**Teaching and Learning Program for the Elements**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Poetry**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: 5 weeks**  **By** | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  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 -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  EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Create a number of poems based on criteria * Learn to use a number of different language forms including how syllables work in poetry * Be creative * Understand how different people express themselves | | | | | | | | | | **Students learn about:**   * How poetry has changed through the ages * What modern poetry looks like * How poetry is represented in the world | | | | | | | | | | |
| **Background and Key Ideas** | Students are exposed to a variety of poems, including the new aged ‘slam poetry’. Students begin to expand their vocabulary and literacy skills to incorporate a number of elements in a poem. Students then move to raps and discuss how most poems and raps represent the persons feelings. | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| Clusters: (individual or range)  Activities linked to program to increase learning: | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Students will need to count the number of syllables in words to create some of the poems. | | | | | | | | | | | | | | | | | | | | |
| **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**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **What is Poetry?**  Class discussion about poetry and different poems.  Read the [information sheet](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Poetry\About%20Poetry.pdf) about poetry and highlight important points.  Watch the short poem [‘the worm that wouldn’t wiggle’](https://www.youtube.com/watch?v=iDG2-bxpno0)  **Acrostic**  What are the elements that make up an acrostic poem?  Read the information from the following [Website](http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/)  From the information, students create their own acrostic poem.  **Haiku**  Watch the short [YouTube clip](http://www.kathimitchell.com/poemtypes.html) on Haiku  Show these [posters](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Poetry\Syllables.docx) to the students  From the information, students create their own Haiku poem.  **Limerick**  Watch the short [YouTube](http://www.kathimitchell.com/poemtypes.html) poem on limericks  Discuss the format of a limerick poem to have on display in the classroom.  From the information, students create their own Haiku poem.  **Blackout Poetry (For Adam!)**  Go to the following [website](http://www.makeblackoutpoetry.com/) to learn about Blackout Poetry  Research images on google.  From the information and using newspapers, students create their own blackout poem  **Slam Poetry**  Go to the following [website](http://poetryslam.com/about/) to learn about the origins of Slam Poetry.  Students watch the following ***(it is to be noted that there is a language warning)***  Rudy Francisco [*For the Body*](https://www.youtube.com/watch?v=JuY3UX2cKSg)  Meaghan Ford [*The Trauma Game*](https://www.youtube.com/watch?v=zqSSBVhGtQQ)  [Kids Poetry](https://www.youtube.com/watch?v=4uvku-tYoBg)  **History of Rap**  Read the [article](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Poetry\History%20of%20Rap%20Music.docx) on the history of rap  Watch the [History of Rap](https://www.youtube.com/watch?v=1omPNEVOIaM) (Jimmy Fallon and Justin Timberlake)  Watch [Alphabet Aerobics](https://www.youtube.com/watch?v=aKdV5FvXLuI) (Daniel Radcliffe)  Read the article [How to Make a Rap](http://www.wikihow.com/Write-a-Rap-Song)  Students begin to create their own rap and use Garage Band (located on the iPads) to join it with a beat. | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Start at low level poems including acrostic and haiku  Scaffold the poetry from writing examples together to independent work | | | | | | | | | A cultural understanding of how poems resinate within society today | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| * Poems produced throughout the program including Acrostic, Haiku and Limericks * Create a rap (or poem) that consists of two paragraphs (at least). | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Complete program  Make professional judgements on students engagement  Set assessment tasks  Scaffold learning | | | | | Gather all resources  Work with small groups or individuals | | | | | | | | Engage and participate in all tasks  Attempt all assessment tasks | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
|  | |  | | | | | |  | | | | | | | | |  | | | | |

|  |  |
| --- | --- |
| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  This program engaged students because they had the freedom to write about what they liked without the confides of a strict structure – especially in the later part of the program. Students gained an insight into how far poetry had come and how it is still a form of expression used today, more commonly in ‘raps’ or ‘hip hop’. It increased their vocabulary and language skills and most certainly their comprehension skills as some of the poetry exposed was quite complex. Students needed to look at the inferences spoken in the poems in order to understand what they were trying to get across. | |
| **Date Commenced**: 23 May 2016 | **Date Finished**: 29 June 2016 |
| **Teachers Signature**: | **Assistant Principals Signature**: |