



SAN DIEGO TEACHER RESIDENCY LESSON PLANNING TEMPLATE

CONTEXT

Provide context for the lesson. How, if at all, does it fit within a unit? Who are the learners? How long will the lesson last?

The students have been learning about History and how we as “change makers” can learn from our past history. We will be learning about the civil rights movement next and I thought this lesson was a nice pre launch to the unit and to get to know each other in their class a bit more. It is also following a day of learning about the importance of loving oneself and each other from the book *Sulwe*. As an added bonus it was a lesson to support students and help build each other up. Students will learn a bit more about themselves with these I Am Poems, and the hope is they learn a bit more about each other as well and think kindly of their peers.

Learners: 4th grade, 24 students, 3 English learners, 3 students with IEPs

GOALS

What are your goals for the activity? Specifically, by the end of the activity, what will students know, feel, understand, and/or be able to do?

My goals for this activity include:

- Students will write a poem that will best describe themselves
- Students will be supportive of each other and themselves as they actively listen to th poems
- Students will feel validated and heard

STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson. Possible standards frameworks: CA [CCSS](#), [NGSS](#), [ELD](#), and/or [Learning for Justice](#).

Identity- 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people

Diversity 9. Students will respond to diversity by building empathy, respect, understanding and connection.

A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts

W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.10. Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Will also be making connections to the previous book we read day prior.

ANTICIPATORY PLANNING

Put yourself in the shoes of your students. Where in the lesson do you anticipate that they will struggle, and why? What questions, about procedures and/or about the content, do you anticipate that they might pose? How will you respond? (Math teachers can also use this [more comprehensive anticipatory planning resource](#).)

Students were given thinking time the previous day and were able to listen to an I Am Poem to help them with preparing for the activity. I did a pre launch with them because I felt I Am Poems could be a lot to think about and if I want students to produce higher quality work it is best to get them thinking and prepared for the activity which is my reason for the soft launch. I allowed them to do a quick write to brainstorm ideas about themselves as they listened to an I Am Poem example. I also read them a book called Salwe that was a pre launch to the writing activity. The book was about a young girl learning to love herself just the way she was and they will be hearing her I Am Poem during this writing activity as an example to follow. Students may struggle with knowing what to write or how to write for each I Am stanza. Which is why, I had students learn about it the day before, gave them an example, thought about time, and will be providing additional examples. One from the book we read and two, my own I Am Poem. I have printed many copies of the example as well for students who need a visual aid to follow.

PROCEDURE

Please provide specific descriptions of all activities, including what the teacher(s) will be saying and doing and what the students will be doing. *Remember that the person doing the doing & talking is the one doing the learning!*

Launch: How will the teacher spark curiosity, get students actively engaged right away, and help students understand the purpose and process of what they will be doing during the lesson?

(15 minutes)

- I will first call on students to help summarize the book Salwe as a review to help us remember the message of the story. This will be a segway to then have me share how Salwe herself wrote an I Am Poem just like we will all be doing for today's writer's workshop. I will have our two paper passers pass a copy of Salwe's poem to each partner group at their table spots. I will read it out loud to the students and ask them:
 - "What is Salwe's main message or theme in her poem?"
 - "What is something that stands out to you in her poem?"
 - "Which line gets repeated?"
- This will help launch the writer's workshop lesson into having the students view an example before creating their own I Am Poem
 - Set reminders to be kind and respectful about themselves and others during this time

Explore: How will students engage in the "meat" of the lesson?

(25 minutes, unless majority of students need more time)

- As we have reviewed the example of Salwe's poem I will then share one more example which will be my own and again set the reminder to be kind as I am being vulnerable and sharing something about myself to them.
- I do this so that students are aware we are all sharing and learning about ourselves and others and we will feel more comfortable doing so in a safe environment
- Students will then be given directions to write their own I am Poem- I will have students all repeat together the lines of the I am Poem to know what's coming.
- Students will be given 20-25minutes of writing time
- Those who finish early will be able to create an image that associates with the descriptive words used in their I Am Poem. I will have an example to show them. Voice level is 0-1 during this time.

Drop your anchor: How will students synthesize, share their learning with each other and/or with the teacher, and make connections to future lessons?

(10 minutes)

- After they have worked on their I am Poems, students will be able to share their I am Poems with their table peers (3 min total).. Students will be asked to think about one interesting finding they learned from their peers' poem.
 - Pull 2-3 sticks to have students share one thing they learned from their peer's poem
- If time permits I will have the author's chair open for 3-4 students to share with the whole class.
- I will then thank students for being able to share a piece of themselves in their I am poems and how I will look forward to reading them. I will ask for volunteers to share how they enjoyed the activity and will then collect all students' work and have them prepare for recess.

DIFFERENTIATION/ACCOMMODATION

How might you provide multiple means of representation, multiple means of expression, and multiple means of engagement? Consider how you will meet the needs of three specific focus students, labeled below.

Special Needs / IEP:

- Students who need a scribe will be provided support by the AC or CT to help write out the words on a white board for the individual

Emerging Bilingual:

- Visual aids and examples of what is expected will be provided to each table and projected on the white board as well

Ready for challenge: Students will be challenged to include figurative language into their writing and start the visual imagery picture to go along with their poem

INFORMAL ASSESSMENT

How will you assess students' thinking throughout the lesson? What are key moments to check for understanding?

This will be done during the launch portion as I ask about their noticings in the I Am Poem example Salwe has written. It will also be done when students are sharing each other's poem and I call on students to share one thing they learned about the partners poem.

FORMAL ASSESSMENT

How will you know if your students meet the goals of the lesson? What artifacts of student work will you collect?

I will know students met the goal by listening in as they share their poems with their peers and collecting their work at the end of the lesson and reviewing their poems. The goal is that they have produced some high quality poems about themselves and were able to share a piece of who they are as an individual. I will review them and pass them out the following day. Students will then be able to work on their second draft the next day or begin their illustration if they were not able to do so during this lesson.

MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

I Am Poem Examples
I Am Poem Papers

Lesson Title: I Am Poem

Subject / Grade Level: Writer's Workshop/ 4th Grade

Presentation slides

Colors and Paper for their illustrations

Timer