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| **ELA- Grade 6 (October 23, 2024)** **Lesson Title: “I Am From” Poem****Teacher: Rowena Cuento & Kiarra Albert** |
| **Stage 1: Identify Desired Results** |
| **Established Goals:** (Learning outcome/s & indicator/s from curriculum)**CC6.2**Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

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| **(a)** | Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes (e.g., to explain, to narrate, to describe, to persuade) and audiences. |
| **(e)** | Use speaking and writing to respond to experiences and to texts. |

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| **Understandings:** (can also be written as ‘I Can’ statements)*Students will understand…**How their unique experiences influence their perspectives and feelings about who they are.**The importance of shared experiences in building connections with others and promoting the idea of belonging* | **Essential Questions:*** What do you notice about the poem?
* What is the text about?
* What is the overall theme?
* What information is included in the piece?
* What is the purpose?
* What writing rules do you notice?
* What are your favorite lines?
* What does identity mean to you, and how can a poem capture complex aspects of it?
* How can personal experiences shape our understanding of who we are?
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| *Students will know…**Basic poem structure and elements, such as imagery and themes and how they express feelings of belonging.**Techniques for expressing their own identities through writing, encouraging creativity and personal reflection.* | *Students will be able to…**Participate in meaningful discussions about identity and belonging, sharing their thoughts and listening to peers.**Identify and discuss the themes, and imagery in the "I Am From" poem, explaining how these elements contribute to its meaning.**Begin drafting their own "I Am From" poems, using the mentor text as a guide to express their unique identities and experiences* |
| **Stage 2: Determine Evidence for Assessing Learning** |
| **Participation in Discussion:****Criteria:** Monitor student contributions during class discussions about the poem. Assess their ability to articulate thoughts and connect their experiences to the text.**Evidence:** Notes or observations from discussions where students share insights about identity, belonging, and personal experiences.**Analysis of the Mentor Text:****Evidence:** Students analyze the mentor text, identifying key features such as words used, sentence structure, and the overall impact of the text. |
| **Stage 3: Build Learning Plan** |
| **Instructional Strategies:*** *Engage Students in the Learning Process:*

Watch the video on *Identity and Values*. Start a class discussion on identityusing these guide questions: What does identity mean to you? and How can personal experiences shape our understanding of who we are?* *Read a Mentor Text:* Share a published "I Am From" poem. Discuss that the purpose of the repetition of the “I Am From” phrase is to emphasize the things that shape who a person is.
* *Interactive Exercise:* Have students identify imagery and themes in the mentor text, linking them to their own experiences.
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| **Set (Engagement):**                         **Length of Time: 10 mins**Write the word ‘Identity’ on the whiteboard.Watch the video in Identity and ValuesAsk students to think about what identity means to them and have them jot down a few words or phrases that stood out to them from the videoFacilitate the Discussion:Pose the guiding questions:"What does identity mean to you?""How can personal experiences shape our understanding of who we are?"* Encourage students to share their thoughts in a safe and respectful environment.
* Record key ideas and themes on the whiteboard or chart paper to reference later.

**Development:  Time: 30 mins****Read Aloud & Small Group Activity**Read the mentor poem aloud to the class, encouraging students to listen for feelings, images, and themes.Supplement it with the video of the song Brave. Encourage students to jot down what they see, fee, and hear.After reading and viewing guide students to identify specific images and themes within the poem and song. Ask:* What images stand out to you?
* What themes related to identity and belonging do you see?

*Imagery Identification:** Divide students into small groups. Each group discusses the imagery and themes they identified in the mentor text.

*Personal Connection:** Ask each group to brainstorm personal experiences that they can relate with through images and themes discussed. Provide prompts like:
* Can you think of a time when you felt a strong sense of belonging?
* What personal experiences reflect the imagery in the poem?

**Closure:                                                        Time: 10 mins***Prompt:* After groups have shared, ask students to individually reflect on their experience during the activity. Pose these questions:* What was one insight you gained about identity from your group discussion?
* How did connecting personal experiences to the poem's imagery deepen your understanding of your own identity?

*Time:* Give students 5 minutes to write their reflections in their notebooks.Recap the major images and themes discussed in the poem and the connections made. Highlight how these relate to the idea of belonging and personal identity.*Connect to Future Learning:** Explain that the insights gained today will be instrumental as they begin drafting their own "I Am From" poems. Encourage them to draw from both the mentor text and their personal experiences.
 | **Materials/Resources:**“I Am From” Poem“Where I’m From” handoutsWhiteboardCopies of the mentor text for students**Possible Adaptations/****Differentiation:*** Allow students to form small groups based on shared interests in themes
* Let students discuss in small groups before sharing with the larger class to build confidence.
* Provide images related to the poem’s themes to spark discussion and make abstract ideas more concrete.

**Management Strategies:*** Establish guidelines for respectful sharing and discussion, emphasizing the importance of listening and valuing each other's perspectives.
* Read the mentor text aloud, pausing to discuss key themes and elements. Encourage students to annotate the text as they listen, noting lines that resonate with them.
* Share your own "I Am From" poem as an example. Discuss your writing process, highlighting how you chose specific details and memories.

**Safety Considerations:*** Begin the lesson with a brief emotional check-in. Allow students to express how they’re feeling about the topic, which can help gauge comfort levels.
* When forming pairs or groups for activities, consider student dynamics to avoid placing any student in an uncomfortable situation.
* Be cautious in discussions to avoid reinforcing stereotypes. Frame the lesson in a way that honors each student's unique identity.
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| **Stage 4: Professional Development Goal** |
|  *In this plan, we have focused on developing this particular aspect of our teaching practice (i.e. Learning to Plan from the PPP):** Work closely with the cooperating teacher to plan the lesson, focusing on strategies for engaging students in discussions about identity and personal experiences.
* Design activities that encourage students to reflect on their personal experiences and cultural backgrounds, enabling them to express these elements creatively in their poems.
* Discuss with the cooperating teacher post-lesson to evaluate what worked well and identify areas for improvement in your teaching practice.
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