

Grade and Topic: \_\_\_\_\_ 6th Grade: ELA; Poetry Length of Lesson: \_\_\_\_\_ 50 minutes \_\_\_\_\_

Date: Tuesday, February 9, 2016 \_\_\_\_\_

### **CENTRAL FOCUS:**

- The goal of this learning segment is for students to understand and write poetry.
- Requisite skills (skills necessary to achieve your objectives): figurative language, reading and analyzing literature,

### **STANDARDS ADDRESSED:**

CCSS.ELA-LITERACY.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **LESSON OBJECTIVE(S):**

- Using a prezzi, TSW identify truths about poetry.
- Using the “I am” poem template, TSW write poetry.

### **MONITORING STUDENT LEARNING - FORMATIVE AND SUMMATIVE ASSESSMENTS:**

- List the types of formative and summative assessments that will be used in this lesson.
  - Formative:
    - Brainstorm: During the introduction, TSW write what they know about poetry or their preconceived ideas. This will help the teacher assess what the students know and think about poetry. It will also help students consider their own ideas about
    - “I am” poem: TSW create an “I am” poem to introduce them to creating poetry. The template will assist them, and TSW assess this
    - Exit Ticket: TSW write one thing they look forward to learning more in the poetry unit. This will allow the teacher to assess what the students have learned about misconceptions to shape what they are looking forward to.

### **MATERIALS:**

- Materials: Prezi, pen/pencil, electronic Cornell Notes, Promethean board, student laptops, student white boards and markers, “I am” poem template, sticky notes
- Technology will be integrated through the use of the Promethean board to present the Prezi. TSW take notes on their personal laptops with electronic Cornell Notes. Technology will also be used to show a video of spoken word.

### **BACKGROUND and RATIONALE:**

- What are the key concepts/ideas for the lesson?
  - The key concept is for students to be introduced to poetry and open their eyes to the misconceptions they have. Students will be introduced to different forms of poetry.
- What is the academic language (e.g. vocabulary, language functions, and discourse) that must be considered in this lesson?

- Vocabulary: poetry, poem, line, stanza
- Language function: Identify; write
- Discourse: Think/Pair/Share, writing poetry
- How does this lesson connect with and build on the previous lesson(s)?
  - In previous lessons, students have learned about figurative language and literature in the form of prose. The students will use their knowledge of figurative language and literature to apply to this lesson.
- How do you expect to build on this lesson in subsequent lessons?
  - In subsequent lessons, students will use their new understanding of poetry to explore different types of poetry. Students will then write their own poetry.
- Why will you need to plan differentiated activities or assessments?
  - Differentiation will happen to meet the needs of various learning styles. For my visual learners, they will see the information and read the poems. My auditory learners will be able to hear the poems read and information given verbally.
- What connections will you make to the cultural, personal, and community assets of your students?
  - To meet the personal interests of my students, I will ask them their feelings about poetry. This will serve as a way to connect to them personally as they are able to express their opinions. One of the poetry examples is spoken word which discusses technology and our obsession with it.

### **PROCEDURES AND TIMELINE:**

- **Introduction:** To begin, students will write down what they know about poetry. Then, students will write down their feelings towards poetry. Students will have two minutes to answer each question. Students will share aloud. TTW call on volunteers and non-volunteers. TTW introduce the objective, standards, and agenda for the day. TSW get out their laptops and electronic Cornell notes. (10 minutes)
- **Procedures:**
  - TTW present using the Prezi. (20 minutes)
    - TTW read the poetry examples aloud and have students identify various aspects of the poems that stand out.
    - TSW take notes on their electronic Cornell notes.
  - TTW explain the directions for the “I Am” poem and pass out template. (1 minute)
  - TSW create their “I Am” poem. (15 minutes)
    - TTW circulate and assist students as needed.
- **Closure:** To summarize their learning, students will share one thing they look forward to learning during the poetry unit. Students will write this on an exit ticket. (4 minutes)

### **ASSESSMENT EVIDENCE:**

- Formative:
  - Brainstorm: During the introduction, TSW write what they know about poetry or their preconceived ideas. This will help the teacher assess what the students know and think about poetry. It will also help students consider their own ideas about
  - “I am” poem: TSW create an “I am” poem to introduce them to creating poetry. The template will assist them, and TTW assess this
  - Exit Ticket: TSW write one thing they look forward to learning more in the poetry unit. This will allow the teacher to assess what the students have learned about misconceptions to shape what they are looking forward to.

### **MODIFICATIONS:**

- List specific future modifications/accommodations for students who did not master the objectives.
  - Students who did not master the objectives will be provided extra support in creating their poem. The teacher will provide students additional examples and assist in brainstorming.
- List specific modifications for students who are ready for enrichment activities.
  - Students ready for enrichment activities will be able to create a poem without a template. This will challenge the students to think beyond the template and use their familiarity with poetry.