

Instructional Lesson Plan

English Education

Buffalo State College

Lesson Focus: “Where I’m From” Pre - Writing Poem

Duration of Class: 38 minutes

Subject: ELA

Grade Level: 9th grade

Contextual Factors:

Mrs. Barstys teaches 5 classes all of them are 9th grade. Two classes are I.P.E., one ELL and two others are honors. All classes are ethnically, racially, and linguistically diverse students. There are some who are fairly quiet, though whether or not their withdrawn behavior is due to shyness or due to lack interest. However, I’ve observed that even students who tend to be withdrawn or seem disinterested step up when my mentor teacher Christine Barstys or I engage them in class discussion or working in small groups with classmates. The class is located within an urban high school. Classroom is technology equipped, desks are placed in standard way facing the white board and smart board.

Pre-assessment:

This lesson plan will challenge participants to reflect on their own cultural heritage and connect with each other. They will write short poems where each line begins with “I am from,” which will allow them to describe their heritage using the details and memories most important to them.

Essential Questions:

- How can I tell a vivid story of where I’m from by including sensory details in my writing?
- How does describing my home and my community reveal who I am?

Next Gen Common Core Standards:

- **9-10R9:** Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
- **9-10W2f:** Establish and maintain a style appropriate to the writing task.

- **9-10W3d:** Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Learning Target:

- I can describe my home and community by reflecting on special details and feelings about my life.
- I can tell a vivid story of where I'm from by including sensory details in my writing

Objectives:

The students will:

- Reflect on special details and feelings about life and memories
- Build new connections with their own cultural heritage
- Students will complete the Pre-Writing Questionnaire

Preparation/Instructional Materials and Resources:

- [“I Remember” by Joe Brainard](#)
- [“Where I’m From” Pre-Write Questionnaire](#)
- Journals
- Highlighters
- Something to write with: pencil/ pen

Procedures for Instruction: Includes differentiation in lesson delivery to meet needs of all learners.

How do you plan on engaging all students? What will you do? What will the students do?

Introduction:

1. Introduce the quote, ask students if anyone would like to read the quote
2. If no one would volunteer, read the quote
3. Ask students to take a few minutes to think and respond to this quote. In their opinion, what does this quote mean?

- a. “You are the sum total of everything you've ever seen, heard, eaten, smelled, been told, forgotten - it's all there. Everything influences each of us, and because of that I try to make sure that my experiences are positive.” -Maya Angelou

Procedure:

1. Students will read excerpts of “ I Remember” by Joe Brainard and identify the sense(s) (sight, taste, smell, hear, touch) in each sentence.
2. Students can annotate, use a system of colors, draw symbols or use abbreviations to indicate the senses. Some sentences may evoke multiple senses. (see above- should be standardized and modeled)
3. Write about that you annotate if that connects to your life
4. Students should make a chart on paper if room or in a journal to collect these as we read poem
5. Students will share examples of each sense that they found.
6. Students will complete the “Where I’m From” Pre-Writing Questionnaire
 - a. Students can work independently, or with a partner, or in a small group of 3 students. (paper?)

Closure:

For the last few minutes have a discussion with students and ask them if anyone would like to volunteer to share one or two responses from their questionnaire worksheet.

Assessment:

- The teacher will assess the students’ progress of the lesson when instructing them to respond to the quote by Maya Angelou
- The teacher will assess the students’ progress on working on “Where I’m From” Pre-Writing Questionnaire
- The teacher will track student learning by participation in class discussions

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- How does describing my home and my community reveal who I am?

Learning Target:

- I can describe my home and community by reflecting on special details and feelings about my life.
- I can tell a vivid story of where I’m from by including sensory details in my writing

Objectives:

The students will:

- Reflect on special details and feelings about life and memories

- Build new connections with their own cultural heritage

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Preparation/Instructional Materials and Resources:

- [“Where I’m From”](#) audio version
- [“Where I’m From” Pre-Write Questionnaire](#)
- [“Where I’m From” poem example](#)
- [“Where I’m From” template](#)
- Journals
- Something to write with: pencil/ pen
- Smart board
- Laptops

Procedures for Instruction: Includes differentiation in lesson delivery to meet needs of all learners.

How do you plan on engaging all students? What will you do? What will the students do?

Introduction:

1. Students will listen “Where I’m From” by Geiorge Ella Lyon audio version
2. Students will write down and share one line that caught their attention
3. Students will read “Where I’m From” model exemple

Procedure:

4. Writing a Where I’m From poem
5. Using the Pre-Writing Questionnaire and adding new ideas, students will write a “Where I’m From” poem that gives a sensory experience of their home and community.
6. They can use laptops and type or write the poem in their journals

Closure:

For the last few minutes students will voluntarily share one line

Assessment:

- The teacher will assess the students' progress on working on "Where I'm From" Pre-Writing Questionnaire
- The teacher will track student learning by participation in class discussions and working on "Where I'm From" poem

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- I can tell a vivid story of where I’m from by including sensory details in my writing

Objectives:

The students will:

- Reflect on special details and feelings about life and memories
- Build new connections with their own cultural heritage
- Revise their rough draft of the poem

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Preparation/Instructional Materials and Resources:

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- [“Where I’m From” poem example](#)
- [“Where I’m From” template](#)
- Journals
- Something to write with: pencil/ pen
- Smart board
- Laptops

Procedures for Instruction: Includes differentiation in lesson delivery to meet needs of all learners.

How do you plan on engaging all students? What will you do? What will the students do?

Introduction:

1. Ask students to share with a partner one line from their rough draft

Procedure:

1. Students will finish write their rough draft of poem
2. Revise their working piece by adding more descriptive words
3. Start working on PowerPoint Slides

Closing:

Ask students to share with a partner their favorite line or slide.

Assessment:

- The teacher will assess the students' progress on working on "Where I'm From" poem rough draft
- The teacher will track student learning by participation in class discussions and working on "Where I'm From" poem PowerPoint Slides