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| **Instructor: Grade: 4th grade; Poetry Unit** |
| **Subject/Unit: poetry: A Dust of Snow by Robert Frost; Fog by Carl Sandburg** |
| **Standards: see Lesson goals/objectives column** |
| **Essential Understandings:** |
| **Pre-Assessment:** |
| **Post-Assessment:** |
| **Materials/Resources:** |
| **Pre-Planning Activities:** |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Potential Barriers for Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Learning Targets** |
| ***Pre-Assessment***  Using a self-selected poem from a group of available poems about nature, students will identify rhyme scheme, setting, one poetic device (metaphor, personification, etc.) | **ALL:**  Writing: 4.1, 4.1 a, b, c  Reading: 4.1, 4.2, 4.3, 4.4, 4.5  Speaking/Listening: 4.1, 4.2, 4.7, 4.5, 4.3 | SWD: difficulty with vocabulary and abstract understanding  ELL: difficulty with vocabulary, written text  G/T: Interest; motivation | **SWD:** Determine accommodations and/or modifications for IEPs.; select supports.  **ELL:** Determine supports needed.  **G/T:** Determine enhancements or extensions needed. | **ALL:** Assess student proficiency |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Potential Barriers for Student Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Outcomes** | |
| ***Lesson Opening*** | Introduce the poems that will be utilized | **SWD:** attention (not enough interest); motivation – complexity of language content  **ELL:** unknown words; lack of discussion  **G/T:** understanding of poetry elements strong; familiar with poems; | **ALL:** utilize hook  **SWD:** give support summary or pictures  **ELL:** give oral information or instructions; write keywords and phrases on whiteboard; allow access to hard copy or online dictionaries  **G/T:** provide similar poems for selection and picture description | **ALL:** Understand the objectives of the lesson | |
| 1. View the youtube video with cartoon:   Dust of Snow:  [http://www.youtube.com/watch?v=-lqOkgq2chY](http://portage-esc.org/exchweb/bin/redir.asp?URL=http://www.youtube.com/watch?v=-lqOkgq2chY)  Fog:  [http://www.youtube.com/watch?v=JfEBsMdf5HY](http://portage-esc.org/exchweb/bin/redir.asp?URL=http://www.youtube.com/watch?v=JfEBsMdf5HY)   1. Think-Pair-Share with partner talk about their own experience with a day that went badly 2. Teacher read poem again 3. then either echo or choral reading (repeat as necessary); facilitate paired reading | Hook  Become familiar with rhyme scheme, setting, one poetic device (metaphor, mood, setting, personification, etc.) through the poems.  Identify and brainstorm meaning of unfamiliar words. | **SWD:** Need for scaffolding.  **ELL:** may need toclarify purpose with visuals  **G/T:** clarify purpose | **ALL:** post and review objectives for lesson  **SWD and ELL:** provide students with highlighter to highlight vocabulary; provide pictures or samples of dust/snow/hemlock/crow  **G/T**: why is hemlock significant? | | Interact with each poem; relate to personal experience; re-read – echo or or choral read with partner or group.  Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems.  Unfamiliar words? |

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| ***Guided Practice***   1. Have students try to summarize what poem is saying/predictions (by stanza/chunk of poem using model below/vocabulary (chart) 2. teacher model completion of graphic organizer on SmartBoard or transparency | Writing: organizer  Reading: jigsaw poems  Listening: group share of jigsaw poems  Speaking: class discussion using teacher-generated guided questions: | **SWD:** allow think-drawing as appropriate  **ELL:** may need assistance towork through the “mind pictures” in the poem; may need several repetitions of the poem  **G/T:** clear understanding of theme; need for alternate ways to show what they know | **SWD:** and **ELL: and G/T:** choose different poems in addition to “Fog” based on ability groups from preassessment(3)—“jigsaw” back into original groups to share other poems | **ALL:**  Summarize the poem’s meaning.  Analyze use of vocabulary, Unfamiliar words  Interact with each poem; relate to personal experience; re-read – echo or or choral read with partner or group.  Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) |

--Sample Summarization Chart attached—

Some sample Nature poems: (seasons, a holiday, water, etc.—experiences all children would share)

Sample Poems: I Held a Jewel  by Emily Dickenson

October  by Louise Gluck

Inside a Shell  by John Foster

Blackberry Eating  by Galway Kinnell

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| ***Independent Practice***   1. students repeat process with chart with alternate nature poem (new choice than the one used in the jigsaw group practice) | Writing: organizer  Reading: jigsaw poems  Listening: group share of jigsaw poems  Speaking: class discussion using teacher-generated guided questions: | SWD: difficulty following the process  ELL: difficult words in poem  G/T: need high-interest poem | SWD: Provide a process flow-chart for Independent Practice  ELL: make avaiiable picture embedded above/below text  Make text available in audio format  Use video of poem if available  Make available variety of complexity level of poem  G/T: provide choices for showing what they know | **ALL:** Summarize the poem’s meaning  Summarize the poem’s meaning.  Analyze use of vocabulary, Unfamiliar words  Interact with each poem; relate to personal experience; re-read – echo or or choral read with partner or group.  Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems. |

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| ***Closure and Post-Assessment (Summative)***  Write a short text to explain/paraphrase what their short poem means, using examples and evidence from poem and chart in their explanation | Note the use of nature in classmate’s poems  Identify metaphors  Explore settings, mood, | All: limited use of rich text in classmate examples  All: may need graphic support  SWD: may not understand what they should be including in their writing.  ELL: may not have the words to explain in writing  G/T: may have additional ideas they would like to express. | ELL: illustrate the meaning of the poem  SWD: illustrate the meaning of the poem  G/T: illustrate the meaning of the poem  ALL: allow for varied ways to show what they know (tell, record, draw, write, act-out)  All: facilitate paired sharing of their poem and reflection.  ALL: provide a Rubric so students know the expectations (what should be included the short text/picture/or verbal explanation) | **ALL:**  Note poetic devices used in poems; Note rhyme scheme, setting, one poetic device (metaphor, mood, personification, etc.) through the poems.  Summarize the poem’s meaning.  Explain choice of vocabulary. |