

Clark University Master of Arts in Teaching Program
Learning Activity Plan

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8th Grade English
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Introducing Poetry

- I. Content: Describe **what** it is you will teach. What is the content? - This lesson is the official introduction to my poetry unit. Students will be thinking about what they know already about poetry, and what they want to learn. I will also be introducing their poetry journals, which will be an on-going assignment throughout the unit.

- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Content Goals
 - i. Students will begin to be able to identify some of the characteristics of poetry.
 - ii. Students will begin to think about ways to read, listen to, and respond to poetry.
 - b. Language Goals
 - i. Students will be able to communicate what they already know about poetry to their classmates in writing and orally
 - ii. Students will be able to formulate questions about what they would like to know about poetry.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals. - This unit will focus not only on understanding poetry, but appreciating poetry. I want my students throughout this unit to be able to closely read poems, but also to be able to read, listen to, and think about poetry in more abstract ways without analyzing it to death. The goals of this lesson are to set my students up to begin to think about poetry like literary scholars and like poets.

- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals. - Completion of the in class activity (which will involve having students write and share what they know, how they feel, and what they would like to know about poetry) will serve as a formative assessment so I can better plan my lessons for the rest of the unit and so that I know they are beginning to think about poetry. The poetry journals will continue on throughout the unit and will be collected every so often so that I can write back.

- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
 - a. The wallpapering activity that I will be doing with students will allow them to go at their own pace. There will be a minimum amount that students will have to contribute, but those who are accelerated will likely contribute more.
 - b. ELL students will get the chance to practice writing and speaking through a low-stakes activity. This activity will help scaffold class discussion by having students write their comments and “wallpaper” the board with them.

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VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.
 - i. 0-15 Mindful Listening - as students come in and settle down for class, we will have our usual Mindful Minute (where they take a minute to be silent, calm, focusing on relaxing and transitioning into class). Instead of just being mindful as usual, I will read a poem to them twice. During the second reading, I will ask them to respond with a few words or a sentence to describe their reaction to hearing the poem read aloud.
 - ii. 15-35 Wallpapering - Students will get pieces of paper to write down any opinions, questions, ideas, or what they already know about poetry. They will 10 minutes to do this silently, and then stick their pieces of paper up on the whiteboard, ideally covering it completely with all of their ideas. They will then have time to look at each other's responses on the board and jot down some things they agree with or disagree with, wonder, notice, etc. in their notes.
 - iii. 35-40 Wallpapering response - Students will be asked to share orally what they have written in their notes or any other responses that they have to the wallpapering activity.
 - iv. 40-60 Hand out poetry journals and poetry journal prompt sheet, explain how poetry journals will work for the rest of the unit.
- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. I always tend to have challenges in both of my classes with transitions and minimizing side conversations to keep my students on task. I am hoping that the structure of this activity will allow students time to talk with each other as well as time where they will have to pay attention to one speaker at a time and be good listeners. I plan on reminding the students that they will have specific time to talk with each other, as well as specific time to listen to each other and be respectful listeners. I will also address some students one-on-one if necessary to prepare them for the discussions we will have in class.

VII. List the Massachusetts Learning Standards this lesson addresses.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (written and oral conversation).

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (poetry journals)

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (poetry journals)

R.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (comparing poetry to prose, thinking about the characteristics of poetry)