



## 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> Color Poems	
<b>Number of classroom sessions for this project:</b> 2		
<b>Date:</b> March 23, 2022 March 30, 2022	<b>Core content:</b> Math / ELA (Circle one)	
<b>Core Content Learning Objective:</b> <u>CCSS.ELA-LITERACY.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>CCSS.ELA-LITERACY.L.5.5.A</u> Interpret figurative language, including similes and metaphors, in context.	<b>Assessment:</b>  Students will identify similes, metaphors, and repetition in reading passages and poetry examples.	
<b>Arts Learning Objective:</b>  To learn about, discuss, and recognize repetition and patterns in poems. To practice implementing tools we've used in past lessons, like simile and metaphor, while they write color poems.	<b>Assessment:</b>  The students will write a poem about one of their favorite colors.	

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**Summary of the Lesson:**

The students will draw a quick picture of something that represents one of their favorite colors as a warm-up exercise. We'll then talk about repetition and patterns in poetry before group students who are writing about the same colors together to brainstorm ideas for their poems.

I'll use examples, video, small and whole groups discussions as we explore color poems and how to write them. The students will be given time to write and share their poems. For the afternoon class, we will accommodate by offering partially pre-filled poem forms as well as provide a word bank for them to use, if needed. Students will be given the opportunity to read their poems.

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

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

I will share poetry with students that contains examples of similes, metaphors, and repetition. We will read, discuss, and identify the examples.

**Artist**

Since this is Session 2 of the lesson, we'll jump into practicing revising in the morning class using my purple poem. I'll share the blue poem I wrote with the afternoon class to talk about editing.

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

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<p><b>Teacher</b></p> <p>The academic vocabulary includes repetition simile, and metaphor.</p>	<p><b>Artist</b></p> <p>The academic vocabulary for this lesson will include color, repetition, pattern, simile and metaphor, which we reviewed in Session 1.</p>
<p><b><u>Teach:</u> What will you do to teach the content?</b></p>	
<p><b>Teacher</b></p> <p>As a class, we will view and discuss videos that incorporate similes, metaphors, and repetition. Students will be taught lessons using the Study Island computer program. We will also incorporate other reading practice passages to include, but not limited to the Simple Solutions reading comprehension practice book, in order to identify similes, metaphors, and repetition.</p>	<p><b>Artist</b></p> <p>Using a PPT that will include text, video, and images, I'll share definitions and examples. We'll read and critique example poems. The lesson will be a mix of whole-group discussion, small-group brainstorming, and individual and group time to write.</p> <p>During the individual writing sessions, I'll be available on camera to answer student questions or give additional directions, if needed.</p> <p>Since this is Session 2, we'll jump right into finishing poems, revising, and editing.</p>
<p><b><u>Support:</u> What will you assign the students to complete and how will you support their learning?</b></p>	



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<b>Teacher</b>  Student will be assigned practice sessions using the Study Island computer program.	<b>Artist</b>  After whole-group, the students will be given time to finish their color poems, revise (morning class) and edit (afternoon class), and write an additional poem, if time.  As they do, I'll be available on camera to answer questions and give encouragement.
<b>Closure: What will we do to reinforce learning and close the lesson for today?</b>	
I'll provide time for the students to read their poems in a whole-group setting as well as encourage them to share about what they liked or disliked about the lesson. We'll also review what we learned about poet laureate, Joy Harjo, and watch a video of her reading her poem, "Remember." I'll offer extension exercises as well.	
<b>Date to PAEP for approval: 3/19/22</b>	