### Completed Lesson Plan – Poetry Text

**Shared Reading Lesson Plan**

**Lesson focus:**
*What is the focus of the lesson? How will I teach it?*

The focus of the lesson is teaching visualization. I will discuss visualization with the students using an anchor chart and then have them present in groups a tableau depicting poverty. I will then do a think-aloud using the poem “Plenty” and have the students draw images. They will share their ideas and drawings in the large group.

**Rationale:**
*Why am I teaching this lesson?*

After analysing previous assessment data (e.g., CASI, Shared Reading observations) and reviewing the curriculum expectations, I have determined that the students are ready to learn about visualisation.

**Assessment:**
*How will I know when my students are successful?*

- Examine their illustrations, words, and/or phrases, and record my observations
- Determine their ability to articulate the connection between the vocabulary and the image
- Record observations on an anecdotal record

**Prior Knowledge:**
*What prior knowledge do my students need in order to be successful with this lesson’s focus?*

- Before this lesson, the students need to have experienced tableau

**Curriculum Expectations:**
*Which expectations will I address?*

- **Students will:**
  - read independently, selecting appropriate reading strategies

**Materials/Preparation for Teaching:**
*What do I need to know, have, and be able to do before I can begin the lesson?*

- overhead transparency of poem “Plenty”
- anchor chart containing a definition of visualization
- The words plenty, want, hunger, homeless, and shame written on cards and on the board
- blank paper
- art/drawing boards, pencils/pencil crayons
- student reader’s notebook
- anecdotal record, pre-prepared with names of students and the date

**Differentiated Instruction:**
*How can I ensure that I am meeting the needs of all my students?*

- Pair ESL/Special Education students with fluent readers for the whole-group portions of the lesson
- Have more proficient readers read a variety of poems.
**Instruction:**

**Before Reading:**
- Describe visualization, referring to the anchor chart
- Give groups a card with a word from the poem on it. The words are: plenty, want, hunger, homeless, and shame
- Students have 5 minutes to discuss the word and decide how to represent the word using tableau
- Provide time for each group to present their tableau to the whole group
- Have the five words on the board, and as the tableau is presented the rest of the class tries to guess which word is being depicted

**During Reading:**
- Read the first stanza and share images that come to my mind (think-aloud)
- Read the entire poem while the students listen and sketch one or more images that come to their minds
- Have the students reread the poem and record the words or phrases that prompted the images they drew

**After Reading:**
- Bring the whole group together to share their visualizations
- Have some students show their picture and phrases or tell about their picture and the words (some students are very sensitive about sharing their art)
- Have a discussion with students about how authors use vocabulary to paint word pictures, so as to increase their understanding of the poem (refer back to visualization anchor chart)
- Ask students to think about where visualization can be used in other subject areas as a comprehension strategy and to record their thoughts in their reader's notebook
- As students are reflecting, circulate and observe their pictures/phrases and reader’s notebooks
- Write comments on the anecdotal record

**Reflection:**

*Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?*

- Students will be able to practise visualization in guided and independent reading
- Students will reflect on the process in their reader’s notebook

**Teacher Reflection:**
- Analyze the anecdotal record and determine:
  - How many of my students understand the visualization strategy?
  - Do I need to review the strategy with the entire class at the beginning of my next lesson?
  - Do I need to review the strategy with a small group of students, using a guided reading lesson?
  - Were the cooperative learning strategies successful? Which ones worked better? Are there others I should try during my next lesson?
  - Was the integration of the arts successful?