

**ED 101 Educational Technology Lab – Spring 2012
Boston University – School of Education**

LESSON PLAN

Grade(s)	5 th Grade
Content Area(s)	Language Arts
Topic of Lesson	Overview of figurative/rhetorical language of poetry and poetic forms.
Three Objectives	<ol style="list-style-type: none"> 1. Students will be able to distinguish poetic rudiments by labeling these elements in any of the poems that they will write for their books. These elements are verse, stanza, and form. Providing examples of 3/3 is acceptable. 2. Students will be able to correctly utilize at least five different elements of poetic language by writing five poems of their choice to compile into a poetry book. These elements are alliteration, hyperbole, onomatopoeia, personification, couplet, repetition and rhyme. Correctly using 4/5 is acceptable. 3. In writing these five poems, students will be able to recognize different types of poems by correctly adhering to the specified structure and requirements of each poetic form. The poems that they can choose from are acrostic, cinquain, concrete, diamante, haiku, limerick, quatrain and shape. Correctly writing 4/5 is acceptable.
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>Exploratory Skills and Expectations: <i>Word Processing/Desktop Publishing</i></p> <p>G3-5: 1.5 Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document.</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts Language Arts Standards ➤ Reading Standards of Literature, Grades Pre-K-5 ➤ Craft and Structure <p>5. <i>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</i></p>
Materials needed	<p>Each student will need the following items:</p> <ol style="list-style-type: none"> 1. 3 sheets of construction paper (18x24) 2. Stapler and staples 3. Glue stick 4. Printer paper 5. Scratch paper 6. Coloring/writing supplies (pencils, markers, and/or crayons) 7. Scissors 8. Computer (with Microsoft word and internet access)

	<p>9. Printer 10. Dictionary 11. Worksheet with the poetic terms will be covered. 12. Five post-it notes.</p> <p>The teacher will need the following items:</p> <ol style="list-style-type: none"> 1. Computer with LCD projector and internet access
<p>Lesson Procedure, Web Site Use, and Technology Standard Instruction</p>	<p>The students will be seated in their desks and the LCD projector will be on. I will ask the students what they know about poetry and what characteristics do poems typically have. They should have previous knowledge of some of the basic differences between the two types of writing, and may state generalizations about poems, such as the assumption that all poems must rhyme. I will write their responses on the board.</p> <p>I will introduce the accompanying website and together as a class, we will look over the page “What’s Poetry,” which debunks some of the assumptions about poetry. I will refer to their responses on the board at this point. I will let them listen to sound file (external link), which plays a sound file of a usual poem. Then, I will show them the website, which should be used as tool to eventually create their own poetry books. They should already know how to operate the web browsers, but I will provide them all with the Weebly URL so that they can access the site at home.</p> <p>I will ask them what terms they remembered from their persuasive writing unit, and then introduce the idea that poems have their own qualities too. Next, we will look at the “Terminology” page, which contains certain elements specific to poetic language. Then, they will get out their classroom laptops and look over the page with their desk partners. I will instruct the students to turn to the worksheet available in their Language Arts packets that list all the poetic terms. They will work with their desk partner to come up with their own examples (cannot be ones on the website) of each of the terms. I will give the students approximately ten to fifteen minutes to complete this. We will come back together as a class, and I will ask for volunteers to share their group’s example of each of the elements.</p> <p>Then, I will give them each three pieces of larger construction paper and demonstrate how they may fold them in half and staple them together to create a six page booklet to eventually decorate and paste their poems in.</p> <p>After they are done, they may each get a laptop to access the website. They will each get at least five pieces of scratch paper to draft their poems. I will instruct the students to look at the page “Types of Poems” and each of the subpages for the structures of the nine poems they may choose from. They will choose five out of the nine available (I will also be sure to mention that they must use at least five of the poetic elements in their poems; they will have to identify them in their completed poetry books). Following the structures and examples on the website, they can draft their poems on the scratch paper (dictionaries will be available). Once they have all drafted</p>

	<p>their poems, I will refer back to the LCD projector and go over the basics of formatting with MS Word. The mini tutorial will include changing fonts styles/size/color, word art, margin/spacing, and background coloring. Then, they may start decorating their poems. There will be an informational sheet at my desk that they can refer to if they need reminders. I will also be available to assist any troubles they may have.</p> <p>Once they print out their five poems, they will compile them into the booklet by pasting (and cutting, if necessary) them into the pages, leaving a cover page for them to write in a title, decorate and write in their names. Then, I will give them each five post-it notes, and they must identify five of the poetic elements in their book by writing the term and placing it near the location of where the term is exercised. Finally, they will also have to label to “anatomy” of one of their poems (stanza, verse, and form).</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p><u>Objective 1:</u> Students will be able to distinguish poetic rudiments by labeling these elements in any of the poems that they will write for their books. These elements are verse, stanza, and form. Providing examples of 3/3 is acceptable.</p> <p><u>Assessment 1:</u> Students will be asked to identify the three different poetic rudiments that are at work in one of their poems. I will provide them with Post-Its for them to point towards the location of the term and to identify what term is at work (they will put the Post-It on the poem and write the term on the Post-It).</p> <p><u>Objective 2:</u> Students will be able to correctly utilize at least five different elements of poetic language by writing five poems of their choice to compile into a poetry book. These elements are alliteration, hyperbole, onomatopoeia, personification, couplet, repetition and rhyme. Correctly using 4/5 is acceptable.</p> <p><u>Assessment 2:</u> Students will be asked to identify five different poetic terms that are at work in their poems. I will provide them with Post-Its for them to point towards the location of the term and to identify what term is at work (they will put the Post-It on the poem and write the term on the Post-It).</p> <p><u>Objective 3:</u> In writing these five poems, students will be able to recognize different types of poems by correctly adhering to the specified structure and requirements of each poetic form. Correctly writing 4 out of 5 is acceptable.</p> <p><u>Assessment 3:</u> Students will be given ten minutes to examine the different types of poetry that they can choose from on the website. Then, they will draft out any five that they wish. I will walk around and ask to see student work and I will welcome and students who may want to share their writing with me. If they do not complete it in class, they may finish their booklet for homework (and morning work time if they have completed other work). I will check the booklet to make sure they demonstrate correct use of each poem’s structure.</p>

