

Name of Teacher Candidate: __ Exemplar C – Basic Lesson Plan– inspired by lesson by Chloe Bjelde (EDST 322 2022)- used with permission; revisions and additions by Kathy Pryor-Hildebrandt (June 2023)

Lesson Plan Title	Reading, reciting, and writing poetry	
Date	XXX __, 202__	
Subject	ELA	Grade - 7
Topic	Poetry	
Essential Question	What voices and poetic devices in the poems that you read inspired your own poem? How does your poem reflect your journey to Reconciliation?	
Materials	Projector Journals Pen/pencil Chromebooks https://youtu.be/RVIX0addQL0 https://www.poetryinvoice.com/tags/indigenous Peer/self assessment sheet	

Stage 1 – Desired Results – you may use student friendly language	
Outcomes and Indicators (cut and paste from curriculum.gov.sk.ca)	
CR7.6, b and e	
CC7.9 d, j, and k	
Treaty Outcomes and Indicators:	
SI82 : Assess the impact residential schools have on First Nations communities.	
Indicators:	
<ul style="list-style-type: none"> → Represent the effects of residential schools on First Nations’ languages and cultures. → Examine how First Nations and communities continue to deal with and heal from the abuses experienced by First Nation peoples in residential schools 	
FNMI <input checked="" type="checkbox"/> X Content <input checked="" type="checkbox"/> X Perspectives <input type="checkbox"/> Ways of knowing TRC:	Details <ul style="list-style-type: none"> - Topic of Reconciliation explored through poetry - Website explores poetry created by Indigenous authors (their point of view and the topics they chose)
PGP Goals:	
3.1	

Assessment FOR Learning (formative)
(Assess the students during the learning to help determine the teacher’s next steps.)
Question students regarding the poems they are reading and the author’s choice of point of view and figures of speech.

Assessment AS Learning
(Guides and provides opportunities for each student to monitor and critically reflect on his/her/their learning and identify next steps) (e.g. self-assessment, peer assessment)

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Peer and self assess for: Indigenous topic, specific poetry format, figures of speech (one of the following: metaphor, simile, oxymoron, personification)

Assessment OF Learning (summative)

Assess the students after learning to evaluate what they have learned
Review for criteria

Stage 3 – Learning Plan

Motivational/Anticipatory Set (introducing topic in a way that engages students, piques their curiosity)

<https://youtu.be/RVIX0addQL0>

Essential question posted

Main Procedures/Strategies (Step by step)

1. Give trigger warning that the students will look at poetry that is about Reconciliation.
2. Students explore poetry website: <https://www.poetryinvoice.com/tags/indigenous>. (10-15 min. to read individually)
3. Students identify point of views, figures of speech, author's intention.
4. Partners recite a poem to each other.
5. Individual assignment – poem: aspect of Reconciliation, kind of poem, figure of speech, point of view.
6. Pass poem to peer for peer assessment
7. Complete self-assessment and hand in.

Adaptations/Differentiations

If students know that they may be triggered by the poems, they may work in a different space.
If students find it difficult to work in a noisy classroom, they may use earbuds.
Students may choose the partner that they would like to complete their peer assessment.

Closing of lesson

Refer to the essential question and ask for 3 people who are willing to share their responses. Then everyone will respond to the question in their journal.
Students must complete the attached form (peer & self-assessment) to hand in, along with their poem.

Personal Reflection

How was the lesson effective/not effective?

Changes made to the lesson while teaching?

Suggestions for a future lesson this topic:

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Name of Peer:	Self
Figure(s) of speech the peer identified	Figure(s) of speech I intended
Type of poem my peer identified	Type of poem I created
	Topic for Reconciliation