

Dan Lonkevich

Three-day Poetry Writing Lesson Plan

III. Daily lesson plans

- Copy and paste the template below as needed, depending on # of days in your learning segment.
- You should be as detailed as possible so that other teachers can follow and use. Feel free to include hyperlinks to other documents or websites.
- Attach relevant documents, such as graphic organizers, assessments, rubrics, scoring guides, etc. for EDSS 444,442,443,& 446. *(These will be uploaded separately for the submission of the edTPA Performance Assessment in spring semester).*

<p>Day #:1</p> <p># of minutes: 1h 50m</p>	<p>Content Standards (e.g., Common Core, NGSS):</p> <p>ELD standards [include <u>after</u> you have completed Part IV]:</p> <p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.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.)</p>
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Focal concept/idea: *from Progression of learning (Part II)*

Focal disciplinary practice (if applicable):
Science examples – asking questions, developing models, etc.

Learning Objective(s): *The students will learn how to write and revise a poem about a personal event that made them sad.*

Agenda: *Should be visible to students*

We will be learning about the evocative power of poetry and the use of figurative language, such as imagery, metaphor and symbols, to evoke emotion and convey meaning. Students will put this knowledge to use by learning how to write their own poem and sharing it with their class. The class will work in groups to assess each other's poems and offer constructive feedback.

<p>Day 1 Intro/warm up 1h50m</p>	<p>Timing <i>e.g., 8-8:10</i></p>	<p>Activity and classroom talk description-</p> <p><i>Describe in detail everything students and you will be doing as you engage in and learn the focal concept/idea</i></p> <p>We will start with a discussion of what poetry is and how it is different than prose. Students will learn about rhythm and meter, rhymed verse, blank verse, stanza forms, types of poems and how poets use figurative language to evoke emotions and convey meaning.</p> <p>My Favorite Quote about poetry:</p> <p>Poetry “should strike the reader as a wording of his own highest thoughts, and appear almost a remembrance,” from the letters of John Keats.</p> <p>I also will review the list of literacy devices provided in the third column and provide examples and lead a class discussion on figurative language.</p>	<p>Informal Formative Assessment <i>List questions/ prompts to elicit and build on student ideas and experiences</i></p> <p>What is poetry and how is it different than prose? Students will learn about rhythm and meter, free verse, stanza forms, metric feet etc. They will learn about how poets use language and imagery and other devices to evoke emotions and meaning.</p> <p>My Favorite Quote about poetry:</p> <p>Poetry “should strike the reader as a wording of his own highest thoughts, and appear almost a remembrance,” from the letters of John Keats.</p> <p>What is meant by Confessional Poetry?—A short discussion of the Confessional School of Poetry with reference to Elizabeth Bishop, Robert Lowell and Theodore Roethke.</p>	<p>Language Demand Supports- <i>Describe how to support students in using language to do academic work (e.g., language functions, discourse, syntax, vocabulary)</i></p> <p>Review of Literary Devices</p> <p>Alliteration — is a series of words or phrases that all (or almost all) start with the same sound. These sounds are typically consonants to give more stress to that syllable. You’ll often come across alliteration in poetry, titles of books and poems</p> <p>Allusion — is when an author makes an indirect reference to a figure, place, event, or idea originating from outside the text. Many allusions make reference to previous works of literature or art.</p> <p>Metaphor/Simile — are when ideas, actions, or objects are described in non-literal terms. In short, it’s when an author compares one thing to another. The two things being described usually share something in common but are unlike in all other respects.</p> <p>A simile is a type of metaphor in which an object, idea, character, action, etc., is compared to another thing using the words “as” or “like.”</p> <p>Both metaphors and similes are often used in writing for clarity or emphasis.</p> <p>Imagery — is when an author describes a scene, thing, or idea so that it appeals to our senses (taste, smell, sight, touch, or hearing). This device is often used to help the reader clearly visualize parts of the story by creating a strong mental picture.</p> <p>Irony — is when a statement is used to express an opposite meaning than the one literally expressed by it.</p> <p>Mood — is the general feeling the writer wants the audience to have. The writer can achieve this through description, setting, dialogue, and word choice.</p> <p>Continued.....</p>
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Day 2
Modeling how
to write a
poem

50 minutes

You will start by writing a page describing the traumatic event and how it made you feel. You will use simple sentences. You will write 10 to 15 simple sentences without worrying about grammar and spelling. I want you to focus on describing the event and how it made you feel.

I will model how to do this by sharing with you a piece of writing about a traumatic event in my childhood, which I then re-wrote as a poem. I will read the letter I wrote to myself at age 4 and then "The Teddy-Bear" poem. 5 to 10 minutes

Modeling of the writing assessment

Dear Mr. L. at 4 years old,

They will soon take away your teddy-bear and give it to your new baby brother David. They will call you a big boy and tell you you have outgrown teddy-bears and other things. You will come to believe that this is a lie and a judgement. This meanness will make you want to cry but you won't. You will suck up the loss and the pain. But also you will know the beginning of resentment, favoritism, cheapened dreams and unquenchable longing. You will watch baby David attach himself to that stolen bear, which will never be taken from him. Soon after, your grandparents will send you a swing set, which your father will assemble while mixing feelings of inadequacy with inconvenience, shame and dread. The swing set will be your playground. Neighborhood kids will descend, playing for hours. This will be fine with you. You will watch and wait. You know that you or they won't be around for long.

The Teddy-Bear

**They will soon take away your teddy-bear
To give it to your newborn brother.
They will call you a big boy, who has**

**Outgrown teddy-bears and other things.
This lie, this judgement, this meanness
Will make you want to cry but you won't.**

**You will suck up the loss, the pain,
But also you will know the beginning
Of resentment, favoritism, cheapened**

**Dreams, unquenchable longing.
You will watch your brother attach himself
To that stolen bear, which will never be**

**Taken from him. Soon after, your
Grandparents will send you a swing set
Which your father will assemble**

**While mixing feelings of inadequacy
With inconvenience, shame and dread.
The swing set will be your playground.**

**Neighborhood kids will descend,
Playing for hours. You will watch
And wait. They won't be around for long.**

What is the mood like in the poem? What does the teddy bear symbolize? Is the poem effective, evocative? How does it make you feel?

Personification — is when a nonhuman figure or other abstract concept or element is described as having human-like qualities or characteristics. (Unlike anthropomorphism where non-human figures become human-like characters, with personification, the object/figure is simply described as being human-like.) Personification is used to help the reader create a clearer mental picture of the scene or object being described.

Symbolism — refers to the use of an object, figure, event, situation, or other idea in a written work to represent something else—typically a broader message or deeper meaning that differs from its literal meaning. The things used for symbolism are called "symbols," and they'll often appear multiple times throughout a text, sometimes changing in meaning as the plot progresses.

Tone — while mood is what the audience is supposed to feel, tone is the writer or narrator's attitude toward a subject. A good writer will always want the audience to feel the mood they're trying to evoke, but the audience may not always agree with the narrator's tone, especially if the narrator is an unsympathetic character or has viewpoints that differ from those of the reader.

<i>Transition</i>		<p><i>Write down exactly what you will say to help student see connections between activities and the learning objective (or larger central focus). You should also consider connections to students' prior learning experiences and lives outside of school.</i></p> <p>Next we will review and discuss the literary devices I used in my poem and assess whether they are effective. What is the mood like? What does the teddy bear symbolize? Is the poem effective, evocative? How does it make you feel?</p>
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<p>Day 2 Through (Central Activity[ies])</p>		<p>Please begin thinking about a personal struggle or event that has been hard for you in your life.</p> <p>Write as expressively as you can about what happened. Try to paint a picture in words and images. Pay close attention to details such as colors, sensations, aromas etc that you remember from the experience.</p> <p>Write a full page about the experience. This is a free write. Don't worry about spelling or grammar. We will deal with that later in the next stage.</p> <p>You will have the rest of the class — about 40 minutes — to write a one page description of the struggle or event and how it made you feel.</p> <p>I will circulate to answer questions, give encouragement and monitor progress.</p> <p>If you finish you are to begin converting it into a poem. I encourage you to experiment with different line breaks, rhymes, meters, stanzas, poetic forms etc. I also encourage you to ask questions and once again to use some of the literary devices we discussed in your poem.</p>	<p>Rubric</p> <p>The poetry writing assessment must include the following:</p> <p>The one page description of the event that made you feel bad; any and all versions of the poem you wrote (these will show how you rewrote and revised to try out different words and meanings, metaphors and imagery).</p> <p>The poem must be 10 to 15 lines and also should be grammatically correct and have no misspellings.</p> <p>To get an A, you must use at least three literary devices with an emphasis on or attention to imagery, metaphor, symbolism and mood. Poems that incorporate only two literary devices will receive a B and poems that use only one, a C.</p> <p>Poems that don't incorporate any literary devices but do include both the anecdote and an attempt at a poem will receive a passing grade.</p> <p>If you don't complete the assignment on time you will receive a failing grade until you complete the assignment.</p> <p>You are encouraged to rewrite and revise your poems and show your work to receive a higher grade.</p>	
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<i>Transition</i>	<p data-bbox="512 203 1892 300"><i>Write down exactly what you will say to help student see connections between activities and the learning objective (or larger central focus). You should also consider connections to students' prior learning experiences and lives outside of school.</i></p> <p data-bbox="512 332 1892 462">For homework you are to continue working on your poems and incorporating figurative language and literary devices with an emphasis on imagery, metaphor, symbolism, mood and tone. You will come to the next class with at least the written anecdote about the traumatic event and a first draft of the written poem. The more drafts of the poem you can show, the better.</p>
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<p>Day 3 Beyond (synthesizing/ making sense of the central activity)</p>		<p><i>Be sure to also describe exactly HOW you will know if students met the learning objective and how feedback will be given to students (may include work collected that you will interpret outside of class time).</i></p> <p>During the first half of the class — about 40 minutes — you will each recite your poems to the class.</p> <p>I will take notes and encourage you to do so as well, so you can complete the next part the lesson.</p> <p>During the next 30 minutes you will break into groups to assess each other's poems based on the rubric.</p> <p>Close</p> <p>During the last 10 minutes, you will assess your own performance and assign a grade based on the guidance from the group and mark it on your poems and then turn them in to me.</p>	<p>Ground rules for the discussion will be as follows:</p> <p>As listeners/critics you will always be kind and gentle and show proper respect for each other and for each other's vulnerability in revealing personal details of your lives in their poems;</p> <p>As listener/critics you will first be required to state what you like about the poem and whether it meets Keats' purpose of being a wording of the reader's own highest thoughts and appearing almost as a remembrance;</p> <p>As the listener/critic you will offer specific advice on how the author could say it better.</p> <p>Questions to consider: Did he or she or they follow the rubric? Could he or she or they have chosen words that would have worked better? Were the metaphors or similes they used clear and effective etc.? Which literary devices did he, she or they use? Which ones could he/she or they use to make the poem better?</p>	
<p>Closure</p>		<p><i>Write down exactly what you will say to bring closure to the lesson (help students recap what was learned and next learning steps).</i></p>		