Lesson Plan
DAY 1

Grade: 6	Subject: English
Materials: projector, marker	Technology Needed: Google Meet, https://blackoutpoetry.glitch.me/ Google classroom (powerpoint & link)

Instructional Strategies:	Guided Practices and Concrete Application:
- Direct instruction **Guided practice** - Socratic Seminar - Learning Centers - Lecture **Technology integration** - Other (list) - Peer teaching/collaboration/ cooperative learning **Visuals/**Graphic organizers - PBL - Discussion/Debate - Modeling	- Large group activity - I**ndependent activity** - Pairing/collaboration - Simulations/Scenarios - Other (list) - Explain: **Hands-on** - Technology integration - Imitation/Repeat/Mimic

Standard(s)	Differentiation
RL.2 Determine a theme or central idea of a text and explain how it is conveyed through particular details. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.(Figurative language may include simile, metaphor,hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm) W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**Below Proficiency:** They will be allowed plenty of time to practice with the online program -- as much time as they need. **Above Proficiency:** If they begin to get bored with the online program on the single book (Alice in Wonderland), I can show them that they could try Pride and Prejudice, which might be a bit more difficult. If this gets to be boring again, I'll give them their page for the next day and they can begin to find words that all match a certain mood or tone. **Approaching/Emerging Proficiency:** These students may move from Alice in Wonderland to Pride and Prejudice, but they could also begin to circle some words on their text. **Modalities/Learning Preferences:** Students who are on zoom will be able to participate in the instruction and will be able to practice with the website with us as a class and on their own. Throughout this project, we'll work with both print and online versions of the same content, to give students a variety.
Objective(s) - Students will understand that poetry can be as much about what it looks like as what the words say. - Students will choose strong words from a text that adhere to a similar mood, theme, or central idea. - Students will practice creating a black-out poem using these words and arranging them in figurative, but clear and understandable ways. **Bloom's Taxonomy Cognitive Level:** - Understand - Apply	

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
- No groupings for this one, unless they want to share some of their creations. - transitioning from working online to working on the physical copy will be by observing how the students are doing with the online version.	- Be sure that the students know not to make explicit poems -- all should be school appropriate. - Students should stay only on the website for black out poetry.

Minutes	Procedures
5	**Set-up/Prep:** - Be sure that I know how to share the screen with the kiddos on Google Meet

	- Have the powerpoint up and ready - Welcome students!
10	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** - First page of powerpoint – apple shape poem - Ask them what they think it is, what they notice about it
10	**Explain: (concepts, procedures, vocabulary, etc.)** - Go through powerpoint! - https://docs.google.com/presentation/d/11itEC93SjtbazZe7R4q0IQC2D5N8QVe9iyY2chm7cWk/edit?usp=sharing

10	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	
	- I go, we go, you go:
	  - I'll make one myself in front of the class, then I'll make one or two with their input, and then I'll let them work on https://blackoutpoetry.glitch.me/ independent
	- Tell the kiddos on Google Meet to stay in the classroom, but that they can turn their cameras off and work
	  - make sure they are all aware the website they should be working on and of what they are doing
	- Let them all know that if they make something they are very proud of that they should share it – as long as it is school appropriate – with their neighbors!

5	**Review (wrap up and transition to next activity):** - What did you guys think of Blackout poetry? Did you enjoy it? Did you not like it? Why not? - Today, we practiced making some black-out poems online - Tomorrow, we are going to start making some of our own by hand! - Let the students on meet know that I'll see them tomorrow and that they can log off! - Hand out the old Harry Potter pages to the students in class in person so that they have them at home for tomorrow.

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. - **I'll walk around the class and ask them how it's going. I'll be able to see whether or not they understand or whether or not they're engaged by whether or not they've created anything or if they are just sitting looking at their computer blankly** - **DId they choose strong words? DId they make sentences? Are the poems understandable?** **Consideration for Back-up Plan:** - **If students all really get it early, I can begin to introduce the project for tomorrow.** - **If the students really aren't grasping the concept, I'll show them in person on the board, to see if that change in medium could be helpful.**	**End of lesson:** - **Tomorrow they'll work on their "summative assessment" for this two day mini-lesson, which will be their black-out poems with art.** **If applicable- overall unit, chapter, concept, etc.:**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

DAY 2

Grade: 6	Subject: English
Materials: projector, marker, pages of old books (Harry Potter and one other), colored pencils	Technology Needed: Google Meet, Google classroom document https://docs.google.com/document/d/1DgTO6kFtabBi0gnvMgxUJ-x8BuwwooK97PnhWRKKI1Q/edit?usp=sharing

Instructional Strategies:	Guided Practices and Concrete Application:
● Direct instruction ● Peer teaching/collaboration/ cooperative learning ● **Guided practice** ● Socratic Seminar ● Learning Centers ● **Visuals/**Graphic organizers ● Lecture ● PBL ● Technology integration ● Discussion/Debate ● Other (list) ● Modeling	● Large group activity ● **Hands-on** ● I**ndependent activity** ● Technology integration ● Pairing/collaboration ● Imitation/Repeat/Mimic ● Simulations/Scenarios ● Other (list) ● Explain:

Standard(s) RL.2 Determine a theme or central idea of a text and explain how it is conveyed through particular details. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.(Figurative language may include simile, metaphor,hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm) W.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Differentiation **Below Proficiency:** They will have access to lots of examples and I'll be coming around to answer any questions of anyone who is confused. **Above Proficiency:** I will challenge these students to keep connecting and keep making art, even if they think they are finished, to move towards deeper understanding. **Approaching/Emerging Proficiency:** I will keep my eyes on these students to make sure that they don't slip through the cracks and coast along without really understanding the content. I'll ask them questions about their work and how it connects the words to the theme or mood.
Objective(s) - Students will understand theme and mood. - Students will create black-out poems that have a specific theme or mood. - Students will connect the poem to the theme or the mood by creating art around the poem. Bloom's Taxonomy Cognitive Level: - Understand - Apply - Create	**Modalities/Learning Preferences:** Students who are on zoom will be able to participate in the instruction and will be able to work on their poems (with the paper I gave them already yesterday) from home. I'll have a document available online for students who are in quarantine and completely online, so that even if they don't have a printer, they can participate entirely (by adding pictures from the web or using a draw tool. Throughout this project, we'll work with both print and online versions of the same content, to give students a variety.

Classroom Management- (grouping(s), movement/transitions, etc.) - This is going to hopefully be an engaging, but perhaps more casual atmosphere. I hope that students will be able to have conversations with each other about their poems. - Play music over the speaker to kind of create this atmosphere.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Be sure that the students know not to make explicit poems -- all should be school appropriate.

	-Make sure you ask as many students as you can how it's going, because that is what will keep them on task and engaged.

Minutes	Procedures
5	**Set-up/Prep:** - Be sure that I know how to share the screen with the kiddos on Zoom - Have the powerpoint up and ready - Welcome students!

10	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**
	- Show them the apple poem again. Ask them what we learned from it.
	   - That often, the way poetry looks says a lot about what it means!
	- Show them a few examples of some really cool looking black-out poems, and tell them that this is what we are going to try to create today.
	- Ask them how many of them have heard of theme and mood before.
	   - If anyone says they have, ask them what they think these words mean
	- Tell them that we're going to blend black-out poetry with theme and mood today!

10-15	**Explain: (concepts, procedures, vocabulary, etc.)** - Go through powerpoint! - https://docs.google.com/presentation/d/1ze9RAlS_AbwIJkhrJqP6gPShFqAFAC1MtsGvagp9kWs/edit?usp=sharing - Now let's get started! - Be sure to note that students can use notes if they want to get their ideas down before they commit!
10	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** - They'll begin creating their poems! - I'll have colored pencils available and black markers - Tell the kiddos on Google Meet to stay in the classroom, but that they can turn their cameras off and work - make sure they are all aware the website they should be working on and of what they are doing - Let them all know that if they make something they are very proud of that they should share it – as long as it is school appropriate – with their neighbors!
5	**Review (wrap up and transition to next activity):** - How did you all like black-out poetry today? Was it even better? Is this something you'll do on your own? It sure is for me! - Have a wonderful break, I'll miss you all!

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. - I'll walk around the class and ask them how it's going. I'll be able to see whether or not they understand or whether or not they're engaged by whether or not they've created anything or if they are not working – sitting blankly - DId they choose strong words? DId they make sentences? Are the poems understandable? - How does the art match the mood, the tone, or the theme?	**Summative Assessment (linked back to objectives)** End of lesson: - I'll monitor their progress on their poems. If applicable- overall unit, chapter, concept, etc.: - they'll turn in their poems, with an explanation on the back as to how the words connect to what they drew (mood, theme, tone)

Lesson Plan

Consideration for Back-up Plan:
- **If students finish really early, I'll make sure to push them to be detailed in their art.**
- **If they do this and still finish early, they can have another one to work on!**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):