

Clark University Master of Arts in Teaching Program
Learning Activity Plan

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8th Grade English
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- I. Content: Describe **what** it is you will teach. What is the content? - This lesson focuses on writing poetry, and on the process of writing drafts. Students will be focusing on writing drafts of poems that they will later revise and potentially edit to be submitted for the class anthology.

- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will each have at least three drafts of poems in different styles that we have been learning about.
 - b. Students will be beginning to understand the writing process in that they will understand that their drafts will become part of a finished product.
 - c. Students will review and better understand the forms of poetry that we learned before by writing in these forms.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals. - The final project of this unit is a class poetry anthology that will be put together by all of the eighth grade students. The goals of this lesson are to help the students prepare for this anthology by creating drafts of poems that will eventually go in the anthology. Ideally, this class will be helping to create part of the authentic experience of writing and publishing poems.

- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. At the end of the class, everyone should have at least three drafts. I will check as students are writing to make sure that they are getting the drafts done.
 - b. We will have mini open-mics during class for students to share their works in progress.

- 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. During this lesson, students are in partners, and I have strategically paired them so that high-needs students are working students who can support them.
 - b. The low-stakes setup of this lesson allows students the freedom to make mistakes and mess around, but there is also room for more accelerated students to try out different forms and write more poems (they will have an optional homework assignment to write more drafts as well).

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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. 0-5 Mindful Minute
 - ii. 5-20 Hand out rubric for their anthology pages and sample page, go over them, take any questions about what they will be asked to do when they create their own anthology pages.
 - iii. 20-25 Students share the poems that they worked on during the last class with their partner.
 - iv. 25-45 7-Minute Writes - Students will work on more drafts of their poems in 7 minute increments, sharing what they've worked on with their partner in between.
 - v. 45-60 Mini Open Mic - We'll take hear from 3-5 students sharing a draft that they have been working on.
 - b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. My biggest challenge with my students is always pacing the lesson and managing transitions between activities. I am using timers to make sure that we have 7 minutes of writing time allotted for each draft. I also plan on reminding the students that while they are writing, they should not be talking, and that we will have designated times to talk to each other and share their work.
- VII. List the Massachusetts Learning Standards this lesson addresses.
- a. 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.
 - b. 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. (sharing and discussing their drafts with one another)
 - c. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (writing and sharing drafts)