# **University of Scranton**

## Education Department

### Teacher – Kathy Granko School- ABC High School

**Grade – Tenth( 10th) Date – 4/18/13**

**Lesson Plan Title – Why *Bother* with Poetry? – Lesson 2 of 3 Class – English Literature**

**Objectives***.*

**As part of National Poetry Month, students will observe and celebrate *Poem in Your Pocket* Day.**

**State standard(s) met –**

**1.7.L.A:** Evaluate as a reader how an author’s choice of words advances the theme or purpose of a work.

**1.2.10.D:** Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**R11.A.1.3.1:** Make inferences and/or draw conclusions based on information from text

**NCTE (National Council of Teachers of English) Standards met:**

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

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| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.**  Students will sit in one large circle. Throughout lesson, teacher will encourage and answer questions. | **Examples, illustrations, resources, and assessments** | |
| **Introduction, Set Induction, or Anticipatory Set Opener:**  **Lesson Content, Procedures, and Body**  **Guided Practice:**  .  **Collaborative Practice:**  **Homework:** | Good morning everyone! Today is Poem in Your Pocket Day!(elaborate). In honor of this event, I am pleased to welcome a special guest(s).  **Teacher introduces special guest who will share the “*Poem in his/her Pocket”.***  (could be a Principal, popular teacher, school staff member, coach, etc.).  Guest reads poem and offers comments on significance of poem. Brief discussion, Q&A. (15 min).  I am so delighted that Mr./Ms.XXX could join us today. I never imagined so many people enjoyed poetry, were impacted by it and are working to share words with others.  **Students view YouTube clip from Poets.org on *Poem in Your Pocket* Day.**  Let’s take a look at efforts to celebrate *Poem in Your Pocket* day happening across our communities.  **After teacher assigns partners, students exchange poems.**  Ok, everyone hand your partner the poem you selected last night. Partners, here’s what you’ll do in 15 minutes:  ✓read each other’s poem,  ✓write in your own journal *your own* reaction to your partner’s poem, (not why you think your partner selected it!)  ✓Share and compare your reactions.  **Students and teacher discuss various poems and individual responses**.  Tomorrow is our poetry reading:  ✓Each one of you will read your poem to the class.  ✓If you feel comfortable talking about why it appeals to you, I encourage you to share it with us.  I have already collected the poems we discussed yesterday, and will include the wonderful poems we shared today. I’m so delighted with what you have contributed to the class!  For homework tonight there are two parts: | http://www.youtube.com/watch?feature=player\_embedded&v=qt8tzj0ieb4  Resources: Student copies of poems, student poetry journals and pencils. |
| **Closure/Follow-Up:**  **Teacher distributes poem “scrolls”**  **Assessment**  **Differentiation** | 1. I want you to select another poem that  you enjoy, but this time I want you to pick a  poem that reflects your particular feelings about a specific thing. For example,  it can be about love, school, sports, relationships, your family, whatever. But don’t pick it just because you like how it rhymes, or because it is easy. Pick something that you feel strongly about.  Be prepared to discuss why selected it, because we’ll talk about it at our reading.  2. Read this handout regarding tips on reading poetry aloud. It will help you for tomorrow!  Pick a scroll from my poem basket. Don’t open it now! Sometime before tomorrow, read it and take a few minutes to reflect on it. Be sure to pass it on to someone. Document in your poetry journals their reactions. Did they ask what is this? Did they read it with you? Did you explain why you gave them the poem?  Non-formal assessment during the lesson. When the teacher asks questions and asks for questions the students should be engaged.  Students with auditory or visual impairments will be invited to sit closer to the teacher.  ESL students may select poems in their first language, and interpret for the class.  Gifted students can create their own Poem in Your Pocket assignment. They are to share a poem by any means they choose – social media, email, posters for class, etc. Encourage their imagination! They may: | *Resource: Handout “How to Read a Poem Out Loud” by Billy Collins.*  *Resource: Large basket filled with “scrolled” random poems.* |
| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.** | **Examples, illustrations, resources, and assessments** | |
| **References:**  **Performance and Behavior Standards** | Start a "poems for pockets" give-a-way in your school or workplace  Urge local businesses to offer discounts for those carrying poems  Post pocket-sized verses in public places  Handwrite some lines on the back of your business cards  Start a street team to pass out poems in your community  Distribute bookmarks with your favorite immortal lines  Add a poem to your email footer  Post a poem on your blog or social networking page  Project a poem on a wall, inside or out  Text a poem to friends. | :  [www.poets.org](http://www.poets.org),  [www.PoemHunter.com](http://www.PoemHunter.com) | |