Name: Rennie Tomala
Date: 10/10/10
Lesson plan area: English
Grade level of lesson: Eighth Grade
Lesson source: My Unit for ENG 384

Name and abstract of the lesson plan (100 words or less): This lesson is the second day of a unit of description, observation, and metaphor. Students were asked to create poems mimicking Shel Silverstien’s poem “Messy Room”. We would read several examples of these, and then look for things in the room which would tell us details about the reader. After this students would take on the persona of an object (i.e. a desk, a slide, etc.) and describe what they see from the object’s perspective. Students were attempting to gain a better understanding of perspective and learning how to write basic poetry through mimicking. Assessment included students’ created poems and the paragraphs they wrote.

Universal Design Adaptations:

**Area One: Equitable Use:** 1c: I will provide for privacy, security and safety for all by allowing students who feel their poems are too personal to share out loud to simply turn it in for the teacher to read or to read them for the teacher after class.

**Area Two: Flexible Use:** 2a: I will provide choices in methods of use by allowing students to write paragraphs or sentences if they are not capable of poems at this point. I will give students the chance to choose their location, even to write through someone else’s eyes if they are not comfortable writing about their own room.

**Area Four: Perceptible Information:** 4c: I will maximize ‘legibility’ of essential information by giving handouts of all the instructions with the most important parts emphasized in some way (whatever would be best for the student). I will provide models of the assignments. I will also go to each student and read through the instructions, asking for questions.

**Area Five: Tolerance for Error:** 5d: I will discourage unconscious action in tasks that required vigilance by making each student accountable for what they have written. If students appear to be slacking, I will quietly tell them that they will definitely be reading and should have something created. I will show examples of my own and explain to students the detail found in each. I will also have an extra list of requirements, including a specific number of details, etc, ready for students who appear to not be trying.

**Area Seven: Size and Space:** 7a: I will provide a clear line of sight to important elements for any seated or standing user by staggering desks so it should be difficult to not see the front of the class. I will also allow students to stand in the center of the room, where line of sight might be better.
Assessments: If students are struggling with writing down their poem, I will ask students to create a similar poem in to be spoken. I will video tape the student, allowing for later viewing and grading.

If students are struggling with the paragraph, I will ask them to choose a partner or small group and together create a scene, narrated by their chosen object. They will act this out for the class or for the teacher if not comfortable with the group.