# **University of Scranton**

## Education Department

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

**Grade – Tenth( 10th) Date – 4/19/13**

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

**Objectives**:

**✓ostudents will prepare for and perform a reading of**

**poems personally selected.**

**State standard(s) met:**

**1.6.10.B:** Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

**1.6.10.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.

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

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 seated in large circle. Podium will be placed in front for those students who wish to use it. Classroom will be transformed into a coffeehouse setting:  Hot chocolate, goldfish pretzels, etc. Festive napkins and decorations.  Throughout lesson, teacher will encourage and answer questions. | **Examples, illustrations, resources, and assessments** | |
| **Introduction, Set Induction, or Anticipatory Set Opener:** | First, I want us all to stop, a take a really deep breath – hold for 5 seconds – there! We are relaxed, and ready to begin.  Good morning! I am so excited to hear you read poems that are special to you. Lets thank those of you who transformed our class into a “coffeehouse”. It really looks spectacular. | ATB |
| **Lesson Content, Procedures, and Body**  **Guided Practice:**  **Independent Practice:** | I know we’re anxious to begin, but first I want to review a few tips:  **Teacher reviews “Poetry Think Aloud”.**  **Teacher perfoms his/her reading.**  **Teacher has students draw random numbers from bag to determine order of performance.**  **Individual students begin reading. After each reading, teacher will initiate discussion of why poem was selected and classmates’ reactions and own feelings and responses.** | Resource: Poetry Think Aloud  Document. |
| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.** | **Examples, illustrations, resources, and assessments** | |
| **Homework:**  **Closure and Follow-up:**  **Performance and Behavior Standards** | Excellent work! Now, can anyone tell me what a *poetry slam* is? No? For tonight’s homework, your assignment is to go online and research what a poetry slam is. Record in your poetry journal a few key points regarding poetry slams, and be prepared to discuss your findings on Monday.  **Teacher asks if there are any questions.**  I want us to close by reading the following poem (on overhead and handout).  Student volunteers read stanzas of poem *Poetry*. | ***Resource:*** *Poetry by Pablo Neruda*  http://www.tnellen.com/cybereng/poetry/QMpoetry.html | |

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| Sequence of activities and planning strategies | **Procedures, directions, notes and questions.** | **Examples, illustrations, resources, and assessments** |
| **Assessment**  **Differentiation** | Teacher will walk around room at times, assessing nonverbal cues. Teacher will ask questions if necessary to probe for understanding.  Challenged students can present alternative interpretations of their poetry, such as a drawing or technology-based interpretation. Alternately, they can select a stanza or lines from a poem selected with the assistance of a peer buddy or teacher.  ESL students can read poems in their first language, and interpret for the class.  Gifted Students can investigate “Poetry Slams’, with ultimately facilitating arranging class poetry slam. | . |