Instructions: Go through the words on the page and find words to create the lines of their poem. When they feel they have a rough draft of what they want, they can start to “black out” the words they do not need, to create their finished poem. * Encourage students to make mistakes and use as many pages as they may need to do tests on until they find what feels right to them. Also encourage them to be creative and to not be afraid. The best thing about *Blackout Poetry* is that all the words of their poems are right in front of them, they just need to find them. Students will work on their *Blackout Poetry* for *20 minutes.*   **Present:**   * Afterwards, students will present their poems to a partner, and volunteers can present to the class. 5 *minutes.* | * A class set of Chromebooks * Internet access * Link to the Mentimeter. * *Blackout Poetry* PowerPoint * *Blackout Poetry* examples (PP) * Used novels * Scissors (if necessary) * Black markers |
| **Consolidation:**  *Google Jamboard and Exit Ticket*  *10 minutes* | * After the main activity, students will return to their desk and complete the provided Google Jam board titled “Stoplight Feedback” (something I already knew, something I learned, and something I didn’t understand). The Jam Board will allow the students to use their metacognition to self-evaluate and revisit the lesson. 6/7 minutes. * The students must complete an exit ticket on their way out after answering the Google Jamboard questions. The teacher will provide the students with a prompt on the board, “**What social justice topic do you think could be addressed using poetry?**” They will then put their answers on the exit sheets, and hand them in on their way out. 3/4 minutes. | * A class set of Chromebooks * Internet access * Link to the Google Jamboard. <https://jamboard.google.com/d/1e4Lm80c2eaFZTfBngrIV5zWtsX4R2ZrfKCPQ_lcYCCg/edit?usp=sharing> * Exit ticket. |
| **Modifications/Accommodations:**   * Extra time doing the assignment for people with assignment anxiety, fine motor limitations, as well as visual and learning disabilities. * Larger print paper handouts and cue cards for students with visual limitations. * Headphones and audio recording of the poem to provide to students with auditory and reading limitations. | | |