

| Lesson Plan (Secondary)                                                                                                                                                                                                                                                 |                        |                                                         |                  |                                                                                                                                                                                                                                                                                                          |  |                                                          |                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------|-------------------------------------------------------------------------|
| Lesson title:                                                                                                                                                                                                                                                           | Curating Cascade Poems |                                                         | Date:            | Monday 2nd of September                                                                                                                                                                                                                                                                                  |  | Year level:                                              | VC-IL Senior Literacy                                                   |
| Topic:                                                                                                                                                                                                                                                                  | Poetry Collections     |                                                         | Lesson Sequence: | End-of-unit                                                                                                                                                                                                                                                                                              |  | Duration of lesson:                                      | 110 minutes                                                             |
| Curriculum Area:                                                                                                                                                                                                                                                        | Discipline             | Learning areas (AC)                                     |                  | Strands & sub-strands (AC)                                                                                                                                                                                                                                                                               |  | Content descriptions & AC codes                          | General capabilities or cross-curriculum priorities where relevant (AC) |
|                                                                                                                                                                                                                                                                         | Literacy Skills        | Senior Reading and Writing<br>Senior Oral Communication |                  | Learning Outcome 1<br>Learning Outcome 1                                                                                                                                                                                                                                                                 |  | Writing for Self-expression<br>Oracy for Self-expression |                                                                         |
| Lesson rationale:                                                                                                                                                                                                                                                       |                        |                                                         |                  |                                                                                                                                                                                                                                                                                                          |  |                                                          |                                                                         |
| In this lesson, student will be working toward editing and producing a collection of expressive texts while exploring the conventions and literary devices typical to a specific poem type.                                                                             |                        |                                                         |                  |                                                                                                                                                                                                                                                                                                          |  |                                                          |                                                                         |
| Students' background knowledge:<br>Students have already curated five collections of poetry in this unit. This lesson is focused on introducing cascade poetry, and how to write one. This builds on their knowledge of rhyming schemes, rhythm and poetry conventions. |                        |                                                         |                  | Learning objectives:<br>Students should be able to use language and time appropriate to the text's purpose, as well as employ literary devices of a cascade poem to convey emotions.                                                                                                                     |  |                                                          |                                                                         |
| Teacher focus:<br>During this lesson, I will be focusing on encouraging student motivation and building relationships with the students.                                                                                                                                |                        |                                                         |                  | Learning environment:<br>Students will be in their usual classroom. The room is large and open, which allows the students to work independently and comfortably. The learning environment will be left as is, to ensure students feel safe in a familiar setting.                                        |  |                                                          |                                                                         |
| Resources:<br><ul style="list-style-type: none"><li>Task worksheet: Writing your own cascade poem</li><li>Task worksheet: Curating the new collection</li><li>List of student names</li><li>Google doc: Cascade poem duration</li></ul>                                 |                        |                                                         |                  | Assessment strategies:<br>By the end of this lesson, students should be able to know how to write cascade poems. They should have also submitted their poems to the class collection. In this process, students should also be able to collate and assemble their classmates' work into a cohesive book. |  |                                                          |                                                                         |

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| Stage of lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Approx. time | Pre-service teacher's actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student actions/tasks                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1: Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8:45am       | Before class begins, I shall try and greet the kids in the morning to establish their mood and motivation. This will also build relationships with the students.<br>Jose shall introduce the class and the content we will be covering in the lesson.<br>I shall hand out worksheets that describe what cascade poems are, and reading it with the class.<br>I will work on maintaining student engagement and comprehension during the explanation of the task.<br>Late-comers should refer to the worksheet that I will place near the entrance of the class. | Students should be listening and engaging in the interactions that are being read to the class.<br>After this, they should start writing their poetry. Students will need laptops and worksheets to guide them towards completion of the project. |
| Stage 2: Body of lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9:00am       | During this independent student working period, I shall be assisting students with the writing of their poems. I will need to prepare prompting questions that include themes and topics that are accessible to them, in order for them to write a poem. I shall also use this time to assess their motivation and excitement for my upcoming unit.<br>To cater for individual differences, I shall move to each student independently in the class.                                                                                                            | Students shall spend the majority of this lesson working on their cascade poems.<br>If the students have finished their cascade poems, they should then copy it onto the google doc for the student curators to edit and finalize.                |
| Stage 3: Conclusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10:00am      | To draw the lesson to a close, I shall be reconvening with the student curating team to assess the progress of the collection. ALL STUDENTS MUST HAVE A FINISHED PIECE BY 10:00.<br>I will assess student learning through the completion of the class cascade-poetry collection. This collection I will be printed BY THE END OF CLASS                                                                                                                                                                                                                         | When students have completed this, they are free to work on their individual poetry collection or continue their poet posters.                                                                                                                    |
| Evaluation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| My initial plan to greet the students in the morning did not eventuate as some students had arrived early. I then decided to go into the classroom and talk to the students as a whole about their week-end, and their motivation for the class. Jose did not introduce the class as we both decided that I could lead the class from the beginning.<br>Although all students completed the task, it was to varying degrees of successfulness. Some students struggled to understand the structure of the poem and write a poem to their own liking. The worksheet was not used by all students, but considerably helped those who did. There were no major modifications in this lesson as things went accordingly to plan.<br>An aspect of the lesson that could be better improved would be the introduction and instruction for the students. The opening of the lesson was well received, but needs reevaluation to be efficient for both myself and the students. |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| Follow up:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| Next time, I would like to offer different examples of cascade poems that could extend their understanding. I would also like to demonstrate an example on the white-board.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |

# Vcal Resources Lesson Plans

**David Kirk**



## **Vcal Resources Lesson Plans:**

## Decoding **Vcal Resources Lesson Plans**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Vcal Resources Lesson Plans**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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