

Lesson Plan

Jimmy Baca

1	Subject <ul style="list-style-type: none">• Literacy Development
2	Unit <p>Introduction to Poetry</p>
3	Overview <p>Students engage in literacy activities that focus on a biography of Jimmy Baca. This is an introduction to the poetry unit, but this lesson is on reading and getting information on an individual, and not yet on poetry. For information on the entire adult literacy series, see http://www.tv411.org/</p>
4	Materials <ul style="list-style-type: none"><input checked="" type="checkbox"/> Learning Materials: Handout - Sort and Predict, Reading - "Why Write Poetry", TV411 "Coming Into Language", Writing Response – "You and Jimmy Baca"<input checked="" type="checkbox"/> Multimedia: TV / VCR – TV411 Episode 19<input checked="" type="checkbox"/> Strategy: ZAP Strategy; Sort and Predict Strategy Lesson
5	Learning Objectives <ul style="list-style-type: none">• students will make predictions about possible main ideas based on vocabulary• students will map new vocabulary to better understand video segment to be watched• students will make connections with what is read and viewed - identify similarities between themselves and Jimmy Baca
6	Types of Activities (Check all that apply.) <ul style="list-style-type: none"><input checked="" type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Small Group Activity<input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Technology<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing

7 Teaching and Learning Activities – Step by Step

a	<p>Pre-Activities (Pre-Reading)</p> <p style="text-align: right;">45 minutes (previous class)</p> <p>1) ZAP – Hi-lighting strategy... Z = zone in – what is interesting? what stands out?; A = add your own thoughts – student writes / draws on page; P = put it in your own words – student writes a summary of what was read – If you use the reading early in the year, you may only want to focus on Z or ZA...</p> <p>Go over strategy sheet and then practice with class copies; use copies of newspaper articles, short fact-based reading, section of a text book (photocopied); use materials of high interest that students can handle; when you first use this technique, you want the focus primarily on the strategy, not content</p> <p style="text-align: right;">20 minutes</p> <p>2) Sort and Predict – pre-reading strategy. Students are given familiar vocabulary from a reading they have not yet seen. They are to try and find connections between unrelated words and sort them into possible categories. Students are encouraged to be creative, look for things that others might not see, and try the activity more than once. There are no right or wrong answers. Volunteers share their word groupings and explain what the connection is between the words.</p>
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b	<p>Activities (2 classes) 30 – 40 minutes</p> <p>Day 1</p> <p>Reading – “Why Write Poetry”</p> <ol style="list-style-type: none"> 1) Teacher reads introduction – discuss with students using good reading strategy prompts: “what poets do I already know?” “What poems can I remember?” “What kind of things would make someone want to escape reality?” – because students have previewed the vocabulary, they will be able to make some plausible predictions. 2) Teacher continues to read biography of Jimmy Baca – students have pens/pencils and are asked to take note of vocabulary that they looked at earlier. Remind students about “Z” – they should be underlining / circling / noting any words or phrases that they particularly notice or that jump out at them (this must be taught and reviewed at length to have it become a habit) 3) Ask students to look at what they noted in “Z” and write / draw anything on the paper that will help them connect ideas or remember what they have read 4) Discuss the predictions made after the “Sort and Predict” <p>Day 2 1 hour</p> <p>Vocabulary Building</p> <ol style="list-style-type: none"> 1) Identify challenging vocabulary from the TV411 segment – displace, linguistic, cultural, subtle, mockery, social, anxiety, marginalized. 2) Divide students into groups of 3 or 4 and assign each group 4 words to map out – at least 2 groups will be doing each word – each word map should include at least: definition in own words, synonyms, antonyms, word in a sentence 3) Each group shares 2 of their word maps on the board – other groups that did the same word will add to the map – everyone is responsible for having a map of each word in their notes 4) Watch the video segment of TV411, episode 19. (Optional – watch a second time and challenge students to silently raise a hand every time they hear one of the 8 words) 5) Watch a second time – discuss what was said and the importance of the vocabulary words – students should add to their individual maps: how did Baca use the word? 6) Identify key phrases (that use the mapped vocabulary) and discuss with class – what did he mean when he said “_____”?
c	<p>Post-Activities 15 minutes (class time, then homework)</p> <p>Informal Writing Assignment – “You and Jimmy Baca” – challenge students to use versions of the vocabulary that was focused on</p> <p>The assignment finishes with writing 6 questions that they would like to ask the poet – questions to be shared next class.</p>
d	<p>Out of Class Assignment (time depends)</p> <p>Finish writing assignment – first draft only</p>

e	<p>Extension and Follow-up 5 - 10 minutes</p> <p>Writing assignment gets handed in to ensure completion, not to be graded.</p> <p>Next Lessons:</p> <p>Use writing as a prompt to next lesson – Writing a letter to Jimmy Baca as an invitation to write or visit the class.</p> <p>Baca’s tips for reading poetry</p> <p>Baca’s poetry to introduce other poets and styles of poetry</p> <p>Use TV 411’s Writing of Personal Stories – see a sample at http://www.tv411.org/teacher_resources/teachers_guide-pdfs/TGSUPP-PsnlStories2.pdf</p>
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Assessment

- Portfolio: informal writing
- Teacher Observations: use of strategy – Sort and Predict, ZAP, Word Map

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Reflection: What Worked and Why

- the reading and video segment could be covered in 30 minutes, but the students need time to process and think about what they are reading and seeing – the vocabulary activities give them that processing time... a background knowledge prompt, a prediction prompt, a summarizing prompt (how did Baca use the words as he spoke), a writing prompt,
- the word maps allow the focus to be placed on language and vocabulary choice – it is important to recognize that there is a love of language in poetry
- word maps are used to prepare students for video segment, so both visual and auditory learning styles are being engaged
- the identification and engagement with Jimmy Baca’s life story supports the transition both to letter writing, and to poetry

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Tips for Teachers

- push for strong word maps at the beginning of Day 2 – it’s too easy to copy something from a dictionary – that’s why words are grouped, to allow students to discuss things and try to make sense of things
- the next activity is viewing and listening to Jimmy Baca’s story on TV 411 so it is worth spending a great deal of time on the map to activate students’ background knowledge and allow them to see how effective they can be at predicting
- challenge each group with their word maps: include a drawing/diagram for each word, OR fill 5 spokes of the word map, OR find an antonym for each word, OR use it in a sentence, OR make up a story, rhyme, rap about the 4 words they have been assigned
- engage students in an Informal Writing Piece - students write about similarities they see between themselves and Jimmy Baca, or his circumstances. The goal is for them to connect to something they have read – if they struggle to find personal connection, push for them to connect what was read to someone they know, something they’ve read or seen in a movie/TV – there is no “out” for this assignment.
- take time to make the connections from the words to Jimmy Baca – they intuitively like his story, but draw out the “why’s” and “what for’s” so that they remember it, and know why they like him