



## Co-Teaching Lesson Plan Template

<b>School:</b> Heights Terrace	<b>Classroom Teacher:</b> Sue Smutny	<b>Teaching Artist:</b> Dawn Leas
<b>Grade Level:</b> 5	<b>Project:</b> Ekphrastic Poetry	
<b>Number of classroom sessions for this project:</b> 4		
<b>Date:</b> January 12, 2022 January 19, 2022 February 2, 2022 February 9, 2022	<b>Core content:</b> Math / <b>ELA</b> (Circle one)	
<b>Core Content Learning Objective:</b>  <u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>Assessment:</b>  Students will identify theme in a given passage.	
<b>Arts Learning Objective:</b>  To learn about and discuss theme and ekphrastic poetry.	<b>Assessment:</b>  The students will write ekphrastic poems.	

**Summary of the Lesson:**

We'll define ekphrastic poetry. We'll explore the origins of the ekphrastic poetry and read examples and talk about the line breaks in the examples. The students will do a pre-writing exercise and then write an ekphrastic poem. They will then have the opportunity to read their poems to the whole group.

**ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support**

**Attention: How will you prepare the students for the lesson?**

**Teacher**

Students will be shown a video, and then they will define theme in their own words. We will discuss common themes often found in literature.

**Artist**

We'll start Session 2 of this lesson with asking the students to recall what we did in Session 1.

I'll introduce them to Faith Ringgold, the artist who painted "Tar Beach," which is the artwork we are using to write our ekphrastic poems, with a video of her.

**Review: What will you review? What is the academic vocabulary for the lesson?**

### Co-Teaching Lesson Plan Template

<p><b>Teacher</b></p> <p>The academic vocabulary for the lesson includes theme, moral, and metaphor.</p>	<p><b>Artist</b></p> <p>The academic vocabulary for this lesson will include theme, ekphrastic poetry, and line breaks.</p> <p>I'll talk about my own process of writing ekphrastic poems.</p>
<p><b>Teach: What will you do to teach the content?</b></p>	
<p><b>Teacher</b></p> <p>As a class, we will read and discuss the text <u>The Magical Lost Brocade</u>. Students will identify the character's words and actions to determine theme. Graphic organizers will be used. Metaphors will be identified during the discussion.</p> <p>At a later date, students will be assigned leveled readers. They will read and use graphic organizers to determine theme. They will also identify and explain any metaphors.</p> <p>Discussion will follow.</p>	<p><b>Artist</b></p> <p>Using a PPT that will include text, video, and images, I'll share definitions and examples. We will read and critique an ekphrastic poem and make a list of themes the students may use in their own poems. The lesson will be a mix of whole-group discussion and individual time to brainstorm and write.</p> <p>In this session, I'll ask the students to share what they already know about theme, and we'll brainstorm some themes. I'll ask them what themes they see in "Tar Beach."</p> <p>We'll also review the academic vocabulary.</p>
<p><b>Support: What will you assign the students to complete and how will you support their learning?</b></p>	



### Co-Teaching Lesson Plan Template

<p><b>Teacher</b></p> <p>Students will be assigned practice on the Study Island computer program focusing on theme and metaphors. Also, online programs such as Quizizz will be used for reinforcement.</p>	<p><b>Artist</b></p> <p>After whole-group discussions, the students will be given time to use their 10X2 brainstormers from Session 1 to write an ekphrastic poem.</p> <p>During the individual sessions, I'll be available on camera and in the chat to answer student questions or give additional directions and encouragement.</p>
<p><b><u>Closure:</u> What will we do to reinforce learning and close the lesson for today?</b></p>	
<p>I'll ask the students what they thought about the writing process and provide time for the students to read their poems in a whole-group setting. I'll preview what we will be doing in Session 3 of this lesson.</p>	
<p><b>Date to PAEP for approval: 1-11-22</b></p>	