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ELE301-02 Dr. Conte

Edgewood School

Mr. Mount, Grade 5

**Topic/Title:** Introductory Overview of Poetry, Grade 5

**Essential Questions:** Will students be able to discuss, analyze, and apply various aspects of poetry in order to write their own poems?

**Standards:**

* PDESAS 1.4.5.A: Write poems, multi-paragraph stories, and plays.
* CCSS.ELA-LITERACY.L.5.5.A: Interpret figurative language, including similes and metaphors, in context.

**Lesson Objectives/Assessments:**

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| **Objective** | **Assessment** |
| Students will be able to discuss and analyze aspects of poetry with teacher guidance and modeling. | Oral assessment of understanding via class discussion and establishment of a “Poet-Tree” anchor chart listing aspects of poetry (different types of poems, use of figurative language, etc.) |
| Students will be able to write their own poems after listening to and analyzing an example poem and a teacher-modeled example poem. | Written assessment of student-generated poem followed by oral assessment of shared examples. |

**Materials:**

* “Poet-Tree” Anchor Chart (construction paper, large poster, etc.)
* Post-It Notes
* Teacher-Generated Model for Students
* Paint Color Cards

**Pre-Lesson/Prior Knowledge**

The students have had instruction with poetry from earlier grades, just not as in-depth as fifth grade curriculum requires. The teacher can establish a personal record of what students may have learned prior to fifth grade by referring to other grade level teachers, other grade level material, and more.

**Lesson Beginning**

To start the lesson the teacher will have a blank “Poet-Tree” anchor chart displayed on the board, created using construction paper, large poster board, or any other material that would be suitable. The students will all be given a Post-It note for later participation. The opening of the discussion will be a teacher-generated question about poetry: *What is poetry?* From this, the teacher and the students will generate a compilation of different aspects of poetry; what types of poems there are, what kind of figurative language is used, why poetry is written, and more. This beginning will establish expectations of the students in reference to what they need to know, and also for the teacher in reference to what they need to reinforce and spend time on.

**Instructional Plan:**

* Students will notice a large poster board creation taped to the board, labeled “Poet-Tree.” The teacher will tell the students to brainstorm with their table groups about what poetry consists of; different styles, figurative language involved, why poems are written, etc. As the students are brainstorming, the teacher will place a Post-It note on each desk, while instructing the students NOT to do anything with the note just yet. *Approx. 5 minutes*
* After five minutes of time to brainstorm, the teacher will recollect the attention of the class and ask each student to write down one thought that they had concerning the topic of poetry. One table group at a time, the students will be asked to come place their Post-It note idea on the “Poet-Tree” on the board. After each table group individually comes up, the teacher will read aloud their posted ideas to share with the class. By allowing the students to brainstorm and use their own ideas to begin with, the teacher will establish knowledge of what the students already know vs. what they still need to cover. *Approx. 10 minutes*
* Once each group has posted their ideas on the “Poet-Tree” and the teacher has read and discussed them aloud, the teacher will generate a discussion of what else could be necessary for the students to know for an introductory poetry lesson (using discretion). *Approx. 5 minutes*
* The teacher will transition to read a teacher-generated poem aloud to model what the students will then attempt on their own. The teacher will display his/her poem on the document camera so that each student can analyze the word choice, language, and set-up further. *Approx. 5 minutes*
* Following this, the teacher will pass out paint color variation cards (seen at home improvement stores) to each student, for them to attempt their own version of the sample teacher-generated poem using the various aspects of writing poetry that they brainstormed and discussed earlier in the lesson. Students will create their own “color poems” on each paint card as an introductory opportunity into poetry writing. *Approx 15 minutes*
* As students finish their poems, they can choose to share with a partner and discuss each other’s writing; their word choice, what figurative language they used, etc. Once they have shared their poems with another person at least once, they will receive an “exit ticket” for the lesson in which they will describe one thing they found interesting about one another’s poetry, two things that they learned from establishing our own “Poet-Tree,” and three things that they would still like to know about poetry in the future. *Approx. 5 minutes, as each student finishes*

**Differentiation:**

* By allowing the students to brainstorm their own ideas vs. just having the teacher feed them information, it allows for variation in answers, more fruitful discussion, and differentiated instruction for those that are unsure of their knowledge of poetry.
* Having an “exit ticket” to end the lesson allows for students to finish their poems at their own pace.

**Conclusion:**

To end the lesson, students must share their poems with at least one person before receiving an “exit ticket” to complete, listing one thing that they found interesting about the lesson, two things they learned from establishing a classroom “Poet-Tree,” and three things that they would still like to know about writing poetry for the future.