Name: Danielle Cook   Date of Lesson:

Content Area: English   Grade/Age: 10

Cooperating Teacher: Dr. Shipley

I. Topic of Lesson: Introduction to Poetry / Concrete Poem

II. Goal/Objective/Purpose of Lesson:

   -Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   -Students will also be able to produce a clear and coherent concrete poem where the development, organization, and style are appropriate to task, purpose and audience.

III. Prerequisite Knowledge: Students should have a previous knowledge of literary devices and their uses before this lesson because this is meant as a review for the students. Students should have an understanding of the following terms: free verse, prescribed verse, figurative language, simile, metaphor, personification, alliteration, onomatopoeia, and rhyme scheme.

IV. Ohio Academic Content Standards:

Standard	Benchmark
Writing: *Production and Distribution of Writing*	*W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*
Language: *Vocabulary Acquisition and Use*	*L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.* *b. Analyze nuances in the meaning of words with similar denotations.*
Writing: *Range of Writing*	*W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
Standard 5: Writing Strategies	5. *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of*

		purposes.

VI. Materials/Technology:
    1. SmartBoard
    2. SmartBoard Intro to Poetry Game
    3. SmartBoard Concrete Poem Game
    4. Pencil and Paper

VII. Activities/Procedures:
    1. Distribute pre-test to students and ask them to complete it. (15 mins)
    2. Discuss the essential questions with the students. Explain to them the direction of the unit and what all they will be doing. (3 mins)
    3. Ask students to brainstorm a list of words or phrases that come to mind when they think of poetry and write them down. (2 mins.)
    4. Ask students in groups of four to come to the smartboard and write down one of the words or phrases they have come up with. Instruct them to not repeat a word that is already written. (2 mins.)
    5. Read the words with the students and start the discussion based on the words that they have come up with. Ask students what they think a good definition for poetry would be? After you discuss a couple good definitions give the students a definition that they can write down. Depending on the conversation you can adapt the definition to add in students' input. (2 mins)
    6. The second and third game reviews figurative language, simile, metaphor, personification, alliteration, and onomatopoeia. Students will be asked to come up to the smartboard and drag the correct term to the sentence that corresponds to the term to demonstrate their understanding of the literary terms. (5 mins)
    7. The next simulation activity will be a review over rhyme scheme. Review with students how you determine rhyme scheme and with their help complete the tasks in the game. (2 mins)
    8. Start the SmartBoard Concrete Poetry Game. Explain to the students what a concrete poem is and show them examples using the game and the internet. (2 mins)
    9. Complete the concrete poetry simulation game with class input to demonstrate how to write a concrete poem. (2 mins)
    10. Students will be instructed to create a concrete poem following the structure that we discussed in class. They will be given the grading rubric and we will go through the expectations as a class. (15 mins)

VIII. Accommodations/Differentiated Instruction:
    Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues. Kinesthetic learners will get active engagement when making their poems and completing the games on the SmartBoard.

IX. Assessment/Evaluation:
    The completion of the smartboard activities is a formative assessment to determine the students' current understanding of figurative language, word meanings, and nuances. The concrete poem that the students will create is a summative assessment to determine if the student can create a clear and coherent concrete poem in which the development, organization and style are appropriate to task, audience, and purpose.

	Excellent 5-4	Good 3-2	Poor 1-0
Clear and Coherent	The poem contains clear and understandable	The poem contains vague and hard to understand	The poem does not contain clear and

	language that explains the meaning of the poem and what is going on in it.	language that does not clearly explain the meaning of the poem or what is going on in it. The reader has to struggle to understand the poem.	understandable language that does not explain the meaning of the poem and what is going on in it.
Development, Organization, and Style	The poem follows the development appropriate for the poem and is organized in an understandable way that follows the style of the poem.	The poem follows the development appropriate for the poem but fails to be organized in an understandable way that follows the style of the poem.	The poem does not follow the development appropriate for the poem and is not organized in an understandable way that follows the style of the poem.
Task, Purpose, and Audience	The poem is appropriate for the task and type of poem that has been assigned. The poem is also appropriate to the audience in which they are writing for.	The poem is appropriate for the task and type of poem that has been assigned but is not appropriate for the audience in which they are writing.	The poem is not appropriate for the task and type of poem that has been assigned. The poem is also not appropriate to the audience in which they are writing for.

X. Reflection:
I modified this lesson some but for the most part I completed this lesson in the field and the students really responded well to it. The students seemed to have an impression of poetry as dark and depressing. They almost always related it to Edgar Allen Poe or other poets like him. This lesson helped engage them into poetry and show them that it is not always dark and depressing. The students really enjoyed the smartboard activities because it gave them time in the lecture to practice what you were teaching and to move around and speak. The students also really like the creativity that they could have when completing this type of poem.