Lesson Plan Template

Date: _____

Grade: 4th grade	**Subject: Poetry**
Materials: power point presentation, poetry packet	**Technology Needed:** computer, smartboard

Instructional Strategies:

- ☐ ==Direct instruction==
- ☐ ==Guided practice==
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)

- ☐ ==Peer teaching/collaboration/ cooperative learning==
- ☐ ==Visuals/Graphic organizers==
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ ==Large group activity==
- ☐ ==Independent activity==
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)

  Explain:

- ☐ Hands-on
- ☐ ==Technology integration==
- ☐ Imitation/Repeat/Mimic

Standard(s):

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).)

4.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

4.W.5 Develop and strengthen writing as needed by planning, revising, and editing.

4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (a. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.)

Differentiation

Below Proficiency: For students who are below proficiency, they will be present during direct instruction and work on the writing of their poem with their instructional aide, if present, or continue to work on it at their own pace.

Above Proficiency: For students who are above proficiency, they will be able to provide examples of poems or words used in poems for their classmates. They will also be able to do their poem writing with little to no help during this time.

Approaching/Emerging Proficiency: For students who are approaching/emerging proficiency, they will be able to follow along with the direct instruction and work on their poem writing activity individually, with access to help when needed.

Modalities/Learning Preferences:
- **Visual:** power point presentation
- **Auditory:** spoken instruction
- **Kinesthetic:** poem vocabulary and practice poem writing
- **Tactile:** poem writing in poem packets

Objective(s):

By the end of the week, students will be able to form poems using common writing skills for fourth grade and apply phonics.

By the end of each lesson, students will have produced a poem and continue to develop and strengthen writing through thorough planning of ideas.

Bloom's Taxonomy Cognitive Level: knowledge, comprehension, and application

Classroom Management- (grouping(s), movement/transitions, etc.):

Students will be seated during direct instruction (power point) and be able to provide examples and definitions of poem vocabulary and poems by raising their hand or being called upon to give examples for the class. They will be seated with a voice level of 0 during direct instruction time. During their poem writing time, students should be at a voice level of 1-2, and are expected to work individually or with

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):

Students are expected to behave responsibly and respectfully towards their teacher and peers. They are expected to be paying attention during direct instruction and working in a timely manner during their poem writing time. During direct instruction, students will be able to give examples and help with poem vocabulary terms

a partner. Once transitioned into groups or individual work time, students are expected to stay on task and work cooperatively with peers. Each student will be required to participate in the poem writing and create when prompted to do so.	based on their prior knowledge. During their poem writing, students will be able to complete this individually or with a partner quietly and cooperatively. Students are also expected to keep track of their poetry packet as it will be used during each lesson of the week.

Minutes	Procedures
5	**Set-up/Prep:** Make the poetry power point and accessible to students if needed. Set up computer for whole-class instruction. Have poem writing and packet ready to hand out before direct instruction is started.
5-7	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** Students will be asked, "Have you ever written poems before?" and "What are some examples of poem types you might know?". While thinking about these questions, their poetry packets will be handed out to filled out throughout each day of direct instruction.
10-20	**Explain: (concepts, procedures, vocabulary, etc.):** **Monday: (POETRY VOCABULARY AND CINQUAIN)** Students will be introduced to cinquain poetry and poetry vocabulary. Direct instruction will be used go through each definition of the poetry vocabulary and the class will be writing a cinquain poem together, and another will be on their own. Students will be required to interact and participate with the poetry power point presentation and fill in their poetry packets along with the teacher. The students came up to the board to interact with the lesson (write the words on the board as needed), instead of sitting in their desks watching the teacher. The teacher will go through the first three slides of the power point. The poetry vocabulary and cinquain slides will be filled in by the students with proper definitions and good writing skills. Having the students help with definitions helps give the teacher an idea of the students' knowledge and understanding of the topic. After the poetry vocabulary slide, the teacher will move onto the cinquain slide directing students to the next page in their poetry packet. The students will help the teacher fill in the parts needed to form a cinquain poem and then the teacher will put together the cinquain poem to show the students how it should look. Once the teacher provides an example, the students will be writing their own cinquain poem and be allowed to share their creativity if time allows at the end of the lesson. **Tuesday: (DIAMANTE)** Students will review cinquain poetry and poetry vocabulary from the day prior, by reviewing the first three slides of the power point presentation. The slides will be filled in with their example cinquain poem from the day before. They will be introduced to diamante poems by using the next two slides of the power point presentation. Direct instruction will be used to explain diamante poem structure, and a whole class example will be formed after the explanation and formation of diamante poetry is explained. Students will be required to interact and participate with the power point presentation and follow along in their poetry packets. After the diamante slides are complete with an example of a diamante poem formed by the whole class, students will be writing their own diamante poem and share their creativity if time allows at the end of the lesson. **Wednesday: (LIMERICK)** Students will review cinquain and diamante poetry and poetry vocabulary from the days prior, by going through the FILLED in slides based on poetry vocabulary, cinquain, and diamante poetry. The examples of each poem done in class will be part of the power point presentation. Direct instruction will be used to explain limerick poem structure and the students will be filling in the limerick slide on the board, creating their own poem. Students will be required to interact and participate with the power point presentation and will be following along in their poetry packets. After the limerick slide and poem is created by the whole class, students will be writing their own limerick poem and share their creativity is time allows at the end of the lesson.
10-15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

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	Monday: (POETRY VOCABULARY AND CINQUAIN) Students will be writing their own cinquain poems after an example is done as a class. If time allows, students will share out their poems if they would like to. **Tuesday: (DIAMANTE)** Students will be writing their own diamante poems after an example is done as a class. If time allows, students will share out their poems if they would like to. **Wednesday: (LIMERICK)** Students will be writing their own limerick poems after an example is done as a class. If time allows, students will share out their poems if they would like to.
5-10	**Review (wrap up and transition to next activity):** Students will share their poems to their classmates if time allows and after each student has completed it.

Formative Assessment: (linked to objectives, during learning)	Summative Assessment (linked back to objectives, END of learning):
• **Progress monitoring throughout lesson (how can you document your student's learning?)** Students will be progress monitored based on their clarifying questions. Watch for confusion during direct instruction. The teacher will also be walking around during their poem writing time to look for confusion or understanding of the topic.	By the end of the week, students should be able to tell the difference between and identify types of poems and poetry vocabulary. Students should also be able to write poems based on their understanding of each type.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

During the in-class activity on the poem writing, the students helped the teacher by providing examples of nouns, adjectives, and verbs ending in -ing and helped the teacher in the formation of the cinquain poem. One thing I would change during the poetry vocabulary and cinquain lesson would be that the students would come up and write the words instead of me turning my back to them to write on the board (changed in lesson plan). The students responded well to the diamante lesson as well, as a diamante poem is similar to a cinquain poem, so they already knew the basis of the poem, just reviewing the formation. The students provided examples of nouns, verbs, and adjectives to form the in-class example of the diamante poem. The students also wrote their own diamante poems where they chose what they wanted to write about and used the same formation as the whole group example done as an entire class. The students were creative with the topic they chose to write their diamante poem about and there was time for them to share with the class. The last lesson I taught was more challenging for the students. The limerick poetry writing activity was done as a whole class instead of individually, as limerick writing can be difficult due to the syllables and rhyme scheme. The students enjoyed working as an entire class to create an Earth day themed poem for the class to write down as we went. The students worked strongly together as one unit to come up with rhyme schemes and the proper amount of syllables for each line in the limerick poem. The students kept track of their packet and that way everything is in one place. Overall, I think the students enjoyed the poetry writing activities and it showed during their interaction with each lesson taught.