

21st Century Lesson Cycle Template

Grade: Low intermediate – Intermediate EAL students

Subject: English 10 (EAL pullout support)

Unit: Poetry (“I Am From”)

Driving Question(s):

Where are you from? Consider your childhood not the city or country. What childhood memories are important to who you are?

Prior Knowledge:

- Students have used the Animoto program so are familiar with the technology of the program. Tutorial link will act as a reminder.
- Students have done poetry units and are familiar with repetition and figurative language. Figurative language is difficult for EAL students so support will be needed.

Students began the lesson in their English 10 class with teacher introduction.

Screencasts and Online resources:

Animoto tutorial for teacher (or students): <http://youtu.be/idhv6NMGaCc>

Teacher Images of ‘I Am From’

http://www.weebly.com/uploads/4/2/4/8/42488461/visual_supplement_for_i_do.jpg

Teacher ‘I am From’ Poem:

http://www.weebly.com/uploads/4/2/4/8/42488461/i_am_from_personal_teacher_exemplar.pdf

Sample ‘I am From Poems’:

http://www.weebly.com/uploads/4/2/4/8/42488461/i_am_from_exemplars_two_levels.pdf

Graphic Organizer:

http://www.weebly.com/uploads/4/2/4/8/42488461/i_am_from_brainstorm_chart.pdf

On-Line or ipad app resource for brainstorming:

<http://www.popplet.com>

**Expected Time: 2 EAL support classes (75 minute blocks)
EAL teacher will pull students out of English 10.**

Resources: (Tools & Tech)	Lesson Procedure
Set of iPads Visual stimulus of teacher's digital images of own "I Am From" poem Graphic Organizer	I do: (1st half of 75 minute block) <ul style="list-style-type: none"> • Prepare hard copies of graphic organizers in case the iPads are not available for Popplet. • Teacher displays personal images (visual stimulus) of teacher personal "I am From" and reads her poem to stimulate conversation. • Ask students what they notice about structure of poem (stanzas, repetition, images) • Teacher reads two exemplars to focus attention on repetition and childhood memories (going line by line) First exemplar is low lever and second exemplar is higher level. • Some vocabulary made need clarification.
	<input type="checkbox"/> find, validate thinking <input type="checkbox"/> critical <input type="checkbox"/> remember, understand <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> citizenship <input type="checkbox"/> analyze, synthesize
iPads Popplet app	You do: (2nd half of 75 minute block) 45 minutes <ul style="list-style-type: none"> • Students use Popplet app to map out childhood memories or use graphic organizer if iPads are not available (family, food, tv shows/movies, special places, events, toys). Beginners can draw pictures. • Discussions with each other, about childhoods, are happening as students are brainstorming. Teacher is eliciting conversations as this is happening. • Students transfer ideas from organizers to write their own sentences of "I Am From" poem. • Ask students to bring in personal digital pictures for the following class.
	<input type="checkbox"/> find, validate thinking <input type="checkbox"/> critical

	<input type="checkbox"/> remember, understand leverage <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> citizenship	<input type="checkbox"/> evaluate, <input type="checkbox"/> create, publish
Computers for internet search	We do: (2 nd 75 minute block) <ul style="list-style-type: none"> • Students will collect digital pictures, images, art that represent their poem in a visual way. Personal pictures would be ideal if students know how to download pictures (high school students could do from phone). Otherwise, student can search the internet for free images that represent their ideas in their poems. • Once they have collected their images, they will use Animoto to create a digital story of their poem. • Students will use their sentence writing to put as captions in Animoto video. 	
	<input type="checkbox"/> find, validate thinking <input type="checkbox"/> remember, understand leverage <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize	<input type="checkbox"/> critical <input type="checkbox"/> evaluate, <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
	We share: <ul style="list-style-type: none"> • Students will watch each other's digital stories and read each other's poems. 	
	<input type="checkbox"/> find, validate thinking <input type="checkbox"/> remember, understand leverage <input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize	<input type="checkbox"/> critical <input type="checkbox"/> evaluate, <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
WRAP UP/REMINDERS:		
Students will email their Animoto link to their English 10 teacher.		
Differentiation: EAL levels		

<p>Modification (beginner/low intermediate):</p> <ul style="list-style-type: none"> ○ Some students will only read “I Am From” first exemplar. ○ Some students will not write but will use images only. 	<p>Enrichment (high intermediate):</p> <ul style="list-style-type: none"> ○ Some students will read the second exemplar, as well, “<i>I am From Swing sets and Jungle Gyms, Debbie Gordon.</i>” ○ Some students will produce a written poem, as well, as digital version.
<p>Evaluation:</p> <ul style="list-style-type: none"> ○ Engaged throughout process ○ Oral conversations with peers about their childhoods using past tense ○ Final products: Poem and Animoto video ○ Classroom teacher feedback that EAL students have met outcomes 	