

## LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: November 27<sup>th</sup>, 2006</i>
<i>Class/Grade Level: Mixed Secondary(9<sup>th</sup>-12<sup>th</sup>)</i>	<i>Period/Time of day: 7th</i>
<i>Subject: Creative Writing</i>	<i>Lesson Topic: Poems by Sara Holbrook</i>
<b>CORE CONTENT</b> @ <a href="http://www.education.ky.gov">www.education.ky.gov</a>	
RD-10-2.0.3 <ul style="list-style-type: none"><li>• Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</li></ul>	
RD-10-2.0.6 <ul style="list-style-type: none"><li>• Students will explain the main ideas of a passage and identify the key ideas or information that support them.</li></ul>	
RD-10-2.0.7 <ul style="list-style-type: none"><li>• Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</li></ul>	
RD-10-4.0.1 <ul style="list-style-type: none"><li>• Students will analyze the content or make connections as it applies to students' lives (text-to-self), realworld issues (text-to-world) or other texts (text-to-text).</li></ul>	
RD-10-4.0.2 <ul style="list-style-type: none"><li>• Students will use evidence from a passage to formulate opinions in response to a reading passage.</li></ul>	
<b>GOAL (teacher)</b> <ul style="list-style-type: none"><li>• To help the students analyze poetry by Sara Holbrook and to have them connect that poetry to their own lives.</li></ul>	
<b>OBJECTIVES (what students will know and do)</b> Students will: <ul style="list-style-type: none"><li>• Be introduced to Sara Holbrook poetry. (Bellwork and Introduction)</li><li>• Analyze the poetry of Sara Holbrook. (Teacher Observation and Q&amp;A)</li><li>• Apply the poetry to their own lives. (Teacher Observation and Q&amp;A)</li></ul>	
<b>ESSENTIAL QUESTION (s)</b> <ol style="list-style-type: none"><li>1. Is poetry a viable means of presenting advice?</li><li>2. What kind of poetry does Sara Holbrook write?</li><li>3. Does her poetry connect to real life? Why?</li></ol>	
<b>MATERIALS</b> Handouts Technology Enhancements (Lesson PowerPoint/Voting Slogan video) 4.1 Core Content Lesson Planning Material – Morehead State University	

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### ASSESSMENT(s) TO BE DEVELOPED

**Prior:**

Bellwork to ask them of their fears.

**For Learning/ Formative**

Teacher Observation

Questions and Answers

**Of Learning/ Summative**

Final assessment of assignments (Narrative and Short Story)

### PROCEDURES *(step by step)*

- **Anticipatory Set**
  - Bellwork – The students will pick up handouts from the table and answer a question about their greatest fears of growing up.
  - The students will share out their answers.
- **Introduction**
  - Using two poems written by Mike White, explain how authors write what they know and how fears can be presented through poetry.
  - Introduce Sara Holbrook and the assignment sheet.
- **Body of Lesson**
  - Using questions on the handout, discuss the selected poems of Sara Holbrook.
- **Closure**
  - Any announcements that need to be made depending on how far the class gets with the discussion.

### ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Bellwork

Teacher Observation

Questions and Answers

Final assignments (Narrative and Short Story)

### MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The discussion allows anyone to participate regardless of needs. The discussion will provide higher order thinking opportunities for gifted students.

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

The homework/assignment is presented through handouts. It has also been designed to include examples that should help guide them in the right direction.

Students who are absent will be allowed to make it up the following week during their own time. As long as they have documented excuses.

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### **HOMEWORK**

The work for this lesson is done completely in the classroom, therefore there is no homework.

### **REFLECTIONS** *(to be completed by the practitioner after delivery of lesson)*