**Heading for Coursework**

Student: Karen Palmer Professor:Moroney

Course: EDU 521.01 Date: December 1, 2012

Grade: 1 Topic: Weather/Seasons Content Area: Science

**INSTRUCTIONAL OBJECTIVE(s)**

The 1st grade student will listen to the story “Spring an Alphabet Acrostic” students will write an acrostic poem using one seasonal word with at least five letters, with at least no more than three spelling/grammar errors. They will also draw a picture about spring.

Key Concepts: Students will demonstrate their understanding of signs of spring by writing an acrostic poem and drawing a picture about spring.

**STANDARDS AND INDICATORS**

R.L 1.1. Ask & Answers questions about key details in a text.

Indicator: Teacher will ask students to respond to words that rhyme from poem.

R.L1. 4 Identify words/phrases in a poem that suggest feelings.

Indicator: Teacher will ask students to tell them how they feel after reading part of the poem.

RL 1.10 With prompting read poetry of appropriate complexity.

W #1. Students will read, write, and listen and speak for information and understanding.

Indicator: Teacher will ask questions about spring words and write them on word wall

W #3 Students will read, write, listen and speak for critical analysis and evaluation.

 Indicator: Students will create Acrostic Poem with the word Bird

 NETS for Students

 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes

using technology. Students:

b. create original works as a means of personal or group expression

Indicator: This will be evident when students create an online acrostic poem.

**MOTIVATION**

Students will listen to YouTube video “Spring Song” ELF Learning Discuss the words of the song. Write Spring Words on Word Wall.

**MATERIALS**

Smart Board

Spring An Alphabet Acrostic

Lined Paper

Pencil

Crayons

Word Wall

**STRATEGIES**

\*Direct Instruction - Teacher will use inquiry-based learning, Thinkfinity website with Acrostic Poems.

\*Whole Class Discussion- The teacher will discuss with the students the elements of an acrostic with using the example of the word “BIRD””

\*Cooperative Group - Students will work in pairs and create Acrostic Poem on “SPRING”

\*Guided Practice - Teacher will ask for examples of words for “BIRD”

 \*Independent Practice - Teacher will give homework for the student to create their own Acrostic poem on spring.

**ADAPTATIONS**

Students who have difficulty writing on paper will be working with a buddy to help get his/her work down on paper.

Students with glasses will sit in the front of the class closest to the Smart Board.

**DIFFERENTIATION OF INSTRUCTION**

Tier 1 Students will work with Tier 3 Students to write their acrostic poem. Tier 1 will have word wall list.

Tier 2 Students will work with Tier 3 Students to write their acrostic poem.

Tier 3 Students will write their poem and draw a picture.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will read aloud book Spring An Alphabet Acrostic

2. Teacher will ask for words that begin with a specific letter on the pages.

3. Teacher will guide the students in style this poem is written (vertical horizontal) Write BIRD vertically on Smart Board and complete together.

4. Students will write down a word about spring & work with neighbor and write their acrostic poem & draw a picture.

5. Students work in their paired groups write their poems.

**ASSESSMENT**

1st Grade Student will create an acrostic poem using the word SPRING and will be graded using a teacher made rubric.

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| 6+1 Trait Writing Model: SPRING Acrostic PoemTeacher Name: Ms. PalmerStudent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | 4 | 3 | 2 | 1 |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. |
| Accuracy of Facts (Content) | All supportive facts are reported accurately. | Almost all supportive facts are reported accurately. | Most supportive facts are reported accurately. | NO facts are reported OR most are inaccurately reported. |
| Adding Personality (Voice) | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them \\\"his own.\\\" | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |
| Online Project(Conventions) | Site was used to successfully create poem with no errors in spelling or grammar. | Site was used to create poem with no more than two errors in spelling or grammar. | Site was used to create poem with 3 to 4 errors in spelling or grammar. | Site was not used or was used to create poem with more than 4 errors in spelling or grammar. |

**INDEPENDENT PRACTICE**

H.W. Student will create their own acrostic poem with any word that has to do with Spring (sports, holidays, animals, spring months) for homework assignment and draw a picture.

**TEACHER RESOURCES**

Schnur, S., & Evans, L. (1999). *Spring: an alphabet acrostic*. New York, NY: Clarion Books.

ELF Learning (2011). *Spring song.* Retrieved from

<http://www.youtube.com/watch?v=_ZXdJ46IX0I>

Readwritethink (2010) *Acrostic poems.* NCTE. Retrieved from

 http://www.readwritethink.org/files/resources/interactives/acrostic/