# **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 AloudDocument. |
| 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.  | . |