

LESSON PLAN

Grade(s)	5
Content Area(s)	Language Arts
Topic of Lesson	An overview of poetic form and devices commonly used in poetry.
Three Objectives	<p>Students will be able to orally identify at least 3 important structural elements of a poem, such as form, stanza, meter, or a couplet when looking at a poem.</p> <p>Students will be able to differentiate when reading a poem between 5 of 8 different commonly used poetic devices, simile, metaphor, alliteration, personification, onomatopoeia, rhyme, hyperbole, and alliteration, and list their own examples of the devices on a piece of paper.</p> <p>Students will be able to orally classify 5 types of poems from haikus, diamantes, cinquain, limerick, ballad, free verse, and acrostic, from their structure and devices used when looking at examples of each.</p>
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
Curriculum Framework	<p>Ø English Language Arts and Literacy Standards</p> <p>Ø Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Ø Reading Standards for Literature Pre-K–5</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>
Materials needed	<p>-Computers with internet access</p> <p>-Paper for the students to write their responses to the objective assessments</p> <p>-An projector and screen to display the website to aid in the lesson</p> <p>-Copies for each student of an age appropriate poem to aid in the lesson</p>
Lesson Procedure, Web Site Use, and Technology Standard Instruction	<p>The students will be seated at their desks with a copy of the poem that will be used in class with a writing utensil. Before beginning, I will ask students if they know what a URL, a web browser, and a link is. After taking several answers, I will then explain what each is, and type in the URL to the Weebly site for the lesson. I will project the website up on the screen, where as a class we will preview the site.</p> <p>I will ask students what they remember about poetry, particularly in the 3</p>

	<p>main categories they will be learning about in the lesson: poetic devices, poetic form, and types of poems. Following this, I will explain how the website will be used in conjunction with the examples of poems on the page in front of them. The students have already learned about poetry in a different unit, so this lesson is a reinforcement of that knowledge.</p> <p>Moving to the types of poem page, I will read the key points that define each type of poem, along with an example of each. I will then pose the question to the students of where have they seen one of these types of poems at school? Their school motto is an acrostic poem, so it is something they are familiar with already. As a check of understanding, students will identify 5 of the 7 pictures in the slideshow at the bottom of the page. Each picture will be a different poem, and students can stop the slideshow at needed.</p> <p>We will move on to the poetry form page, where students will read over the definitions on the page, and then together with a partner work to identify the stanzas and couplet in an example poem. They will also identify the meter of the poem, clapping it out, and identify accents on words in the first line of the poem.</p> <p>On the poetic devices page, I will read aloud the definitions of the words. Students will then work on the poem on the handout to identify as many of the poetic terms discussed in the poem. After 10 minutes of work time, we will reconvene and have a classroom wide discussion of the poem, and I will write the examples in groups on the board. Following this, the students will flip their papers over and write the poetic devices used on the website, followed by their own example. After everyone is done, they will share with the person next to them. As a wrap-up, I will pose the question of in their everyday lives, where do they see use of poetic devices?</p> <p>Following this, the students will take the quiz as a wrap-up and a review.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p>Objective 1: Students will be able to identify at least 3 important elements about the structure of a poem.</p> <p>Assessment 1: Students will work together with the person next to them to identify the elements of the structure of an example poem listed on the website.</p> <p>Objective 2: Students will be able to differentiate between 5 of 7 different commonly used poetic devices, and list examples of their own.</p> <p>Assessment 2: Students will use a blank sheet of paper to list at least 5 of the 7 poetic devices defined during the lesson, after closing their laptops. They will write the names, a definition, and an example of each. They will then discuss with the person next to them about what they wrote and correct their answers with one another.</p>

	<p>Objective 3: Students will be able to classify 5 types of poems from their structure and devices used when looking at examples of each.</p>
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Assessment 3: Students will look at pictures of 5 types of poems at the bottom of the Types of Poems page in a slideshow. They will be able to pause on each picture and will write down what type of poem each is on a piece of paper. After the class has finished, students will compare answers with the person next to them.