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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| T_home:kateprumm:Desktop:CHS.jpg | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Poetry**  **Program Risk Level: Low** | | | | | | | | | | | | | **Duration: 10 Weeks, 3 lessons a week**  **By Ursula** | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  **Stage 4:**  EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing text in different media and technologies  EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts  EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts  EN4-6C identifies and explains connections between and among texts  EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it  EN4-8D identifies, considers and appreciates cultural expression in texts  **Stage 5:**  EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of wide range of texts in different media and technologies  EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning  EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts  EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  EN5-6C investigates the relationships between and among texts  EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds  EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Create different forms of poetry * Dissect different forms of poetry * Critically analyse and interpret poetry * Respond to ICT * Broaden their language through imagination and figurative | | | | | | | | **Students learn about:**   * Many different forms of poetry * History of poetry and the writers * Various figurative language * Creating ICT documents | | | | | | | | | | |
| **Background and Key Ideas** | Students have background knowledge in what poetry is about. The students have knowledge in class discussion and the ability to communicate ideas. Also to be creative in thinking outside the box. | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Clusters: range from 7-11  Activities linked to program to increase learning:   * Reading different forms of poetry * Writing their own individual range of poems * Saying different forms of poetry, pronouncing the words and creating rhythm in their speech | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | | Multiplication and Division | | | | Fraction Units | | Length, Area and Volume |
| Elements: range from 3-5  Activities linked to program to increase learning:  - Through counting syllables and working out how much is needed in each line | | | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | | **Significance** | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1:**  **Lesson 1: Introduction to poetry**  **Introduction: Discussion**  Teacher to ask students about their knowledge of poetry. Writing a mind map on the whiteboard students will answer their own perceptions of poetry. Teacher can ask for prompting questions such as:  What type of poems are there?  What does poetry contain?  What is poem usually written about?  **Body: Definition of poetry**  Teacher to write on the board the definition of poetry, where it originated from and examples of types of poems. This will help students gain background knowledge of what poetry is all about. Teacher to write on the whiteboard the following passage:  Poems and stories contain words, and both communicate with the reader. However, there are differences: poems tend to be short and try to convey meaning with just a few words. Poems are sometimes divided up into verses. Poems have a rhythm, and sometimes use rhyme. A poem can make a pattern or shape on the page. There are many different genres of poetry. Eg. Narrative poem, haiku, sonnet, limerick, free verse.  **Conclusion: Discussion and gain knowledge**  Teacher to ask students whether they have heard of any of the type of poems written on the board. Also if they know any more types of poems. Teacher to explain to students that in writing poems it is very descriptive and often expresses the writers’ feelings. This is what as a class we will look at next lesson.  **Lesson 2 and 3: Getting ideas**  **Introduction: Discussion**  Teacher asks students where do poets get their ideas to write poems? Teacher to elaborate and tell students that poets may use imagination, incorporate feelings, memories, and senses.  **Body: Spidergram**  Teacher to tell students one way to form ideas or expand their thinking when writing poetry is using a spidergram, which is a form of mind mapping. On the whiteboard the teacher is to choose a subject, such as winter, and write it on the board. As a class the students are to say words that associate with winter (snow). The teacher is then to elaborate on the word snow and remind students to add descriptive feeling words (cold, shivering) and also to include memories (building snowman, throwing snowballs) into the spidergram. When finished or until the students understand how a spidergram works. The students are then to create their own based on a topic of their choosing.  **Conclusion: Sharing spidergrams**  When students are finished their spidergrams, students are to talk about their chosen subject and discuss how they elaborated on the subject of choice. Also taking into consideration of their use of imagination, feelings and memories.  **Week 2:**  **Lesson 1, 2, 3: Writing with our senses**  **Introduction: Exploring senses**  Teacher is to re-cap from last weeks lesson about poets using their imagination, feelings and memories to create poetry. Through the spidergram activity the students were able to recognise ways to elaborate a thought or idea. This week students will be looking at the senses (touch, hear, smell and taste) and seeing words that they can relate and elaborate on to express deeper feelings.  **Body: Touch, Hear, Smell and Taste**  Over the next few lesson teacher is to hand out worksheets on each of the senses (touch, hear, smell, and taste) from the Excel creative writing textbook.  **Conclusion: Discussion**  Teacher to ask students the value of using senses into poetry. Why is it important? What is the use of using senses in poetry or any form of writing? How does using senses help the writer?  **Week 3**  **Lesson 1, 2, 3: Acrostic poem**  **Introduction: Types of poetry**  The teacher will introduce in this lesson the acrostic poem. Teacher is to ask students if they have heard of this type of poem? What does it look like? How do we write this poem?  **Body (lesson 1): Acrostic poem**  Teacher to give background knowledge of what an acrostic poem is. On the white board the teacher will ask students to copy into their books: An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.  After students have wrote this in their books the teacher will show examples of acrostic poems on the whiteboard. Particularly acrostic poems using the beginning of lines, using end of lines and using the middles of the lines.  **Body (lesson2): Fundamental activity of acrostic poem**  Teacher will give students an envelope. In each envelope there will various pictures/ images. For each image students will stick these into their books and are to write words around the image that relate to the image. Students can also write sentences. Students are to use their senses and combine their imagination and memories to each description of the images. Teacher is tell students that this is how acrostic poem works. Where we relate words to the object word that we are describing.  **Body (lesson 3): Writing acrostic poem**  Students are now going to attempt to write their own acrostic poem based on their own choosing. The students can use either the three different forms of acrostic poem (beginning, middle or end). When completed the students will type up their acrostic poems and decorate their documents with images, colour, borders, etc.  **Conclusion**  When students have completed their acrostic poem. Students will place it into a display folder, which will be their assessment task for this topic. Students will be told that the poems that they create will be collected into their display folders.  **Week 4**  **Lesson 1, 2, 3: Cinquain**  **Introduction: Types of poetry**  The teacher will introduce in this lesson the acrostic poem. Teacher is to ask students if they have heard of this type of poem? What does it look like? How do we write this poem?  **Body (lesson 1): Cinquain poetry**  Teacher to write on the whiteboard the meaning of an cinquain poem. Students are to copy the following into their books:  Cinquain is a form of poetry that is very popular because of its simplicity. It was created by American poet Adelaide Crapsey about 100 years ago, and is similar to Japanese poetic forms, such as haiku and tanka.  Cinquains are just five lines long, with only a few words on each line, making them easy to write. The first and last lines have just two syllables, while the middle lines have 6 and 8 syllables, so they end up with a diamond-like shape.  Though they are just five lines long, the best cinquains tell a small story. Instead of just having descriptive words, they may also have an action, feeling caused by the action, and a conclusion or ending.  Teacher is then to show examples of cinquain poems on the smart board.  **Body (lesson 2): Definition of syllables**  Teacher will explain to the students what a syllable is. Teacher will write on the board what the definition of a syllable is. Students will copy the following into their books:  A syllable is the sound of a [vowel](http://www.howmanysyllables.com/english_grammar/syllable_rules/what_is_a_vowel) (A, E, I, O, U) that is created when pronouncing the letters A, E, I, O, U, or Y. The letter "Y" is a [vowel](http://www.howmanysyllables.com/english_grammar/syllable_rules/what_is_a_vowel) only if it creates an A, E, I, O, or U sound. *Eg.  fry, try, cry, & dry.* The number of times that you hear the sound of a [vowel](http://www.howmanysyllables.com/english_grammar/syllable_rules/what_is_a_vowel) is the number of syllables in a word.  Afterwards students will complete 2 worksheets on syllable words to get a better understanding.  **Body (lesson 3): How to write a cinquain poem**  Teacher to explain to students the steps in writing an cinquain poem.  First, students need to select a topic. Students can write about their favorite thing, write about something you *don’t* like, write about something you see around you, write about something that happens to you. For example, ice cream. Once students know what they are going to write about, they need to brainstorm ideas *about* their topic.  For example, in ice cream:  It is cold.  It is yummy.  It is sweet.  I like eating it.  To turn these ideas into a cinquain poem, we need to say them in a way that we have five lines with the right number of syllables on each line.  **Ice Cream**  Ice cream.  Cold and yummy.  I love its sweet richness  as it finds its way into my tummy.  You might notice a few things about this poem. It tells a little story. There is an action in which I eat the ice cream and I swallow it. There is a feeling expressed where I tell that I love it. And I even rhymed “yummy” with “tummy.”  Teacher will then allow students to create their own cinquain poem and then type it out into a word document. Which will be later placed into their display folders.  **Conclusion**  When students have completed their cinquain poem. Students will place it into a display folder, which will be their assessment task for this topic. Students will be told that the poems that they create will be collected into their display folders.  **Week 5**  **Lesson 1, 2, 3: Haiku**  **Introduction: Types of poetry**  The teacher will introduce in this lesson the haiku poem. Teacher is to ask students if they have heard of this type of poem? What does it look like? How do we write this poem?  **Body (lesson 1): Haiku poem**  Teacher to write on the whiteboard the meaning of a haiku poem. Students are to copy the following into their books:  Haiku is a traditional form of Japanese poetry.  Haiku poems consist of 3 lines.  The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables.  The lines rarely rhyme. Because Haikus are such short poems, they are usually written about things that are recognizable to the reader.  Animals and seasons are examples of topics written in haiku.  Teacher is then to show students examples of haiku poems on the smart board, so students can have an understanding of what it may look like.  **Body (lesson 2): Activity haiku and syllables**  Students will complete two worksheets about syllables in haiku. Students have to count how many syllables are in haiku poems and fill in words to complete a haiku.  **Body (lesson 3): How to write an haiku poem**  Teacher will explain to students what is required in writing a haiku poem. Teacher will tell students that they need to write their own haiku poem. Remind students that the haiku poem needs to have 5 syllables in the first line, 7 syllables in the second and 5 syllables in the last. When students have written their poem they will have to type it out on word document, to place in their display folders.  **Conclusion**  When students have completed their haiku poem. Students will place it into a display folder, which will be their assessment task for this topic. Students will be told that the poems that they create will be collected into their display folders.  **Week 6**  **Lesson 1, 2, 3: Riddles**  **Introduction: Types of poetry**  The teacher will introduce in this lesson a riddle poem. Teacher is to ask students if they have heard of this type of poem? What does it look like? How do we write this poem?  **Body (lesson 1): Riddle poem**  The teacher will write on the whiteboard what a riddle poem is. Students are to copy the following into their books:  A riddle is a ‘puzzle-me-out’ poem about a person, animal or object. The idea is to give clues and the reader has to guess the answer. Riddles are a very old type of poetry. The Anglo-Saxons used to recite them around log fires more than a thousand years ago. Riddles are usually written in the first person ‘I’, as if they are speaking to you.  Teacher is then to show students on the smart board examples of riddles. Teacher to discuss students where have they seen or heard riddles? From the movies, especially if a character is on a quest and has to pass through a door, they usually would face a riddle.  **Body (lesson 2): Activity of riddles**  Teacher is to hand the two worksheets to the students. One worksheet is a list of riddles and students have to find out what it is about. The other worksheet is a step-by-step procedure of how to form riddles, which will help students for next lesson.  **Body (lesson 3): How to write a riddle poem**  Teacher will explain to students what is required in writing a riddle poem. Teacher will tell students that they need to write their own riddle poem. Remind students that they can use their worksheet from the previous lesson to assist them. When students have written their poem they will have to type it out on word document, to place in their display folders.  **Conclusion**  When students have completed their riddle poem. Students will place it into a display folder, which will be their assessment task for this topic. Students will be told that the poems that they create will be collected into their display folders.  **Week 7**  **Lesson 1, 2, 3: Limericks**  **Introduction: Types of poetry**  The teacher will introduce in this lesson a limerick poem. Teacher is to ask students if they have heard of this type of poem? What does it look like? How do we write this poem?  **Body (lesson 1): Limerick poem**  The teacher will write on the whiteboard what a limerick poem is. Students are to copy the following into their books:  A limerick is often a funny poem with a strong beat. Limericks are very lighthearted poems and can sometimes be utter nonsense. A Limerick consists of five lines.  The first line of a limerick poem usually begins with 'There was a....' and ends with a name, person or place.  The last line of a limerick is normally a little farfetched or unusual.  A limerick should have a rhyme scheme of aabba:  This means lines 1,2 and 5 rhyme and lines 3 and 4 rhyme.  Also, lines 1,2 and 5 should have 7 – 10 [syllables](https://www.youngwriters.co.uk/terms-syllable) and lines 3 and 4 should have 5 – 7 [syllables](https://www.youngwriters.co.uk/terms-syllable).  Teacher is then to show students on the smart board examples of limericks. Teacher to discuss with students where have they seen or heard limericks?  **Body (lesson 2): Activity of limericks**  In this lesson the students are to get familiar with rhyming words and creating a flow in sentences. The teacher will hand the two worksheets that will guide students and familiarize the students in rhyming words correctly.  **Body (lesson 3): How to write a limerick poem**  Teacher will explain to students what is required in writing a limerick poem. Teacher will tell students that they need to write their own limerick poem. Remind students to remember the aabba format of the poem. When students have written their poem they will have to type it out on word document, to place in their display folders.  **Conclusion**  When students have completed their limerick poem. Students will place it into a display folder, which will be their assessment task for this topic. Students will be told that the poems that they create will be collected into their display folders.  **Week 8**  **Lesson 1: Figurative language**  **Introduction: Definition of figurative language**  Teacher is to introduce figurative language to the students. Teacher will inform students that figurative language is words or expressions with a meaning that is different from the literal interpretation. As mentioned from previous lessons poetry is used to tell a story in an expressive way. The words poets use to express their story is called figurative language. The techniques that are majority used in poetry are similes, metaphors, personification, alliteration and onomatopoeia.  **Body/ Conclusion: Similes, metaphors, personification, alliteration and onomatopoeia**  Teacher is to show PowerPoint presentation to the students, explaining each language techniques with definitions and examples. Students are to write down the definitions of each figurative language. Towards the end of the presentation are examples of quotes from poems; students are to guess what figurative language is conveyed in the quote.  **Lesson 2: Activity figurative language**  **Introduction: Discussion**  Teacher to remind students about figurative language and the techniques that we looked at. Students will recount the figurative language and definitions. Teacher will also ask for examples of where they would find the language techniques.  **Body/ Conclusion: Activity**  In this activity students will receive an envelope with example passages from poems and the language techniques. Students have to match the language techniques with the example passages. When finished, as a class teacher is to go through the answers and discuss with the students reasons why the example passages show the language techniques.  **Lesson 3: Dissecting poems**  **Introduction: Reinforcement of language techniques**  Teacher to make sure students’ understanding of language techniques before continuing with the activity. If students don’t completely understand the concept of the techniques or how to distinguish it from a sentence the teacher will go through the techniques and provide more examples.  **Body: Putting into practice**  Teacher will hand out a poem to the students. With the same poem showing on the smart board, as a class students will dissect the poem and label where the language techniques are in the poem. Students will recognize what kind of poem it is, what is the theme of the poem, what message is the writer trying to convey, and how is the use of figurative language aids in conveying the message beneath the poem.  **Conclusion: Discussion**  Teacher to ask students how they found dissecting the poem. Was it easy? Difficult? Teacher to tell students that next lesson they will be looking at poems that contain a hidden message. The students will be reading poetry from different point of views and understanding the background knowledge of why the writer would write their poem.  **Week 9**  **Lesson 1 and 2: “from Citizen, VI (on the train the woman standing)” by Claudia Rankine**  **Introduction: Conveying emotion**  Teacher to ask students what certain gestures indicates an emotion. Explain to the students that they will be studying a poem that deals with an incident on a train and that they will discuss this incident first as a way of understanding the poem better. The teacher is to read out the following scenario to the students:  The scene is a crowded train. One woman is the only person standing when another woman enters the car. The second woman notices that the first one is standing even though there is an empty seat next to a man. The first woman says she is afraid to sit down next to that person, because she is afraid of “people like him.” The second woman is from the same group as the man. How does the second woman feel? What does she do? How does the man feel? What does he do?  Allow students to think over the scenario and understand the emotions in the scenario. The teacher is then to ask the following questions and allow them to understand the concept of empathy.  What were the emotions portrayed?  What certain gestures from the scenario indicates certain emotions?  How did it feel to be the first woman?  How did it feel to be the second woman?  How did it feel to be the seated man?  What, if anything, surprised them about the way they felt?  Would they feel differently if it were a man standing, a woman sitting, and a second man entering the train? In what way?  **Body: Dissecting the poem “from Citizen, VI (on the train the woman standing)” by Claudia Rankine**  Teacher to ask the students to read the poem silently. As they read, they should write down phrases, images, and words that jump out at them. This includes words and phrases they might not know. Prompt the students to notice how Claudia Rankine structures her lines. How many lines are there in a stanza? How does this kind of structure affect the way they read the poem? When students finish reading the poem they will be watching a video of Claudia Rankine reading her poem. Ask them to record on paper what they notice in the poem that seems new and different while watching the video. What do they notice about the way Claudia Rankine reads the poem? How does she use her voice and facial gestures?  When finished, students will compare differences in reading the poem themselves and the poet reading out loud. Teacher will ask questions based on  In what way do the short stanzas and long lines inform the meaning of the poem? How does this structure make you think about the words?  Ask students to remember the gestures that they gave to convey emotionas. How do the feelings they identified relate to Claudia Rankine’s poem?  What words and phrases does Claudia Rankine use to elicit those emotions in her readers?  How does she use her voice and facial gestures to reinforce her words?  **Conclusion: Discussion**  When finished teacher is to discuss with the students about the poem overall. Teacher will asks questions like what do they think this poem is about? What is their detailed evidence from the poem?  **Lesson 3: “The rose that grew from concrete” by Tupac Shakur**  **Introduction: Background Knowledge**  Teacher is to let students know that they will be looking at another poem and dissecting it and trying to convey the hidden message. But before this, students need to understand and gain background knowledge of the writer, Tupac Shakur. Teacher will hand out the information fact sheet of Tupac. On the sheet students will be able to realize the struggle of Tupac’s life and the impact of his home life. Teacher to tell students that Tupac wrote these poems as an outlet to express himself as he is faced with daily challenges in his life.  **Body: The rose that grew from concrete**  Teacher is to hand to students the poem “the rose that grew from concrete” by Tupac. The same poem will be displayed on the smart board. As a class the teacher will unpack what the poem is about. With students, the teacher will discuss the theme of the poem, what the rose symbolizes, what the concrete symbolizes. Students will also look at if there are any language techniques in the poem.  **Conclusion: Discussion**  When students have finished unpacking the poem, the teacher will ask questions based o the poem.  From the poem what can we see about the life Tupac had?  What do you think Tupac was trying to convey in the poem?  Teacher will also give other poems to the students that Tupac has wrote to get a better understanding of the life he had experienced.  **Week 10**  **Lesson 1, 2, 3: Creating individual poetry**  **Introduction: Assessment task**  Teacher will hand out the assessment task sheet to the students. Students will have to create their own narrative poem. In the poem it has to have a theme about any topic of the students choosing. In the poem it has to have at least four stanzas. Students have to be creative and display a range of figurative language.  **Body: Working through assessment task**  Teacher will allow students to work on their poem during the three lessons. Students will need to type up their poem on word document and present it in a creative way.  **Conclusion: Submission of task**  When students have finished their poems the teacher is to go through the poem with the student. The teacher will correct any spelling mistakes, and clarify any expressive terminology that the students are trying to portray. | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct    Story Sharing    Non-Verbal | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | | |
| 1:1 support where required  Discussion based  Scaffolded responses  Extensive positive reinforcement | | | | | | | Comprehension skills  Understanding of others positions  Background knowledge of poetry terminology  Background knowledge of different forms of poetry and figurative language  Impact of what their choices could have | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | |
| **Tasks** | | | | | | **Weighting** | | | | **Outcomes** | | | | | | | | | |
| 1. Depth of understanding in verbal communication and discussion | | | | | | 5% | | | | EN4-6C, EN4-7D, EN4-8D, EN5-6C, EN5-7D, EN5-8D | | | | | | | | | |
| 2. Display folder with six different forms of poetry | | | | | | 10% | | | | EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN5-2A, EN5-3B, EN5-4B, EN5-5C | | | | | | | | | |
| 3. Individual narrative poem | | | | | | 5% | | | | EN4-1A, EN4-2A, EN5-1A EN4-4B, EN5-2A, EN5-4B | | | | | | | | | |
| **Roles and Responsibilities** | | | | | | | | | | | | | | | | | | | |
| **Teacher** | | | | **SLSO** | | | | | | | | **Student** | | | | | | | |
| Engaging class discussions  Creating safe working environments  Provide assistance in student learning | | | | Support teacher in class decisions  Support students in learning  Provide 1:1 support for students | | | | | | | | Gain understanding and knowledge of answering questions verbally and written  Further skills in verbal and written language  Gain knowledge in communicating through poetry terminology  Gain knowledge in different forms and types of poems  Able to reflect and dissect a poem with figurative language | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |