

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 10th

Cooperating Teacher: Dr. Shipley

I. Topic of Lesson: Cinquain Poem and Famous Poet Research

II. Goal/Objective/Purpose of Lesson:

-Students will also be able to produce a clear and coherent cinquain poem where the development, organization, and style are appropriate to task, purpose and audience.

-Students will be able to organize and synthesize important information from their research.

III. Prerequisite Knowledge: Students must have an existing knowledge about figurative language and poetic structure. Students must also have an existing knowledge about how to research and determine the importance and relevance of information to a subject.

IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Writing: Production and Distribution of Writing</i>	<i>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.)</i>
<i>Writing: Range of Writing</i>	<i>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.</i>
<i>Writing: Research to Build and Present Knowledge</i>	<i>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>

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

Standard	Benchmark
<i>Standard 5: Writing Strategies</i>	<i>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.</i>
<i>Standard 8: Communication</i>	<i>8. Students use a variety of technological</i>

	<i>and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i>
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VI. Materials/Technology:

1. SmarBoard
2. Read, Write, Think SmarBoard Cinquain Program
3. Pencil and Paper
4. Computers with internet access

VII. Activities/Procedures:

1. Introduce the Cinquain poem to students by reading them a few examples that are displayed on the SmarBoard. (5 mins)
2. Discuss with the students what type of figurative language is used in the poems. (5 mins)
3. Start the Read, Write, Think SmarBoard Cinquain Program. Complete the tasks that the program contains with the students creating a class cinquain poem. This will show the students the format and an example of what their poem should look like. (10 mins)
4. Instruct the students to pull out a piece of paper and create their own cinquain poem. They will be instructed to follow the format of the poem that is displayed on the smarboard. They will be given the grading rubric which we will go over together as a class so that they know the expectations. The students will then create their own cinquain poem. (20 mins)
5. I will draw names for the students to come up and tell me who their poet that they are going to research is. I will only allow up to two students to have the same poet in each class. Students will then have the remainder of the period to start research for their farcebook page. (15 mins)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues.

IX. Assessment/Evaluation:

	Excellent 5-4	Good 3-2	Poor 1-0
Clear and Coherent	The poem contains clear and understandable language that explains the meaning of the poem and what is going on in it.	The poem contains vague and hard to understand 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.	The poem does not contain clear and 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:

My cooperating teacher taught this lesson and the students really responded well to it. They liked being able to create a poem as a class for an example to refer back to. It also helped keep the students engaged in the instruction because they were not merely being lectured to, they had input in the instruction.