

Tammy Lambert
Sced 4760
Lesson plans

Grade: 7th grade
Subject: Reading

Content Objective:

- Students will read the assigned poem and then create a collage that reflects their interpretation of the poem (Standard 1, Objective 3).e

Language Objectives:

- Students will **read** the poem.
- Students will complete Content/Process notes for the poem (**writing**).
- Students will share their ideas during group discussion (content/process notes present their finished collage with the class (**speaking**)).
- Students will **listen** to their peers during group discussion (content/process notes) and to their peers' collage presentations.

Instructional Features

Procedures:

- Review with students what they remember about descriptive language (taught in a previous lesson) so that students can associate what they learn in this lesson with the previous lesson on descriptive language (activate background knowledge).
- Read the poem out loud while students follow along. Ask them to mark any words they don't understand. After the poem is read, write the words student marked on a word wall and go over the meanings of the words.
- Content/Process notes: Draw a line down the board making two columns. Title the left column, "important content," and the right column, "possible meaning." Ask students for a word or phrase from the poem that they think is important and write it in the left column. Ask students what they think the word/phrase might mean in the poem and write it in the right column.
- Break students into groups and have them continue filling out the Content/Process notes for the poem
- Ask the groups to share some of their notes.
- Ask students to individually create a collage using their notes as a guide (briefly describe what a collage is and provide an example).
- Have students share their collages.
- Use the collages to discuss and explain what it means to interpret something.

Adaptations for English Language Acquisition Stages:

<i>Pre-Emergent/Emergent</i>	<ul style="list-style-type: none">• Provide copies of a simple poem, written in both L1 and L2• Provide a graphic organizer with “helper sentences” and examples in L1 to complete content/process notes• Allow students to discuss in L1• Provide instructions for collage in L1• Provide helper sentences to help students explain their collage in L2
<i>Intermediate</i>	<ul style="list-style-type: none">• Provide copies of a simple poem in L2• Provide a graphic organizer with less detailed “helper sentences” to complete content/process notes• Allow students to discuss in L1• Provide instructions for collage in L2 using simple language• Students share collages in L2
<i>Advanced/Fluent</i>	<ul style="list-style-type: none">• Provide copies of a more difficult poem written in L2• Students fill out content/process notes and discuss in L2• Provide collage instructions in L2• Students explain their collage in L2

ELL Instructional Strategies:

- *Cognitive:* Content/Process notes are used as a cognitive strategy because the notes help students utilize the skill they are learning (interpreting) by organizing their thoughts.
- *Metacognitive:* The collage activity is used as a metacognitive strategy because students are using the collages to visualize their own interpretation. By presenting their collages, students are summarizing their interpretation of the poem.
- *Herrell & Jordan:*
 - *Word wall:* used to help students develop their vocabulary of the literature being used. The word wall can help students implement the new words into their Content/Process notes and collage.
 - *Imaging:* students create an image (collage) to help them visualize what they think the poem means, which helps to support the understanding of the concept of interpretation.

Grouping:

- Teacher assigned, homogeneous groups of four are used for completing the Content/Process notes. Homogeneous groups are used to prevent less proficient students from giving up all control to more proficient students and to prevent more proficient students from taking over the activity and completing the Content/process notes for the less proficient students.

- If the class is comprised of different proficiency levels, homogeneous groups must be used because emergent students are given a different poem than advanced students (homogeneous groups are used for differentiated instruction purposes).

Assessment:

- *Formative:*
 - Observe groups and check for understanding during group completion of Content/Process notes and while students work on their collages.
 - Content/Process notes are turned in and checked by teacher for understanding.
- *Summative:* Collages and discussion of collages
 - Collages are turned in and graded for summative assessment.
 - Collage presentations are used to check for understanding of concept.