1. Select two individual education plans (IEPs) to use as samples to modify the lesson plan you created in Topic 3. Students’ names must be kept confidential.
2. Use the lesson plan from Topic 3 to accommodate the different needs of each student. You must be able to meet the needs of students in the general population, as well as students on IEPs in one lesson. Consider the requirements set forth in the IEPs, and the data you have been given for those individual students.
3. Incorporate a variety of methods, materials, and resources in your lesson. Include a differentiated formative assessment that would appropriately assess whether the students in the general population and the students on IEPs achieved the objectives in the lesson plan.
4. Write a 250–500 word reflection on how you used the data from the IEPs to modify the lesson and assessment to meet the needs of your students with exceptionalities. Discuss how your lesson and assessment were properly differentiated and analyze your methods, materials, and resources for appropriateness.
5. Submit the modified lesson plan, assessment, and reflection as one deliverable.
6. APA format is not required, but solid academic writing is expected.

Your lesson is very well intentioned for ELL and special ed students. I added a few comments for you to consider so the lesson doesn’t get too specific or single out particular students. There is a very fine line of what we can write and do with sped students. Your reflection was very well done for the rubric in in the lesson plan. I appreciate your explanation of your IEP to determine accommodations.

This assignment I can accept the high LopesWrite percentage as it required a revision of a previously submitted lesson plan.

Cindy

Section 1: Lesson Preparation

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| Teacher Candidate Name: |  |
| Grade Level: | 7th grade |
| Date: | 1/18/19 |
| Unit/Subject: | Poetic Terms |
| Instructional Plan Title: | Stopping by Woods on a Snowy Evening by Robert Frost |
| Lesson Summary and Focus: | This lesson plan contains pre-assessments, formative and summative based on their new poetic terms and the analyzation of a poem by Robert Frost. |
| Classroom and Student Factors/Grouping: | The differentiation components of this lesson for the students who need it or students with IEP’s and ELL’s are grouping and a class discussion. The grouping will be done through their formative assessment activity.  This is a good place to include any possible directions based on diverse population. I always kept several lists of ALL students in my grade book. This helped to show that I addressed IEP goals   * Preferential seating in front of classroom (see seating chart on desk) * Have students pass out/collect brainstorm webs. (see jobs list on desk) * Give students extra time to develop position (see accommodations list on desk) * Monitor students’ individual work frequently (see accommodations list on desk) |
| National/State Learning Standards: | STANDARD: [CCSS.ELA-LITERACY.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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. |
| Specific Learning Target(s)/Objectives: | Objective: Students will be given 5 new poetic terms. Students will recognize their meanings through a thorough analyzation of a poem, a carousel activity and assessments. The poetic terms are: alliteration, rhyme scheme, consonance, assonance and personification. |
| Academic Language | The new academic language they will be learning are from their poetic terms. These words will be used throughout the entire lesson plan. These are the new words:   * Alliteration * Assonance * Consonance * Personification * Rhyme Scheme |
| Resources, Materials, Equipment, and Technology: | An overhead, copies of the poem for each student, copies of the summative assessment for each student, poster paper, highlighters and colored markers, sticky notes. |

Section 2: Instructional Planning

|  |  |
| --- | --- |
| Anticipatory Set  Pre-assessment and Prior Knowledge Activity will be completed though a 20 min classroom discussion.  How it works: I will pass out the poem we will be analyzing to all of the students. I will use an overhead to show the poem as well. I will first ask them to write down their new poetic terms on the back of the sheet with the poem. I will then assess them and activate prior knowledge. I will go through each term and ask them if they have ever heard of this term before and what they think it means. They will then write down the meaning of each word and highlight the parts of that poem that best fits with the poetic description.  Modified Version: After looking over the IEP’s; I noticed most students did better with color coded visuals, and were bodily kinesthetic learners. Therefore, instead handing out a colored coded poem and having a discussion about each poetic term and why its highlighted; I gave them all the poem without the colors and passed out colored highlighters, so we could color code it together as we came across examples of the poetic terms. This worked out really well because they liked the markers and being able to hold them, and color code things by themselves. They understood it more because this gave them a bigger task in lieu of just listening and answering questions. Thank you for the full explanation of how you accommodated your IEP students. Just to be sure you don’t need to outline this accommodation on a daily lesson plan that is turned into the principal. However, you do want to make certain notations on your lesson plan that show you are adhering to the goals on the IEP such as your accommodations list in your gradebook. | Time Needed  20 minutes |
| Multiple Means of Representation  The Carousel ELA Activity will be used as their formative assessment. (20 min activity)  How it works: There will be 5 posters around the room. The students will be put into 5 groups. Each group will have a different colored marker. The posters will have one poetic term as the heading on each poster. Each group will then brainstorm together for 4 minutes and write an example or explanation of that term in their own words. They cannot use the same example or explanation as the group before them. However, they are expected to read their responses. After 4 minutes goes by the groups will rotate to the next poster until they carousel around the room.  Modified Version: The posters with terms around the room were written in big bubble letters and were very colorful. I also did 3 minutes instead of 4 minutes for classroom management purposes. Great that was probably helpful for all students!! These unique accommodations that you think of can simply be given to all students. If it helps one, it may help several. | Time Needed  20 minutes |
| Multiple Means of Engagement  Multiple Means of engagement is through the Carousel activity because it is something fun where they can walk around and discuss the new vocabulary with their peer’s vs through a text book or dictionary. | Time Needed |
| Multiple Means of Expression  The multiple means of expression:   * Guided class discussion – pre-assessment and prior knowledge and any unanswered questions. * Formative assessment- carousel ELA activity * Summative assessment – independent work | Time Needed |
|  |
| Extension Activity and/or Homework  If they did not provide an example for extra credit on their summative assessment they can do an example as their homework for extra credit. | Time Needed |
| Rationale/Reflection  At the end of the class discussion I will provided time for questions. However, any further unanswered questions are most likely answered by their peers during the carousel activity. |  |

*The poem that will be on the overhead: (modified version: we color coded it together as a class they had their own poem and markers. They are bodily kinesthetic learners and do better with visual aids of their own).*

Poem: Stopping by Woods on a Snowy Evening

By [Robert Frost](https://www.poetryfoundation.org/poets/robert-frost)

Whose woods these are I think I know.    CONSONANCE & ALLITERATION

His house is in the village though;

He will not see me stopping *here*    Rhyme Scheme: know, though, snow

To watch his woods, fill up with snow.

My little horse must think it *queer*    Personification: horse

To stop without a farmhouse *near*    *Rhyme Scheme: here, queer, near, year*

Between the woods and frozen ***lake***

The darkest evening of the *year*.

He gives his harness bells a ***shake***    ASSONANCE & ALLITERATION

To ask if there is some ***mistake***.

The only other sound’s the sweep    ***Rhyme Scheme: lake, shake, mistake, flake***

Of easy wind and downy ***flake***.

The woods are lovely, dark and deep,

But I have promises to keep,  Rhyme Scheme: sweep, deep, keep, sleep

And miles to go before I sleep,

And miles to go before I sleep.

Name:

Summative Assessment: Poetic Terms

In 1-2 complete sentences explain what each term means.

1. What is alliteration?
2. What is assonance?
3. What is consonance?
4. What is personification?

5. What is a rhyme scheme?

Extra Credit: write an *example* of *one* of the following: alliteration, assonance, consonance, personification or a rhyme scheme.

Reflection

After looking over the IEP data; I could not just use two IEP’s because there were 11 students with IEP’s. I decided to differentiate as a whole. Most of them were bodily kinesthetic learners; which was great because I had the carousel activity which required walking around from poster to poster in groups. I modified this by adding big colorful bubble letters as the headings of the posters. I also did planned grouping. I made sure each group had high, medium and low learners. This worked out well because sometimes peers learn better from each other or encourage each other. Some kids that were normally not involved were and came up with some great examples for their group. However, before the carousel activity; I handed out the poem that was on my overhead, and handed out colored markers since they were visual learners. We color coded the poem together as we came across examples of the poetic terms. Since, they were visual learners and bodily kinesthetic learners according to their IEP’s this worked out. I also used exit tickets at the end in lieu of the assessment because the bell was going to ring. Therefore, I will be giving out the test this coming Tuesday. The exit tickets were great because I had them right down on a sticky note: which term was the easiest and which was the hardest and why; before they could leave the class. They gave me a lot of great feedback. I will use this feedback as well as the data from their assessments to make my unit plan; this way I know what they still need to work on, and what they don’t. I truly enjoyed their feedback and responses. I kept all of their sticky notes for further use and considerations for unit planning. The exit tickets were so helpful in understanding what was truly going on. I was surprised on what they considered easy and hard. Great responses overall!