

EEC 483 Assessment Project

Veronica Ponti – English/Secondary Education

Student Info:

-Student Initials: MDT

-Gender: Male

-Date of Initial Instruction: February 10 – February 21, 2020

-Dates of Revised Instruction (if needed): February 24 – February 28, 2020

-Teacher: Mrs. Jenny Boyer

-Current services the student receives: Behavioral IEP, Emotional Support

-Student preferences as observed: Often makes verbal comments that are unrelated to instruction; Low motivation to write – Can write once he gets started on the assignment, but has difficulty getting started on a writing task; Sometimes refuses help from the class educational assistant

-Behavior of Concern: MDT has low motivation to complete writing tasks, regardless of whether they are handwritten or typed. He will often make distracting comments to the teacher or to the entire class to avoid starting and/or completing an in-class writing assignment. My co-op and I have regular conversations with MDT to attempt to understand why he is opposed to in-class writing tasks and how we can help him succeed in English/Language Arts.

Why this student?

MDT is our only student who has an IEP, and he is also in our supported class. It is easy to track MDT's behavior multiple times throughout the day, because he is often in our classroom for study hall as well. I am curious to learn exactly why MDT has difficulty starting and following through on tasks, because my co-op and I learned that his challenges are not due to a delay in academic development or a learning disorder. The other teachers on our team report that MDT also struggles to complete writing tasks in their classes as well, and we frequently

collaborate to develop behavior management strategies to help MDT. My co-op and I created behavior cards to hand out to MDT each day based on his choices on any given day. He will receive either the “Excellent work!” or the “Appropriate Behavior” card if he completes the daily writing task and listens while we instruct the class. If MDT disrupts class, does not listen to my co-op and I, and/or refuses to complete the daily writing task, he receives either the “Not Appropriate Behavior” or the “Not the Expectations for Independent Learning” card. I want to implement further behavioral management strategies to help MDT improve his motivation to write in English/Language Arts. I also want to analyze why MDT developed low motivation for writing in the first place and target my lesson plans toward helping MDT increase his completion of daily writing tasks.

Educational and Environmental Assessment Form

Veronica Ponti – English/Secondary Education

Teacher: Mrs. Jenny Boyer

Course/Subject: English/Language Arts Grade: 7

Type of Classroom: General Education

School: Eagle View Middle School, Cumberland Valley School District - Mechanicsburg, PA

Classroom Location: T3

Length of Class: 43 Minutes

of Students in Class: 14

Interviewer’s Name/Role: Veronica Ponti, Student Teacher – Jenny Boyer is my cooperating teacher for my first eight-week student teaching placement. I teach in her classroom every day.

Date: January 21, 2020 – March 11, 2020

1. Classroom Environment

a. *Describe the classroom setup and student seating arrangement.*

The classroom is part of a group of trailer classrooms that are called, “The Outback.” Each desk is shaped like an arrowhead, and students have the choice to sit on either a red chair or on a yoga ball. Most of the time, the desks are placed in rows, with four or five students sitting in each row. If the students are working on a group project, we move the desks so that they are in groups of three or four.

There are also two tables in the back of the classroom that are available as overflow spaces for students to sit. The teacher’s desk is in the front right-hand corner of the room. My co-op created a class library in the back left corner, which includes a lounge chair and a bookshelf. Storage shelves and cabinets are in the back right-hand corner of the room.

b. *Identify distractors.*

Some students get distracted by the yoga balls that they sit on. They bounce on the balls, sit on their knees, and/or lean back on the balls. The students have improved at sitting up straight on the yoga balls since the beginning of the year, but I still occasionally have to remind students not to lean back or sit on their knees. Students are also allowed to play with manipulatives (Rubik’s cubes, squishy balls, stuffed animals, etc.), which can become distractors if the students focus on the manipulatives more than their assignments and/or if students play with the manipulatives because they have nothing else to do in their study hall period. In addition, we can often hear activities in the classroom that is next to our room because the trailers only have a single wall that separates the two rooms.

2. Classroom Management

a. *What are the classroom rules?*

My co-op has four main rules that students are expected to follow:

- Raise your hand to speak during class
- Bring all required materials to class (a pencil, ELA booklet, laptop, agenda)
- Only submit your original creative work
- When you are absent, use three resources to find what you missed in class before asking the teacher (Schoology, a classmate, and the classroom agenda)

b. *What are the consequences for breaking classroom rules?*

When a student calls out during class, we encourage them for participating but remind them to raise their hand when they have an idea to share. A student who forgets to bring a pencil must either borrow a pencil from the lost/found basket or ask a classmate if they can borrow a pencil. If a student forgets their ELA booklet on a day that we are using it, they may go to their locker to get it after we are done giving instructions. Students who forget their laptops must borrow a laptop from our classroom or go back to their homeroom to retrieve their laptop. If a student does not have their agenda, they must take a picture of our class agenda or write the homework on a piece of paper. Students who plagiarize another person's work or research will automatically receive a zero on the assignment. If a student asks us what they missed in class before they consult three resources, we will tell them to check Schoology, ask a classmate, and view the class agenda first. If a student continuously breaks classroom rules, we email and/or call their parent(s) and refer the student to the principal and guidance counselor.

c. *How do you handle student conflicts and discipline issues?*

My co-op and I handle student discipline issues on a case-by-case basis. One time, we had a student spend her study hall in the library without checking in with us first. I asked the librarian to send the student back to our classroom, and I had a conversation with the student about why it is a safety issue if we do not know where she is. Then, I emailed the student's mother to inform her of the situation, and my co-op called the parent. I learned that both the parent and the student are more likely to cooperate with us when we focus more on the student's positive traits and their success in ELA rather than on the current issue. On another day, four students came into our classroom to report a student who pushed and yelled at other students in the hallway. I immediately called the front office and the guidance office to report the situation and the students involved. Each of the students who were involved were immediately called down to the guidance office to give their perspective of the bullying situation.

3. Instructional Delivery

a. What instructional methods are used?

Each marking period is centered around a theme. The theme for the 3rd marking period is, "Our Choices and Life's Lessons." The 3rd marking period instruction includes short stories, nonfiction text-dependent analysis writing, parts of speech, poetry, sentence types, and etymology. We engage our students in project-based learning. For the short story project, students worked independently to read five short stories, define five literary elements, and apply one literary element to each short story. For poetry, students could work independently or with up to three partners to analyze the rhyme scheme, alliteration, and form/structure in a poem of their choice. For etymology, students used an online etymological dictionary to

match each word with their original meaning. We always provide project models, instructions, and resources on Schoology, which is our online learning platform. During each marking period, my co-op gives our students pre- and post-tests to assess their content knowledge before and after the instructional period.

b. What does a class period generally consist of?

A class period is 43 minutes long. Students write their homework in their agendas, and we then start with an activator (Pear Deck, Kahoot, writing activity) to get students excited for that day's lesson. Then, we introduce the project or activity (if it is the first day that students are working on the project) or allow students to continue working on their current writing assignment. At the end of class, I typically ask students to answer a question that will help them reflect on today's lesson and get them to start thinking about the next day's instruction.

c. Are students given free time during the class period? If so, how much and what activities do they engage in?

I consider "free time" to mean time for students to work on their current writing assignment. We often give students class time to complete individual or group projects, and we encourage them to work on ELA assignments in their SOAR and Flex periods (study halls). However, we do not give them free time to simply talk to their peers or to do nothing in class. My co-op and I are strong believers in helping our students take responsibility by using their time wisely to complete work at school rather than having to complete it for homework.

d. How do you work with students in your classroom?

I conference with each of my students when they are working on independent or group projects. I want to check in on their progress, answer their questions, and provide them with constructive feedback for how they can improve their writing. I give students examples that relate to their own lives and I give them instructional models and graphic organizers to help them understand the content. I also check in with students during their study hall periods to make sure that they have completed each of their ELA assignments and to ask them about homework that they have to complete for their other classes.

4. Course Requirements

a. *What are students required to do in the class?*

Students are expected to listen to teacher instruction and to actively participate in discussions. They complete multiple text-dependent analysis writings throughout the year. Right now, they are rewriting a TDA essay that they wrote in the first marking period. They are currently reflecting on how they have improved their writing since August, and they use my co-op's constructive feedback to revise their essay. In addition, students sometimes have brief quizzes. I gave them a PSSA nonfiction practice quiz in which they had to answer eight reading comprehension questions after they read a PSSA released nonfiction prompt. They also had a formative quiz on sentence types after we spent three days reviewing sentence types, phrases, and clauses with our students. Students also frequently complete individual and group projects throughout each marking period. They complete presentations on *The Outsiders*, a poem of their choice, and a figure from Greek mythology. Students acted out *A Christmas Carol* during

the second marking period, and they complete independent projects on short stories, etymology, and text-dependent analysis writing.

b. What materials and supplies do students need?

Students need a pencil, their individual laptops, their ELA booklet (they receive a booklet for each marking period), and their daily agenda that they record their homework in.

c. How much class participation do the students require?

Students are expected to participate in class every day. We frequently ask them to give verbal and written responses during our activators and summarizers. We also ask students to repeat instructions back to us so that we know that they understand the task that they must complete. Students also participate in Kahoots, Pear Deck responses, and Quizizz assessments that they complete online.

d. What skills do students need to be successful in the classroom?

Students must have grade-level speaking and listening skills, be able to implement constructive feedback that we give them about their writing, take responsibility for bringing the necessary materials to class, be able to submit assignments on time, and be able to respectfully collaborate with their peers on partner/group projects.

5. Class Assignments

a. What types of assignments are given?

We give formative quizzes, pre- and post-marking period tests, text-dependent analysis writing, Google Slides presentations (poetry, parts of speech, *The Outsiders*, Greek mythology), in-class individual assignments (etymology project,

short story project), and content review Quizlets that students must receive a 100% on by the end of each marking period.

b. Describe frequency of assignments.

Students have an assignment to work on every day. For summative project-based assessments such as the short story project and the poetry presentations, students have at least five days in class to work on the assignments. Students are given quizzes about once every three weeks, and they receive pre- and post-tests at the beginning and end of each marking period. They also complete a TDA practice writing at least once a marking period.

c. How are directions presented?

Directions are presented in multiple formats. We verbally present directions and we have a written version of the directions available for each student in their ELA booklets. A digital copy of the ELA booklet, specific templates, and models for each assignment are also available on Schoology.

d. What are the homework requirements?

Students have the entire marking period to earn a 100% on three review Quizlets. We encourage students to review the information in their ELA booklets outside of class and to work on long-term assignments in their SOAR and Flex periods. Otherwise, we do not give much homework because we provide students with adequate class time to complete each project. Assignments such as text-dependent analysis writing and the etymology project can only be completed in class.

6. Instructional Materials

a. Title of textbook(s) used:

My co-op creates each of the marking period booklets that my students use in our class. Students receive physical copies of *The Outsiders* to use in class, and my co-op posts digital copies of the short stories and *A Christmas Carol* on Schoology, along with providing hard copies in the marking period booklets. Students complete their text-dependent analysis writing in John Collins writing booklets that must remain in class. All class materials (except for the John Collins writing booklets) are available in a digital version on Schoology.

b. What supplemental instructional materials are used?

Students receive physical booklets of the short stories that we read (the booklets must remain in the classroom). I also created a list of commonly-asked questions on the short story project, the PSSA nonfiction practice quiz (on Schoology), and a fiction text-dependent analysis writing for students. The fiction writing includes a checklist of tasks that students must complete before, during, and after they write the fiction TDA essay. My co-op also provides earbuds for students to listen to audio versions of each story and whisper phones for students to read their writing out loud without disturbing their classmates. My co-op also creates a template for each presentation, so that students simply make a copy of the template and then insert their own information into their Google Slide.

c. What modifications are made for students with disabilities?

For our supported ELA class, we show them each step of how they can find project resources on Schoology and have the students follow along with us. We sometimes provide them with additional time to complete assignments. We also take the time to read the articles that correspond with TDA essays out loud with

these students. In addition, I bolded dependent clauses on the sentence types quiz to give them a hint at the type of sentence that they were reading. We have one student who has an IEP. Every day, I rate his motivation to complete in-class writing on a form that was created by the special education teacher. I also give him a behavior card as a nonverbal way of telling the student whether he is meeting the expectations for learning during class (not calling out, listening to directions, completing the writing task).

7. Grading System

a. *What kinds of tests are given?*

The only types of tests that we give are pre- and post-assessments at the beginning and end of each marking period. Students only receive a completion grade for the pre-test, because we are simply assessing how much of the content they have learned in previous years. The post-test is a summative grade of the students' content knowledge that they have learned during the marking period. My students also take the seventh-grade English/Language Arts PSSA in April.

b. *How often are tests given?*

Tests are given twice a marking period (pre-test at the beginning, post-test at the end).

c. *What is the makeup policy for assignments, homework, and tests?*

If a student is absent, they are given the number of days that they are absent to make up an assignment that they missed. Students receive 10% off their original grade if they turn in an assignment one day late, and a zero if they turn in the

assignment more than one day late. The same policy applies to tests and quizzes that they need to make up.

d. Describe the grading criteria.

The grading criteria varies based on the specific assignment that is being graded. On the short story project, students received ten points for correctly completing the requirements for each short story. They had to define a literary element, correctly apply the literary element to its corresponding story, and write a 4-6 sentence summary of each story. The entire project was worth 50 points. For the poetry presentation, students received 40 points for correctly analyzing the rhyme scheme, alliteration, and form/structure of their poem, making a complete personal connection to their poem, using correct grammar usage, and demonstrating grade-level presentation skills (eye contact with the audience, adequate volume). Students receive between 15-20 grades per marking period (there are four marking periods total).

8. Teacher Behaviors

a. What do you like about the class?

I like that my students frequently ask questions when they need clarification on an assignment. I also like that they are willing to participate and answer our questions in class. I am also glad that my students have plenty of time to work on assignments in class, so that they only have a minimal amount of homework to complete. I also create a warm and friendly atmosphere because I believe that my students will respect my co-op and I if we show them the same level of respect that we expect them to show us.

b. What do you like about the curriculum?

I like that my students engage in project-based learning rather than constantly taking tests and quizzes. I also like that my students read a variety of texts throughout the year, such as *The Outsiders*, *A Christmas Carol*, “Amigo Brothers,” “Charles,” “The Scholarship Jacket,” and a variety of informational nonfiction texts. I also like how each marking period is structured around a theme rather than a specific story or genre of literature. Each theme revolves around my students’ choices and the lessons that they can learn from them, and my students read a variety of genres in each marking period rather than one genre per marking period.

c. Is there anything you would change about the way the class is conducted?

I wish that technology was used as a resource to engage students in learning that they could not complete with a pencil and paper. Most of the technology that is used is simply a replacement for the same activity that students could write without technology. I also wish that I had more freedom to create my own lesson plans and to determine the pacing of instruction. However, I will have the freedom to create instruction at my high school placement, so my current placement is preparing me for the responsibilities that I will soon take charge of.

Lesson Plan #1: Nonfiction Text-Dependent Analysis Essay

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?	
Date: 02/11/2020 (Tuesday)	PA Standard: CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
Essential Question: How can we use evidence from an informational text to analyze connections between two themes in the text?	
Activator: Review each part of I.C.E. acronym by asking individual students to explain each part of I.C.E.; I. (Introduce the quote with a lead-in and author's last name) C. (Cite with , " ____ " (author's last name). E. (Explain, analyze, and connect your citation to the prompt)	
Teaching Strategies: TDA Google Slides presentation - Review the rest of the presentation with students https://docs.google.com/presentation/d/1DaaN3_q0Dt06NAqeJ7XyLTppTspI1Q4VMHr_O5AONf8/edit#slide=id.g6ec0723253_0_0 -Physical copy of TDA Google Slides presentation - I labeled each copy with each element of the START sentence and ICE that students will follow as they complete the TDA -Students respond to "The Power of Advertising" essay prompt and multiple-choice questions -Essay prompt: How did the Industrial Revolution influence the advertising industry?	
Summarizer: Reminder for students to finish remaining ICEs for the essay prompt and multiple-choice questions if they did not finish in class	
Resources: Pencil, Agenda, TDA Google Slides Presentation, John Collins Writing Booklets	
Extension Ideas: Rewrite TDA essay from MP #1 and compare results of the two responses	

Resources for Lesson Plan #1: “The Power of Advertising” and Multiple-Choice Questions

MP#3 How Do We Learn From Our Choices

The Power of Advertising

By Shelby Ostergaard 2017
(Central Idea and Author's Main Purpose)

Advertisements are inscapable. They show up in between the shows people watch, in the magazines they read, even on the buildings they walk past. In this informational text, Shelby Ostergaard discusses the advertising industry, as well as the influence it has over people. As you read, take notes on what goes into creating an advertisement and what the goal of an advertisement is.

What is Advertising?

[1] Advertising is a way of communicating with people about a product or service. Usually, it gives people information about the product or service and to explain why they should buy it. Sometimes it communicates with people about why they should continue buying. In the case of advertising, communicating doesn't simply mean talking to them. Advertisements are communicated to people using every possible method, including television, radio, magazines, and websites. An advertisement can be anything from the commercial before a YouTube video to the small banner on the side of a webpage. These days, there are so many ways of communicating that people are nearly always being exposed to advertisements, from products endorsed by Kendall Jenner on Instagram to the lawyer's face on the bus bench.



"Times Square" by These "Are" My "Photons" is licensed under CC BY-NC 2.0.

Who is Behind Advertising?

Worldwide, advertising is a billion-dollar industry, with nearly \$500 billion spent in 2016. That includes the companies that place advertisements, the agencies that create them, and the media that runs them.

Creating a really good advertisement isn't easy to make. Companies sometimes hire agencies to solve the problem for them. Advertising agencies write, design, and create the advertisement. Today, advertising agencies create all sorts of ads that go on TV, in magazines, across the bottom of mobile apps, and on the sides of buses. But not all companies use advertising agencies. Some hire creative people to write, design, and create ads just for that company, year-round.

COMMONLIT

Text-Dependent Questions

Directions: For the following questions, choose the best answer. We will not eliminate one answer; you need to do that by annotating well and reading the questions and answers well before you read the text.

- PART A: Which of the following identifies the central idea of the text?
 - While many people consider advertisements to be annoying, they provide the public with necessary information and services.
 - Advertisements are capable of manipulating people more than they realize, as ads convince consumers that certain products lead to specific emotions and experiences.
 - With the development of technology, advertisements have become more informative and able to cater to specific viewers.
 - Advertisements tend to focus their message on youth, as they are most likely to spend money on trendy products.
- PART B: Which detail from the text best supports the answer to Part A?
 - "That industry includes the companies that place advertisements, the agencies that create them, and the media that runs them." (Paragraph 2)
 - "Without advertising, we likely would not have television shows, magazines, newspapers, or internet content that we could watch or read without paying a subscription fee." (Paragraph 4)
 - "The ads were also incredibly localized. Philadelphia newspapers ran ads in the back of the paper, informing consumers about Philadelphia stores and products." (Paragraph 5)
 - "Through the power of advertising, a scented candle becomes synonymous with the feeling of warmth, coziness, and being at home." (Paragraph 8)
- PART A: What is the author's main purpose in paragraph 11? **THEME!**
 - to show how advertisements can be dangerous by creating unattainable images that consumers wish to embody
 - to provide readers with suggestions about how to avoid the negative influence of advertisements
 - to suggest that the advertising industry needs to change the message it directs at consumers
 - to prove to consumers that advertisements never use real images or information about their products
- PART B: Which section from paragraph 11 best supports the answer to Part A?
 - "A makeup company, like Maybelline, wants people to associate its product with feeling happy, healthy, skinny, and naturally beautiful."
 - "The company comes up with a slogan — Maybe she's born with it. Maybe it's Maybelline. And they hire a slim model to wear the product in the advertisement."
 - "And so people buy the product to look like the model... even though the model looks that way because of Photoshop, not mascara."
 - "Advertisements work to sell things through association and brand recognition, not by conveying truth."

Created by J. Boyer

Resources for LP #1: ICE (Introduce, Cite, Explain) #1 and ICE #2

E.xplain Analyze/Answer-Connect to Question/Prompt #1

**NOW-Explain, Analyze and Connect to the question/prompt
=4 SENTENCES-This is your 1st reason of 3 reasons**

As Ostergaard hold the position that in paragraph 6, "...as the industrial revolution took hold of the country, suddenly there were more standardized products on the market." No more was there just one type of a product. Now, there were several companies selling the same product. So, this created competition. With the competition, there came a need for companies to get their product name in front of the consumer.

Explain,Analyze/Answer-Connect-Question/Prompt #2

2 SENTENCES THAT define it 2 sentences that connect it to the prompt

As Ostergaard explains in paragraph 6,

“

”

.NEXT ICE HERE

-Directly follows it! And then one more!

Lesson Plan #2: Poetry Presentations

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?

Date: 02/18/2020
(Tuesday)

PA Standard: *E07.A-C.2.1.3:* Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Essential Question: How can we use the rhyme scheme and figurative language in a poem to analyze its meaning?

Activator: 1. Have students who submitted their parts of speech project on Schoology raise their hands. Remind students who did not submit that they must submit their project today for a 10% late fee.

2. Introduce resources for poetry project:

-<https://www.symbaloo.com/mix/poeminyourpocket>

-poemhunter.com

-poets.org

-poetryfoundation.org

Teaching Strategies: -Introduce guidelines for poetry presentation - Review Template to Copy for Poetry Project Presentation (on front screen, students follow along on Schoology)

https://docs.google.com/presentation/d/1DiHm_2Ndahm1E5dCKtOcV8xjbGrVFx4HeFd88xgDBmg/edit#slide=id.g52c2c38661_0_35

1. Title Slide: Title of Poem, Poet's Name, Images to catch our attention, First/Last names, Period #
2. Poem's Title: Copy of poem to read, Highlight rhyme scheme in poem
3. Rhyme Scheme: Highlight rhymes in poem
4. Alliteration: Definition of alliteration, Highlight alliteration in poem
5. Form and Structure of the Poem: Form of poem, Structure of poem, Definition of form used, Definition of structure used, # of stanzas in poem
6. Why I (We) Love This Poem SO MUCH! (Part One): Why do you love this poem so much? How did you feel when you read the poem? Since you have chosen the poem, can you recite it?
7. Why I (We) Love This Poem SO MUCH! (Part Two): What other poetry has this poet written that you also enjoy? Interesting facts about why you chose this poem; Background on why this poem is so amazing to you
8. Biography of Poet: Any information that you can find about the poet (Ex: Birthday, Hometown, Titles of other poems that they have written)
9. Works Cited: MLA Format; Use easybib.com
10. Final Slide: THANK YOU!! Now you see why my (or our) poem is our favorite!

-Also have students refer to Poetry Presentation Graphic Organizer (available on Schoology) for specific information to include on each slide

<https://docs.google.com/document/d/1goPfSsA5Gdnfwei8Lc87UKvhhbbgxCPgmioJsrfpSd0/edit>

-Review where students will submit the assignment after they have checked in with me and are completely finished: "Poetry Presentation Google Slides Submit HERE"

1. Click on "Poetry Presentation Google Slides Submit HERE"
2. Click on "Submit Assignment"

3. Click on “Resources” at the top of the dropbox
4. Click on “Apps” on the left-hand side of the dropbox
5. Click on “Google Drive Resources App”
6. Check the box next to your poetry presentation - Double-check that you are submitting the correct assignment!
7. Click “Import”

Summarizer: I will have three students volunteer to tell me the following information:

1. Where can I find the links to the poetry Symbaloo and credible poetry websites? (Answer: Schoology, MP #3 Class/Homework Folder)
2. Where can I find the template to copy and models of A+ poetry presentations from last year? (Answer: Schoology, MP #3 Class/Homework Folder)
3. What is the name of the dropbox where I will submit my poetry presentation after I have checked in with Ms. Ponti? (Answer: Poetry Presentation Google Slides Submit HERE)

Resources:

1. Laptops
2. Mrs. Boyer’s 7th Grade ELA Schoology Page
3. Links to Poetry Websites: <https://www.symbaloo.com/mix/poeminyourpocket>, poemhunter.com, poets.org, poetryfoundation.org
4. Template to Copy for Poetry Project Presentation: https://docs.google.com/presentation/d/1DiHm_2Ndahm1E5dCKtOcV8xjbGrVFx4HeFd88xgDBmg/edit#slide=id.g52c2c38661_0_40
5. Model of A+ Poetry Presentation: https://docs.google.com/presentation/d/1h-JvjUoUZXfH_6Ovup_r4Pwyt_uPR5bXBQ2KLhs-LJg/edit#slide=id.p
6. Poetry Presentation Graphic Organizer: <https://docs.google.com/document/d/1goPfSsA5Gdnfwci8Lc87UKvhhbbgxCPgmioJsrfpSd0/edit>

Extension Ideas: Pear Deck Activators/Summarizers on Poetry Presentation, Poetry scavenger hunt in IMC or various poetry/ELA websites: Students can search the EV Media Center or Google various poetry websites to find other poems that they can analyze and read for fun!

Resource for Lesson Plan #2: Items that Must be Included in the Poetry Presentation

<u>Slide</u>	<u>Information Needed</u>
Title Slide	<ul style="list-style-type: none"> *Title of Poem *Poet's Name *Images to catch our attention and relate to your poem choice *Presented by (Your first and last name(s) and Period #)
Poem's Title	<ul style="list-style-type: none"> *Copy of poem to read (Practice reading before you present!) *Highlight the rhyme scheme in the poem
Rhyme Scheme	*Highlight the rhymes in your poem <input type="checkbox"/>
Alliteration	<ul style="list-style-type: none"> *Definition of alliteration *Highlight alliteration in your poem
Form/Structure	<ul style="list-style-type: none"> *What is the form of your poem? *What is the structure of your poem? *How many stanzas are in your poem? *The definition of the form in your poem *The definition of the structure in your poem
Why I (or We) Love the Poem! (Part 1)	<ul style="list-style-type: none"> *Why do you love this poem so much? *How did you feel when you read the poem? *Since you have chosen the poem, can you recite it?
Why I (or We) Love the Poem! (Part 2)	<ul style="list-style-type: none"> *What other poetry has this poet written that you also enjoy? *Interesting facts about why you chose this poem *Background on why this poem is so amazing to you - CONVINCING US!
Biography of Poet	<ul style="list-style-type: none"> *Any information that you can find about the poet *Examples: Birthday, Hometown, Titles of other poems they have written
Works Cited	*MLA format - https://www.easybib.com/
Final Slide	*THANK YOU!!

Lesson Plan #3: Sentence Types Review

Unit Essential Question: How do Our Choices and the Life Lessons that Follow Affect Us?	
Date: 02/28/2020 (Friday)	PA Standard: <i>CC.1.4.7.F:</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Essential Question: How can I apply the correct usage of phrases and clauses to my own writing?	
Activator: <i>Remind students of the MP #3 booklet pages that they are completing:</i> I will call on a student volunteer to remind us of the phrases/clauses workbook pages that they will complete in class today. Then, I will have another student answer the following question: What is a skill that you can learn by completing these pages today?	
Teaching Strategies: <i>Pages CP1, CP2, CP4, CP7, and CP8 in the MP #3 Booklet:</i> I will give students no more than five minutes to complete each page before I review the page with everyone. For example, students will first complete page CP1 on their own. I will then ask a student to come up to the board to fill in the correct answers to each question. I will continue the same pattern with each page (CP2, CP4, CP7, CP8). <i>Page CP1 (What is a Clause?):</i> Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause. <i>Page CP2 (What is a Clause?):</i> Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause (top half). This paragraph includes three dependent clauses that are not attached as they should be to independent clauses. Students will add the missing punctuation marks to the paragraph (bottom half). <i>Page CP4 (Simple and Compound Sentences):</i> Identify each sentence below with S for simple or CD for compound. <i>Page CP7 (Complex Sentences):</i> In each complex sentence below, underline the independent clause and circle the first word of each dependent clause (top half). In each of these complex sentences, underline only the independent clause and circle the first word of each dependent clause (bottom half). <i>Page CP8 (Complex Sentences):</i> In each of these complex sentences, underline each independent clause once and each dependent clause twice (top half). Identify each sentence below with S for simple, CD for compound, or CX for complex (bottom half).	
Summarizer: <i>Kahoot</i> (will most likely be the first Kahoot, but I listed both of them just in case): Each of our classes will be at different points of completion. Some of our classes were able to start the booklet pages yesterday, so they will have more time to play Kahoot than classes that did not have time to start working on the pages yesterday. -“Simple, Compound, and Complex Sentences” -“Types of Sentences: Simple to Compound-Complex”	
Resources: -Pencil -MP #3 Booklet Pages CP1, CP2, CP4, and CP8	

- Digital Version of MP #3 Booklet to project on front screen
- Virtual Mouse
- Virtual Pen
- “Simple, Compound, and Complex Sentences” Kahoot (Questions and Answers below)
<https://docs.google.com/document/d/1S9KDjMKUicN0M9Au1dR9Ne4HGwmTO93J6BX37uVk5B8/edit>
- “Types of Sentences: Simple to Compound-Complex” Kahoot (Questions and Answers below)
https://docs.google.com/document/d/1i3hWfGFaNiNoFQ8_vBg2Fj1YdGy_BOcezdv1TsQ4vVI/edit

- Extension Ideas:** Phrases and Clauses quiz on Tuesday, 3/3
- Applying correct usage of phrases/clauses to the upcoming revision writing of the MP #1 TDA essay
 - Students create their own quiz (for a partner to take) on the correct usage of phrases/clauses

Resources for Lesson Plan #3: Sentence Types Review

Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause.

- Anyone with a checking account keeps track of the checks **that he or she writes.** DEP
- Your check register** is a record of your checks and their amounts. IND
- Veronica, **who is a very organized person,** keeps good financial records. DEP
- If you don't keep track of your funds, **you might write a bad check.** IND
- A bad check is called bad **because there is no money in your account to pay it.** DEP
- An orderly register** tells the exact amount of money in your account. _____
- If you have little or no money left,** you cannot write any more checks. _____
- A bank charges an extra fee **whenever your funds won't cover your checks.** _____
- Each month, the bank sends you a statement** that shows what came into or went out of the account. _____
- Every bank has its own rules about **what fees it charges.** _____
- A checking account **that has a certain amount of money in it** will earn interest. _____
- Before Andrew opened his checking account, **he asked about the bank's fees.** _____

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CPI

2. The store made many sales, but the prices must have been too low.

3. Perhaps the problem was that the expenses were simply too high.

4. When the store paid its own bills, there was no money left.

5. Naturally, the people who owned the store weren't happy.

6. The owners announced that they were selling the store.

7. Although the store has been closed for six months, I still miss it.

8. I had hoped to work at that store when I was old enough for a job.

9. Doesn't the activity in a store appeal to you?

10. Maybe the mall where the store was charged a high rent.

11. If I ever start a store of my own, I'll watch costs carefully.

12. Before I open the store, I'll learn more about running a store.

DEP
DEP

B. Identifying and Correcting Fragments

This paragraph includes three dependent clauses that are not attached as they should be to independent clauses. Rewrite the paragraph, connecting the dependent clauses to independent clauses.

Most teenagers get an allowance. They can spend this money. However they choose. Some teens spend the money on clothing and other items that they need. Others spend their allowance carelessly on things. That are soon thrown away. Many teens save some of their allowance. Teens who save will have money. When they really need it.



