



Co-Teaching Lesson Plan Template

School: Heights Terrace	Classroom Teacher: Taylor Tarone-Sefchik	Teaching Artist: Dawn Leas
Grade Level: 4	Project: Found Poetry	
Number of classroom sessions for this project: 2		
Date: March 23, 2022 March 29, 2022	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: Students will learn the background of found poetry and how to create their own with pages of text already accessible to them.	Assessment: Students will create their own found poetry using examples of text from within the classroom.	
Arts Learning Objective: To learn about, discuss and write found poems. To show how students can “find” poetry everywhere, including in an already written text.	Assessment: The students will create an erasure found poem.	
Summary of the Lesson: Using examples, video, small and whole group discussions, we’ll talk about how we can find poetry everywhere and the types of found poetry before turning our attention to erasure poems. I’ll demonstrate creating an erasure poem in real time before the students try on their own. Then the students will have time to create their erasure poems using the step-by-step process I introduce to them. Students will be given the opportunity to read their poems.		



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

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

Teacher

To prepare students, we will talk about found poetry and the history of it. I will ask students if they have any favorite books or sections of text from a book.

Artist

We'll quickly review what we did during Session 1.

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

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<p>Teacher</p> <p>Academic vocabulary includes found poetry, black out, and cut up.</p>	<p>Artist</p> <p>The academic vocabulary for this lesson will include found poetry, erasure/blackout, free form/remix, cento, and cut-up.</p>
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Teach: What will you do to teach the content?

<p>Teacher</p> <p>Students will have already learned this topic with Ms. Leas so this will be an extension activity. They will remember their own poems they made with Ms. Leas and use those to inspire them to create another blackout poem or cut out poem.</p> <p>Students will have whole group opportunity, small group sharing, Individual and time to share the poems.</p>	<p>Artist</p> <p>Using a PPT that will include text, video and images, I'll introduce the topic and share examples. We'll talk about the examples, and I'll give suggestions to the students for their own work.</p> <p>The lesson will be a mix of whole-group discussion, small-group discussion, individual time to write, and poem sharing.</p> <p>During the individual 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 mainly focus on poem writing.</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 have time to finish their version of found poetry and have the opportunity to share their work. I will be here to answer any questions they may have.</p>	<p>Artist</p> <p>The students will continue to work on their erasure poems to complete steps 1 and 2.</p> <p>As they do, I'll be available on camera to answer questions and give encouragement.</p>
<p>Closure: What will we do to reinforce learning and close the lesson for today?</p>	
<p>We'll review what found poetry is, provide time for the students to read their poems in a whole-group setting, and ask them what they liked/didn't like about the lesson. Since we'll use a page from HOW TO TRAIN YOUR DRAGON by Cressida Cowell for our erasure poems, I'll show a video of the author reading the prologue from her writing cottage in her garden. I'll offer extension exercises as well.</p>	
<p>Date to PAEP for approval: 3/21/22</p>	