

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 Senior Oral Communication		Learning Outcome 1 Learning Outcome 1		Writing for Self-expression 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: 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: Students should be able to use language and tone appropriate to the text's purpose, as well as employ literary devices of a cascade poem to convey emotions.			
Teacher focus: During this lesson, I will be focusing on encouraging student motivation and building relationships with the students.				Learning environment: 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: <ul style="list-style-type: none">Task worksheet: Writing your own cascade poemTask worksheet: Curating the new collectionList of student namesGoogle doc: Cascade poem duration				Assessment strategies: 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 collaborate 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. Jose shall introduce the class and the content we will be covering in the lesson. I shall hand out worksheets that describe what cascade poems are, and reading it with the class. I will work on maintaining student engagement and comprehension during the explanation of the task. 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. 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. 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. 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. 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. 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. 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.			

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Table of Contents Vcal Resources Lesson Plans

1. Understanding the eBook Vcal Resources Lesson Plans
 - The Rise of Digital Reading Vcal Resources Lesson Plans
 - Advantages of eBooks Over Traditional Books
2. Identifying Vcal Resources Lesson Plans
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Vcal Resources Lesson Plans
 - User-Friendly Interface
4. Exploring eBook Recommendations from Vcal Resources Lesson Plans
 - Personalized Recommendations
 - Vcal Resources Lesson Plans User Reviews and Ratings
 - Vcal Resources Lesson Plans and Bestseller Lists
5. Accessing Vcal Resources Lesson Plans Free and Paid eBooks

- Vcal Resources Lesson Plans Public Domain eBooks
- Vcal Resources Lesson Plans eBook Subscription Services
- Vcal Resources Lesson Plans Budget-Friendly Options
- 6. Navigating Vcal Resources Lesson Plans eBook Formats
 - ePub, PDF, MOBI, and More
 - Vcal Resources Lesson Plans Compatibility with Devices
 - Vcal Resources Lesson Plans Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Vcal Resources Lesson Plans
 - Highlighting and Note-Taking Vcal Resources Lesson Plans
 - Interactive Elements Vcal Resources Lesson Plans
- 8. Staying Engaged with Vcal Resources Lesson Plans
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Vcal Resources Lesson Plans
- 9. Balancing eBooks and Physical Books Vcal Resources Lesson Plans
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Vcal Resources Lesson Plans
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Vcal Resources Lesson Plans
 - Setting Reading Goals Vcal Resources Lesson Plans
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Vcal Resources Lesson Plans
 - Fact-Checking eBook Content of Vcal Resources Lesson Plans
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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