



Co-Teaching Lesson Plan Template

School: Heights Terrace	Classroom Teacher: Sue Smutny	Teaching Artist: Dawn Leas
Grade Level: 5	Project: Ekphrastic Poetry	
Number of classroom sessions for this project: 4		
Date: January 12, 2022 January 19, 2022 February 2, 2022 February 9, 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: <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.	Assessment: Students will identify theme in a given passage.	
Arts Learning Objective: To learn about and discuss theme and ekphrastic poetry.	Assessment: 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 by reviewing what we did in Session 2 and then I'll show a video of Faith Ringgold sharing her process of creating "Tar Beach."

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

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<p>Teacher</p> <p>The academic vocabulary for the lesson includes theme, moral, and metaphor.</p>	<p>Artist</p> <p>The academic vocabulary for this lesson will include theme, ekphrastic poetry, and line breaks.</p>
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Teach: What will you do to teach the content?

<p>Teacher</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>Artist</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 talk about line breaks and share poems that Mrs. Smutny and I wrote to illustrate the many ways you can break a line with the morning class.</p> <p>We'll do some collaborative writing with the afternoon class.</p>
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Support: What will you assign the students to complete and how will you support their learning?



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<p>Teacher</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>Artist</p> <p>The morning class will finish their ekphrastic poems and then revise and edit them.</p> <p>As they do, I'll be available on camera to answer questions and give encouragement.</p> <p>We'll finish writing a collaborative poem in the afternoon class.</p>
<p>Closure: What will we do to reinforce learning and close the lesson for today?</p>	
<p>I'll ask the students what they liked about the session and preview what we'll cover in Session 4, which will be our last session for this lesson.</p>	
<p>Date to PAEP for approval: 1-11-22</p>	