

LESSON PLAN

Teacher's Name: <i>Michael White</i>	Date: <i>November 30th, 2006</i>
Class/Grade Level: <i>Mixed Secondary(9th-12th)</i>	Period/Time of day: <i>7th</i>
Subject: <i>Creative Writing</i>	Lesson Topic: <i>Poems by Sara Holbrook</i>
CORE CONTENT @ www.education.ky.gov	
<i>WR-HS-1.2.2</i> <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none">• <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i>• <i>Students will develop characters (fictional /non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate.</i>• <i>Students will develop plot/story line appropriate to the form.</i>• <i>Students will develop an appropriate setting, mood, scene, image or feeling.</i>• <i>Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.</i>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i>	
GOAL (teacher) <ul style="list-style-type: none">• To get the students to write a short story based off the poems we've been reading by Sara Holbrook.	
OBJECTIVES (what students will know and do) Students will: <ul style="list-style-type: none">• Answer the essential questions. (Bellwork)• Learn about advice given through poetry and whether it is viable. (Teacher Observation and Q&A)• Apply knowledge of Sara Holbrook's poetry and past experience to create a fictional short story based on one of the poems.• Continue to apply the knowledge by finishing the story at home. (Closure, Reflection)	
ESSENTIAL QUESTION (s) <ol style="list-style-type: none">1. Is poetry a viable means of presenting advice?2. What kind of poetry does Sara Holbrook write?3. What kind of story can be told based on one of her poems?	
MATERIALS Previous handouts (Poetry sheets and assignment sheet) Technology Enhancements (Lesson PowerPoint) 4.1 Core Content Lesson Planning Material – Morehead State University	

LESSON PLAN

ASSESSMENT(s) TO BE DEVELOPED

Prior:

Bellwork to ask them about their knowledge of persuasion.

For Learning/ Formative

Teacher Observation

Questions and Answers

Of Learning/ Summative

The slogan

PROCEDURES *(step by step)*

- **Anticipatory Set**
 - Bellwork – Answer the essential questions.
 - Listen to “Sunscreen”
 - The students will share out their answers.
- **Introduction**
 - Introduce assignment.
- **Body of Lesson**
 - Brainstorm ideas for the short story.
 - Go to library and work on typing up the story.
- **Closure**
 - Remind students that the story is due by end of class the next day, so they should continue working on it at home.

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

Bell Ringer

Teacher Observation

Questions and Answers

Final Short Story scored according to rubric.

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

The discussion allows anyone to participate regardless of needs. The brainstorm 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 follow an assignment that should have prepared them for this one.

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.

HOMEWORK

Finish the story so it can be typed on Friday.

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