Final Project

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Part I: Learning Goals

By the end of this lesson, students will be able to

- ✓ Identify examples of poetry, prose, and drama.
- ✓ Identify elements/characteristics of a poem, prose, and a play.
- ✓ Understand key concepts and vocabulary terms.
- ✓ Explain and present major structural differences between poetry, prose, and drama using correct vocabulary.

Lesson plan

This lesson is housed in Canvas. This lesson should be delivered in a computer lab if the students do not have access to their own chrome books/laptops/other devices. This lesson uses a learning format that involves in-person facilitation and instruction. The lesson duration is one 60-minute session. There will be a homework assignment that will be given to the students to sum up the instruction for this lesson. This will be in the form of a post on the discussion board in Canvas.

Introduction	
Learning outcomes	Introduce the learning outcomes to the students, tell them what they will be able to accomplish at the end of the lesson.
Introduction to topic and key vocabulary terms/concepts (5 minutes)	Instructor will introduce the term 'genre' and give examples. Ask students to come up with examples of genres that they are familiar with. Then link the term to the current topic and introduce the terms poetry, prose, and drama as examples of literature genres. Inform the students that authors use various methods/formats to create what they want to write, and that they will explore the structural elements of poetry, drama, and prose in this lesson through examining various examples.
Instructor-led Activities	
Activity#1 (5 minutes)	▪ Instruct the students to log into Canvas and go to the Structural Differences between Poetry, Prose, and Drama module. ▪ Distribute the printed handouts of the materials to be used. Also inform the students that they have access to downloadable digital copies as well in Canvas if they prefer to use those. Tell them where they can find the digital copies. Instruct them on how to turn on accessibility features for the downloaded copies.
Activity#2 (10 minutes)	▪ Instruct the students to open the Prezi presentation (link provided in the Appendix) and lead them through it, explaining key concepts. Students will have the choice to follow the presentation either on the interactive board, or on their own devices. Inform the students that they will also have access to a recorded version of the lesson if they need to

	review it later. The presentation will include some teacher modeling. Instruct the students on which handouts/organizers to use to take notes at the appropriate time during the presentation. Let the students know that they do not have to submit these as they are meant for their own understanding.
Activity #3 (15 minutes)	This activity will be a group activity. ▪ Divide the students into pairs or groups of three, depending upon the number of students. ▪ Ask each group to choose one sample of each genre from the resources provided. For poetry, students are asked to go to any of the websites. For drama and prose, students are provided several downloadable copies, from which they can choose. The instructor will make sure that they do not spend a long time choosing their samples. ▪ The students will then work in their groups and discuss and record their points on the organizers provided (either digital or hard copies). While the students work in their groups, the instructor will walk around to answer questions, and ensure students are on track. In addition, the instructor should ask guiding questions and fill in any information gaps. For instance, the instructor can remind students about rhythm and rhyme for poetry; dialogue, stage directions for drama, etc.
Activity #4 (20 minutes)	The students will present their findings to the class. They can either do an oral presentation or make use of the interactive whiteboard to do a visual depiction, like a chart or Venn diagram, or they may write a paragraph.
Review and closing (5 minutes)	Have the students take the ProProfs quiz (link provided in the Appendix).
Homework assignment	The students will post a thread on the discussion board. They can do it as a written post, audio, or video file, or any other medium of their choice. The post must include the following points: Explain the structural differences between poetry, prose, and drama. Which, according to them, is the easier or the more difficult genre to write in, and why? Reply to at least one of their classmates' posts.

The students will also have the opportunity to work on understanding and assimilating these basic concepts with additional activities and content that they can do outside of class time if they want to. There are videos and links to activities and content that they can access in the module to challenge themselves. This will be the Independent Practice section.

Part 2: Rationale

Learning Goals

The learning goals for this lesson was to enable students to identify samples of text as prose, poetry, or drama. To do so, they needed to be able to distinguish between the structural elements of poetry, prose, and drama and explain them. These goals were formulated keeping in mind UDL guidelines. According to Meyer et al. (2014), effective goals separate means from the ends. They have to be flexible, in that they need to offer students multiple paths for achieving them. For this lesson, the students have to be able to identify the different genres according to their structural differences and understand key terms and concepts associated with them. The goal does not specify the method students need to use to achieve their learning and demonstrate it. For instance, it does not specify that the students have to write a paragraph or an essay on the structural differences at the end of the lesson, and allows for multiple means of expression, where the students can use any medium of their choice. This levels the playing field for students and does not hinder meaningful learning for them.

Effective goals should also consider the three learning networks, affective, recognition and strategic. The lesson goals incorporate the Affective network by building enthusiasm in learning about a topic that they are familiar with but have no in-depth knowledge of. By stating that by the end of the lesson, they will be able to identify examples of the different genres will build enthusiasm and motivation, as they will constantly interact with these genres in future, be it plays, films, poems, novels, newspaper articles, etc. Recognition networks help students to "understand specific content or to generalize knowledge" (Meyer et al., 2014, p. 71). The lesson goals help students to identify the structural elements of the various genres and categorize them, which they can then access whenever they need to. In addition, they will also be able to associate each genre with their key terms and vocabulary. The lesson goals incorporate the Strategic network by providing flexible opportunities to students to achieve meaningful learning and to demonstrate what they have learned. In requiring them to apply what they have learned to samples, analyze, categorize them provides the students to demonstrate their mastery of the skill, while not tying them down to any mode or medium of expression.

According to Meyer et al. (2014), effective goals should challenge learners. The lesson goals have a broad range but is well-balanced, in that it involves an understanding of all three genres, but it focuses on only one aspect of difference, structural. This ensures that the lesson is not overwhelming for young learners being introduced to the genres, at the same time suitably challenging them to familiarize themselves with key terms and jargon. Since the target learners are young, the goals are pre-written by the instructor, but the lesson provides opportunities to the learners to discuss and communicate what they have learned, and this is valuable feedback to the instructor while formulating goals for future lessons.

Assessment

Meyer et al., (2014) states that effective assessments need to be both formative and summative, should focus on learner progress, and must assess not only what is being learned, but how learning is taking place as well. During the video lesson, students are asked to write down points in the graphic organizers provided to them. Though they do not have to turn them in for a grade, the teacher has an opportunity to look at them later during the group discussion exercise. After the video lesson, the students work in groups analyzing various samples, and writing down their

points in their worksheets. They can use their organizers of the video lesson. As the teacher goes to each group, taking note of discussions, answering questions, asking guiding questions, he/she can assess and monitor learner progress. These are all formative assessment methods incorporated in the lesson. As for summative assessments, the presentations that the students have to make about the sample they analyzed allow for opportunities to demonstrate proficiency. Moreover, they can do these presentations/demonstrations using any method/ medium of their choice, which again employs the strategic network and does not advantage any student. The instructor can the give feedback, which is again an important aspect of assessment. Another form of summative assessment in the lesson is the homework assignment, where they have to post in a discussion board. This assignment not only requires them to explain the differences between the three genres, it also tests their understanding and response to what they have learned and its impact, when they are asked to choose which according to them would be the easiest or the most difficult to write in. Again, the students are not tied down to any medium or mode of expression which makes these assessments construct relevant. There is also an online quiz that the students need to take at the end of the lesson. This quiz is a short one and they get a certificate at the end, which will motivate them and allow them a sense of confidence and satisfaction.

Methods

"UDL emphasizes the need to employ many teaching methods" (Meyer et al., 2014, p. 77), and they need to be flexible. Since this lesson uses the blended learning format, it incorporates teacher-led instruction as well online methods. The teacher introduces the topic and communicates the learner outcomes. This is important so that there is transparency, and the students are aware. The lesson is delivered in person using a Prezi presentation which the students follow on their devices or on the interactive board. The lesson also incorporates some teacher modeling, where the teacher analyzes a sample of each genre, pointing out similarities and differences, using key vocabulary terms, and explaining them. The students follow along and take notes in their organizers. The students will also be provided with a recorded version of the lesson, which they can access whenever they need to, and will remain in their repository. While it is understood that the students are young and may be inexperienced to go to the Internet and search for examples of the different genres, the lesson gives them a choice in selecting an example of each genre from a set of examples that will provided. They will also visit certain websites (links will be provided) to search for poems. This will give them a sense of autonomy and increase their engagement and motivation, and help them develop a sense of ownership for their learning. This can also be linked to Principle II (multiple means of engagement), where I will give them multiple options for means to demonstrate their knowledge and skills. This is in keeping with the Affective network principle of UDL. In addition, the lesson also incorporates student-led discussions when they work in their groups. These group activities foster collaboration and leads to sustained engagement. There is also scope for a continual monitoring of learner progress, especially during the group activity, where the teacher can monitor and guide discussions, answer questions, make clarifications and provide feedback. This is also a valuable source of feedback for the teacher about the effectiveness of the teaching and learning methods, and readjustments can be made if needed. The presentations that the students make and the homework assignments are also means of monitoring learner progress and outcomes. Another

method used in the lesson to sustain continued learner engagement is to provide links to websites and content that the student can access and interact with after class in their own time. These links provide students access to mor in-depth information on the genres, and how to write in them. This will be a form of independent practice.

Materials

The materials created and used in this lesson learner variability and adhere to UDL guidelines. A Prezi presentation is used to explain the different genres and their characteristic features to reinforce what I am telling them. They can watch the presentation either on their devices or on the interactive whiteboard and follow along. The presentation includes subtitles, and a written transcript is also provided. Moreover, information is laid out on Prezi in such a way that they can directly navigate to a particular slide if they want to, without muddling through the entire presentation. This makes for easier access. There are also some YouTube videos on individual genres that they can access while doing independent practice if the students wish. The students are also provided with digital and hardcopies of relevant content. For instance, the worksheet and the organizers are created on MS Word and can be downloaded for the students to use. MS word supports text-to-speech recognition and can be used by the students who may need them. Instructions on how to use the accessibility features will be given to students if they are unfamiliar with using it. The digital copies also make it easy for students to increase and decrease font size, adjust contrast, highlight, etc. The organizers are excellent tools to help students record and categorize relevant information, which they can access as needed. The students also had a choice to choose the samples of the genres for analysis. They are given links to suitable poetry websites and also given a collection of samples of other genres from which they choose one. There is also an online quiz created on ProProfs that the students need to take at the end of the lesson. Since the lesson is only 60-minutes, there are links provided to websites and videos and games that provide additional in-depth information to learners who wish to learn more after class time. This is in keeping with Principle III (multiple means of engagement).

Design Choices

The original lesson used the in-classroom/ in-person instruction format with some technology integration. The revised lesson retains the original format while incorporating a very high level of technology integration. This was a conscious choice considering the topic of the lesson and more importantly, the age of the learners. The lesson is geared towards Grade 4 learners who may benefit more from in-person interaction and instruction. That being said, there were some major revisions made to the instructional methods, materials, and assessments based on UDL guidelines.

Revisions made

To reduce barriers to learning, it is important that learning content be presented to students through different modalities, hearing, vision, touch. (UDL Principle I, Guideline 1). Such multiple representations ensure that the learning content is accessible to learners with perceptual or sensory disabilities and will also support comprehension and access for other learners as well. (CAST, 2011). The revised lesson provides students with not only hard copies but also digital

copies of relevant content. These can be downloaded by the students, and they can edit and record information. The worksheet and graphic organizers and the genre samples are all created in MS Word which has in-built accessibility features like text-to speech that can be turned on/off. The digital copies also enable students to adjust font size, contrast, highlight and edit easily. A written transcript has been provides to the students as an additional tool or perception. In addition, audio transcripts of the genre samples used in the video lesson are also provided if the student wishes to merely access the Prezi presentation. This is in keeping with Checkpoint 1.1 *Offer ways of customizing the display of information*.

Information presented to all learners through a single mode of representation may pose barriers to comprehensibility and clarity, and may also impact accessibility (CAST, 2011). Some learners may find it easier to understand key concepts if text is accompanied by illustrations, charts, diagrams, etc. Some learners may be more engaged in the lesson if the lesson is in the form of videos or screencast lessons. The revised lesson uses a Prezi presentation during the in-person class, which the students follow on their devices or on the interactive board as the teacher explains. There is also a recorded video screencast/video lesson that the students will have access to if they wish to review later at their convenience. The relevant information like key concepts and vocabulary terms are also depicted as charts that will be strategically placed in the classroom for the duration of the lesson. This adheres to Checkpoint 2.5 (UDL Principle 1, Guideline 2) *Illustrate through multiple media.*

There is no one medium of expression that is suited for all learners when communicating. Like learning content, the student must have options of modalities for expression and demonstration of skills and abilities learned. This will ensure that all learners get equitable opportunities to demonstrate appropriately what they have learned. This is why it is essential for students to be well-versed in *composition*, and not just writing. In the absence of these options, it may not be possible to ensure that meaningful learning is achieved by all learners. This lesson provides students with flexible opportunities for demonstrating skills/competencies. For their assessments, they have the choice to do their presentations using any medium or mode of their choice, in the written format or orally, etc. (UDL Principle 2, Guideline 5, Checkpoint 5.1 *Use multiple media for communication).*

It is important that the students remain motivated and engaged in their learning experience. This is why it is essential to use a variety of methods to recruit learner interest (CAST, 2011). A common reason for students' lack of interest and motivation is because they do not have a say in the learning paths laid out for them. This can occur if they do not find value in the activities they need to complete. One way to add value is to perhaps give them a choice, not in the learning objective, but in the way they achieve that goal. This could be done by giving them choice of context or content used for achieving the learning goal (CAST, 2011). The absence of a sense of ownership for their own learning may act as a barrier to learning. The revised lesson provides opportunities to go to the Internet and search for example of poems. They will be provided links to suitable websites that they can visit. These websites have poems that they can read or listen to. They can also choose drama and prose samples from a set provided to them. This will give them a sense of autonomy and increase their engagement and motivation and help them develop a

sense of ownership for their learning (UDL Principle III, Guideline 7, Checkpoint 7.1 *Optimize individual choice and autonomy)*. This can also be seen in the Independent Practice section, which the students can do outside of class. This section includes links to websites, videos, and games if the student wishes for additional, in-depth information.

Learners

The target learners of this lesson is Grade 4 students. It is important to account for learner variability while planning a lesson. Motivation and sustained engagement, ability to identify and categorize relevant information, and ability to strategize and adjust actions aligns with the three learning networks, affective, recognition and strategic, respectively (Meyer et al., 2014). Learner variability also aligns to these networks. For instance, stressful situations like giving an exam, speaking in front of a class, etc. can affect learners (affective network). Learning can also be negatively affected by the learner's inability to distinguish between relevant and irrelevant information, which may warp what we see based on our expectations (recognition network, Meyer et al., 2014). Learning can be affected negatively if the learner cannot identify goals, devise a plan, self-monitor, or correct and adjust their actions (strategic network, Meyer et al., 2014). For this lesson, all of these variabilities can affect meaningful learning, especially since the learners are so young. This is why it is important to have suitable scaffolds in place to motivate and sustain learner engagement. The teacher-led instruction with the Prezi presentation and the teacher-led modeling will contribute to the students' ability to distinguish between relevant and unimportant information. The opportunity of visiting websites and choosing their samples of the genres will instill enthusiasm and motivate them to remain engaged in the learning experience. Also, having multiple means of action and expression will also help to regulate their response to stressful situations like making presentations, etc. The student-led group discussions will help students to reflect and strategize a plan of action for their presentations. Moreover, collaborating with their classmates is also helpful. While assigning groups, the teacher can pair struggling students with the more proficient ones, thereby reducing stress for the struggling ones, and provide an opportunity to the more proficient learners for mentoring. These methods will ensure that expert learning takes place. The Independent practice section also provides an opportunity to students to maintain learner engagement outside class, where additional learning takes place through self-regulation.

Another revision made was that the content/material of the original lesson was not used in the revised one because I felt that the choice pf poem, prose, and drama extracts in the original lesson would be a little overwhelming for 4th grade learners. The genre samples that are used in this lesson would be appreciated more by the learners and would also fit in with the time constraints of the lesson.

Technologies

The lesson incorporates a variety of technologies. The presentation to be used in class is created in Prezi. This is an interesting alternative to PowerPoint, with its unique way of information layout. The video was recorded with Kaltura. The worksheet and samples and the organizers were created in MS Word, which has in-built accessibility features that students can use. The

online quiz was created on a free online quizmaker called ProProfs. Finally, the lesson is housed in Canvas which proved to be suitable for this lesson.

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Part 1

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Part 2

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Appendix

Prezi presentation

https://prezi.com/view/Z51XB5xraCDXYjL6VXG0/

Original Lesson

Poetry, Prose, and Drama, Oh My!

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