

# Lesson Plan Template

Marisa Mund

Date: 4-10-19

<p><b>Grade: 1<sup>st</sup></b></p> <p><b>Materials:</b> watercolors, Sharpies, pencils, poem practice pages, and final poem pages on cardstock, paint brushes, cups, water, paper towels.</p> <p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling         </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p><b>Subject: ELA and Visual Arts</b></p> <p><b>Technology Needed:</b> Computer, ActivBoard, and Shape Poem on Google Slides</p> <p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling				
<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p><b>Standard(s)</b></p> <p><b>1.RL.10</b> Read prose and poetry on grade level proficiently and independently.</p> <p><b>VA:Cr2.1.1a</b> Explore uses of materials and tools to create works of art or design.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students will be able to use their peers and the teacher for assistance. They have to have a minimum of five nonrepeating, descriptive words.</p> <p><b>Above Proficiency:</b> Students will be able to come up with more than ten descriptive words for their shape poems.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will be able to make descriptive shape poems while using colors.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will see visual examples of shape poems, and they will be able to create and paint their own shape poems.</li> <li>• <b>Auditory:</b> Students will be able to hear some examples of shape poems and some of the elements of art.</li> <li>• <b>Kinesthetic:</b> The students will be moving from the rug in the front of the room to their desks. They will also be involved in retrieving some of the materials.</li> <li>• <b>Tactile:</b> The students will be utilizing pencils, Sharpies and paintbrushes to create their shape poems.</li> </ul>				
<p><b>Objective(s):</b> By the end of the lesson, the students will be able to understand and create a simple shape poem with at least ten nonrepeating, descriptive words.</p> <p>By the end of the lesson, the students will be able to illustrate their poems through the use of watercolors, lines, and shape.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Create</p>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> <li>• Students will be reminded to have a level 0 voice on the rug unless they are prompted to speak in which they can have a level 2 voice.</li> <li>• Tell the students to carefully go back to their table spots with their art materials.</li> <li>• The students will put up their privacy folders so that they do not copy their peers' work.</li> <li>• Mention that their work time at their tables should be done silently.</li> </ul>				
<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> <li>• Have the classroom paper passers hand their peers poem planning pages when they are dismissed to go to their tables.</li> <li>• Check the students' first poem drafts by walking around the room and correcting conventional errors.</li> <li>• Give the students a one-minute warning after reviewing the last student's first poem draft to finish working before they have to come back to the rug.</li> <li>• Have the paper passers hand out final poem pages to every student.</li> <li>• Have the students grab paintbrushes and watercolors from a supply cart in the classroom.</li> <li>• The teacher will hand out paper towels while the other items are being handed out.</li> <li>• Name sticks will be utilized for calling the students up to the front of the room to present their poems.</li> </ul>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> <li>• Students will be reminded to have a level 0 voice on the rug unless they are prompted to speak in which they can have a level 2 voice.</li> <li>• Tell the students to carefully go back to their table spots with their art materials.</li> <li>• The students will put up their privacy folders so that they do not copy their peers' work.</li> <li>• Mention that their work time at their tables should be done silently.</li> </ul>				
<p><b>Minutes</b></p> <p><b>30 min.</b></p>	<p style="text-align: center;"><b>Procedures</b></p> <p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Print out planning pages and final poem pages.</li> <li>• Collect materials and set some up around the room.</li> <li>• Make a Google Slide on Shape Poems.</li> <li>• Have water cups set up.</li> </ul>				

# Lesson Plan Template

Marisa Mund

Date: 4-10-19

5 min.	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"><li>• “Remember how you all were able to make acrostic poems last week. Well, today, we are going to learn about shape poems!”</li><li>• Show students some examples of shape poems (<a href="https://docs.google.com/presentation/d/1iBQ-8S1KBHcH8lqe3rAx-NALuL-HQ4oP6npeFLJfIQ/edit?usp=sharing">https://docs.google.com/presentation/d/1iBQ-8S1KBHcH8lqe3rAx-NALuL-HQ4oP6npeFLJfIQ/edit?usp=sharing</a>)<ul style="list-style-type: none"><li>○ Read some of the poems.</li><li>○ Ask the students to think about what they believe a shape poem is based off of the examples given.</li><li>○ If the students struggle with this, refer to the outlines that make the shapes of the poems.</li><li>○ Call on a student after reviewing the examples to describe what a shape poem is.</li></ul></li></ul>
15 min.	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"><li>• Explain that a shape poem describes a noun and is written in the shape of the noun.<ul style="list-style-type: none"><li>○ Mention that these poems can include adjectives and action verbs to describe what the noun looks like or does.</li><li>○ Tell the students that the words in the poem can make the outline or borders of the noun, or fill in the shape of the noun, or create the shape of the noun.</li></ul></li><li>• Hang up a shape poem visual.</li><li>• Tell the students that they are going to draw just an outline of a noun of their choice, and they are going to put words in their picture to describe their noun.<ul style="list-style-type: none"><li>○ Remind the students that they need to keep the inside of the noun they choose blank, because that is where their words will go.</li><li>○ Tell the students that they need at least ten words in their poems.</li><li>○ Mention that this poem writing will act as their seatwork.</li><li>○ Have paper passers hand out the shape poem planning pages.</li></ul></li><li>• After the students are done creating their first shape poem, have the students come back to the rug to participate in the next process.</li><li>• Tell the students that a shape poem is a great illustration of art.</li><li>• Talk about how the shapes that the students create for their noun are a good use of line and shape which are two of the seven elements of art.<ul style="list-style-type: none"><li>○ Mention that lines form shapes and shapes form an overall picture.</li><li>○ Mention that shapes can be two-dimensional or three-dimensional and can include circles, ovals, triangles, and squares.</li><li>○ Mention that there are many kinds of lines and draw some on the board.</li><li>○ Call on students whose hands are raised to describe what kind of lines are being drawn.</li><li>○ Have students explain which lines are being used and which shapes are formed in the shape poem Google Slides.</li></ul></li><li>• Show the students more examples of art with words as presented on the Google Slides presentation.<ul style="list-style-type: none"><li>○ Talk about how some artists use small words and write them close together to make a larger image like the examples that are shown.</li><li>○ These images are even more detailed and complicated than the simple shape poems that the students are creating.</li></ul></li><li>• Then, talk about how the next element of art that the students are going to focus on is color.<ul style="list-style-type: none"><li>○ Talk about how there are primary colors which when combined make up other colors.</li><li>○ Call on a student to list the primary colors.</li><li>○ Also mention that colors can be cool toned like blue, purple, and green, or they can be warm like red, yellow, and orange.</li><li>○ Have the students turn and talk to a neighbor about why they think some of these colors are considered warm or cool.</li></ul></li><li>• Finally, explain that now they are going to use the element of color to finish making their shape poems.<ul style="list-style-type: none"><li>○ Explain to the students that they are going to use watercolors, and ask them how they should correctly use them.</li><li>○ Have the students repeat that they should rinse their paintbrushes in their water cups when they want to change colors.</li></ul></li></ul>
40 min.	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"><li>• First, have the students work on a shape poem planning page in which they will create an outline for their noun, and fill in its shape with descriptive words.<ul style="list-style-type: none"><li>○ This will act as a rough draft.</li><li>○ The teacher will go around the room and see if the students have correctly made their shape poems.</li><li>○ Fix any conventional errors.</li></ul></li></ul>

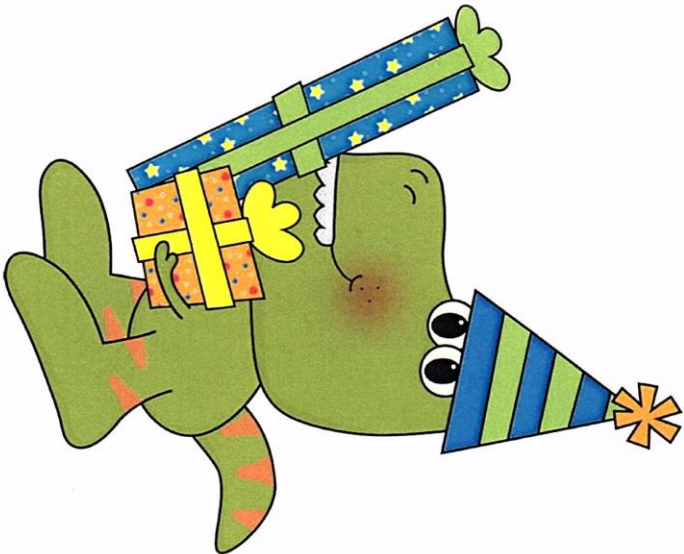
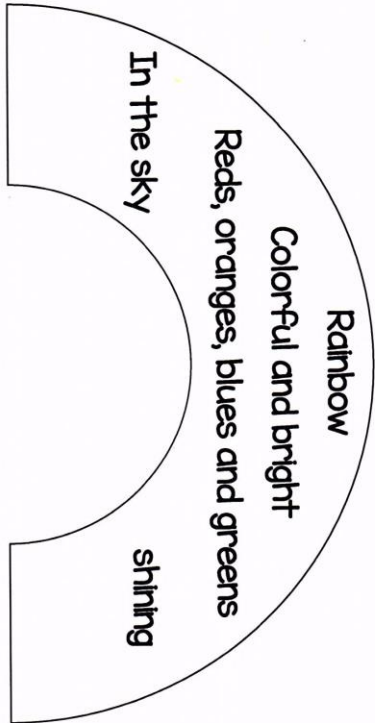
# Lesson Plan Template

Marisa Mund

Date: 4-10-19

	<ul style="list-style-type: none"> <li>• Then, have the students move on to creating their final shape poem using pencil first, and then Sharpies over the pencil.             <ul style="list-style-type: none"> <li>○ When all the students appear to be done with their first draft, call them up to the front of the room to go over the elements of art that they have been using to make their poems.</li> </ul> </li> <li>• Have the students use watercolors after they are done using Sharpies to finish making their shape poems.             <ul style="list-style-type: none"> <li>○ Mention that they should use realistic colors to fill in their shapes, and they can make realistic backgrounds outside of their shapes.</li> </ul> </li> </ul>
5 min.	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• Have the students turn in their final products for review.</li> <li>• Mention to the students that they will share the poems with the class the next day.             <ul style="list-style-type: none"> <li>○ The students will present their poems at the front of the room to their peers.</li> <li>○ The students will be asked to explain what shapes and lines they used to create their noun.</li> <li>○ They will read their poems as well.</li> </ul> </li> <li>• Have the students clean up their table spots and put supplies back.</li> </ul>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)             <ul style="list-style-type: none"> <li>• The students will be creating rough drafts of their shape poems which will include descriptive words and lines to create their shapes.</li> </ul> </li> </ul>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>• The students will be using the three elements of art to create shape poems with at least ten nonrepeating, descriptive words.</li> <li>• The students will also present their shape poems, and the elements they used to create them to the class.</li> </ul>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this lesson went pretty smoothly. The students were very excited about creating a poem instead of completing a regular worksheet which is what they are normally used to in the mornings. I think it was helpful for me to have the students and myself read and look at the poems so that they could infer what a shape poem is. Having them think of a definition for shape poem made them really pay attention to the poems I was sharing. When I added the information that shape poems use describing words like adjectives and some action words, I should have given the students more specific examples of adjectives. They are still learning what adjectives are, so giving examples would have been helpful. The students did a great job with coming up with their own original ideas for their shape poems. So, I think having the students use privacy folders was helpful as well. One thing I should have put more of an emphasis on or maybe should have had the students repeat was the instruction that they should use at least ten words that aren't repeating. Some of the students remembered this, but other students used quite a few repeating words. So, next time, I would have the students recite or "echo" this information back to me, and I would also write it down on the board. Most of the student still met the English Language Arts standard even though two students really needed assistance. My practicum teacher decided that it would be helpful to keep the example shape poems that I had in my Google Slides up on the ActivBoard, and I believe that this did help.</p> <p>As far as the art piece of the lesson, the students were starting to lose focus after I went over the first two elements of art which we were using to create our shape poems. So, I should have tried to keep them more engaged by having them give me some examples of word art poems or where they have seen them before. Also, I should have included more of a history background with the word art examples to expand upon this concept. I think expanding more on different kinds of art with words and expanding more on the two elements of art that they initially used to create their poems would have been more beneficial. As much as I was excited about having the students add in the element of color to their poems, I think this concept should have been taught or implemented another day. However, the students were successful with creating their final poems, because they were focused and concentrated on using Sharpies and watercolors. These students did seem to enjoy using color to make their shape poems even more attractive. One procedure I should have mentioned before the students were completely done with their poems was a clean-up procedure. Luckily, the students were careful when painting their poems, so they did not make a mess. So, I just grabbed one student from each table to help me clean up the brushes and dump the water out of the cups before moving on to the next activity. The next day, my practicum teacher allowed time for the students to share their poems, so I had the students explain what type of lines or shapes were utilized in creating their poems. All of the students were proficient in expressing this which made me realize that they did understand the concepts of line and shape.</p>	

# Shape Poem



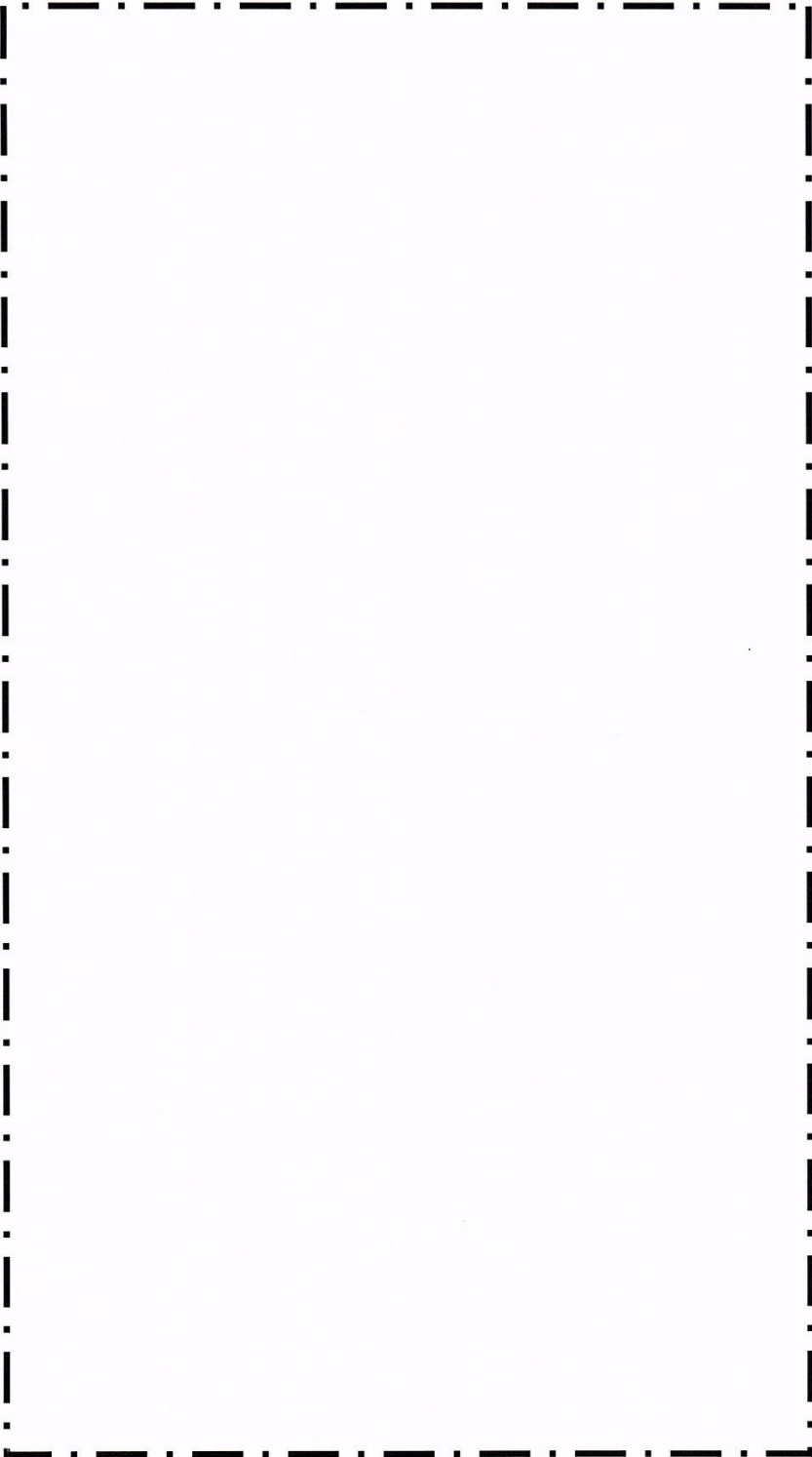
A shape poem describes a noun and is written in the shape of the noun.

Name \_\_\_\_\_

Date \_\_\_\_\_

## My Shape Poem Planning Page

**Directions:** Now it's your turn! Choose a noun or topic that you would like to write a poem about. It could be an animal, a flower, a soccer ball - the choice is yours! Draw the shape of the object and fill it with words that describe your noun. Have Fun!





Name \_\_\_\_\_

Date \_\_\_\_\_

# My shape Poem