

EIS 303/304 Lesson Plan Spring 2012

Your Name: Teli Fedele

Mentor's Name: Mr. DeVries

Date of Lesson: 9 September 2012

Course/Class: English 1

Lesson Topic: Poetry

Grade Level: 9th grade

Time: 50 minute period

ILLINOIS LEARNING STANDARDS: (<http://www.isbe.net/ils/Default.htm>) Identify the standards addressed in your lesson plan.

Goal	Standard	Benchmark
*To be able to identify and understand figurative language in the Robert Frost poem.	*L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	*N/A
*To have students actively engaged in discussion about the poem and drawing their own views and having evidence from the text to back their opinions.	*SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement, and disagreement, and when warranted, justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	*N/A

OBJECTIVES: *List your objectives, beginning with a verb that is observable and measurable.	ASSESSMENT: Describe the assessment and explain its usefulness in measuring individual student learning. Attach a copy of the assessment and grading criteria.	RATIONALE: Explain why you selected this method of assessment and its alignment with the objectives.

*Students will be able to identify and define metaphor, theme, symbolism, figurative language, and metonymy.	*On the handout, have students circle examples of the literary terms and label the term it best represents.	*I want my students to become familiar with these literary terms because it is necessary for the readings we will do throughout the year as well as understanding poetry.
*Students will be able to apply their knowledge of literary terms with a variety of poems.	*Students will engage in group and class discussion about a different poem. I will make sure to call on everyone to see what they have learned.	*I want my students be able to apply their information they learned about the Robert Frost Poem to a variety of other poems.

INSTRUCTIONAL MATERIALS & RESOURCES:

List everything you need to teach this class. Your actual instructional materials, i.e., lecture notes, PowerPoint, maps, supplementary material, etc. must be included. **Attach to your lesson plan where applicable and note where used within your lesson plan.**

Materials, Technology, Other Resources Needed
*A copy of Robert Frost's poem, "Nothing Gold Can Stay." *A writing utensil *Literary Terms worksheet
*Smart board to circle terms on in during class discussion *PowerPoint presentation
*A packet of all the poems we will read for the semester *Their journal

LEARNING STRATEGIES USED:

Define in detail the two or more strategies you plan to use. Explain the rationale for each strategy. It should take into consideration students' age, ability, needs, etc. **Ask yourself, what is the best way to teach this lesson content to these students?**

Strategy	Rationale for strategy
*Use the Smart Board and Power Point to get my students' attention and get them engaged in the lesson. Also, I will have them interact with the Smart Board as well.	*I want to make sure I can engage my students in poetry because I know that many students do not enjoy poetry because they are not familiar with it and because it can be difficult for some students.
*Read and discuss the poem out loud together.	*Students may have little experience with reading poetry and I want to make sure students hear the flow of the poem.
*Have students get into groups of two or three and discuss the poem while I walk around and monitor them.	*I want students to hear other students' opinions or interpretations of the poem. Also, group work gives many opportunities for multiple perspectives to be considered.

BEFORE CLASS BEGINS:

Consider what happens before you start your lesson or before the “bell” rings. What duties are you responsible for? Will you greet your students? How and where? Are there routines and procedures already in place or will you plan something?

*I will make sure I made plenty of copies of the handouts and put them in separate piles in the front of the room.
*I will have the question “What is poetry?” on the board.
*I will greet my class at the door and inform them as they walk in to grab the handouts at the front of the room before they take their seat and begin writing in their journals about “What is poetry?”

	Classroom procedures	Instructional Details
<p>OPENING: * Introduce the lesson. Establish yourself as the teacher. YOU start the class!</p> <p>(approximate time) About 3-5 minutes</p>	<p>*After I greet them at the door, I will tell them to get busy writing in their journals about what poetry is to them. *Then I will ask them to tell me what they think poetry is by calling on them.</p>	<p>T: Good Morning Students! S: Good morning Ms. Fedele! T: Last week we talked about and read short stories. This week we will be discussing and reading poetry. I want you to take a couple minutes and write in your journal about what is poetry to you. Also, include names of poems or poets that you have read before, if you have already had some experience with poetry before today. T: Okay, take a minute to finish up. T: What is poetry? Students will respond with their answers and it will lead us into our discussion about literary terms the Robert Frost poem.</p>
		<p>Accommodations/Modifications: Discuss with your mentor any accommodations/modifications necessary for ALL students’ success. *I’m using a power Point to talk about literary terms and poetry so that students can see what I am talking about. Also, I am reading the poem aloud so that students who are better auditory learners can hear the poem instead.</p>

<p>INSTRUCTIONAL METHODS: Provide clear and detailed instructions enabling a third party to use this lesson plan. Detail all procedures for the instructional strategies. Detail all questions for discussion, provide full examples, etc.</p> <p>(approximate time) 30-35 minutes</p>	<p>*Then I will have a discussion about poetry and how it is related to music and play something on YouTube as a demonstration.</p> <p>*Then we will talk about literary terms from a Power Point presentation.</p> <p>* Then I will put the Robert Frost poem up on the smart board and I will ask them to read it silently to themselves.</p> <p>*When they get done, I will reread the poem out loud for them.</p> <p>*Then I will ask them to get in groups of two or three and circle and label the literary terms within the poem.</p> <p>*When the groups are done, I will ask line by line for literary terms and I will have students come up to the smart board and circle and label them for the class and tell me why they did so.</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Is music considered poetry? 2. Can you give me an example? 3. Why is music more popular than poetry? <p>T: What is a metaphor?</p> <p>Then I will present information about metaphors and the other literary terms on the Power Point and we will talk about them. I expect that my students will be taking notes.</p> <p>T: Get into groups of three and I will count you off. 1,2,3,1,2,3...</p> <p>T: Okay, ones over here, twos over there, and threes back there. When I say go, get into your groups and reread the poem a couple times out loud. As a group, decide where examples of the literary terms show up in the poem and circle them on the worksheet. Then go back and label what terms they are. Ready, go!</p> <p>T: Okay, now I want each group to give me an example of a literary term they found. Group 1? One person from the group volunteer to come up to the board and circle and label one that your group found and we'll talk about it. (I do this with each group)</p>
		<p>Accommodations/Modifications: Discuss with your mentor any accommodations/modifications necessary for ALL students' success</p> <p>*I have the Power Point presentation available for students who refuse to take notes.</p>

<p>CLOSING: End the class. Provide opportunity for student feedback, key point summary, time for Q & A, and clear links to next lesson (find out from mentor if you will not be teaching).</p> <p>(approximate time) 5-10 minutes</p>	<p>*First, I will tell students that we will be reading the next two poems in class tomorrow, but for homework I want them to circle and label the literary terms on the next poem to practice the terms and that at the beginning of class I will come around to check if they did it.</p> <p>*Also, I will remind them that these terms are going to be on the test, so it is very important to know them.</p> <p>*Lastly, I will ask students if there are any questions about the literary terms or about the poem.</p>	<p>T:Are there any questions about this poem or the literary terms?</p> <p>T: Ok tomorrow we will be talking about the poem on page 2 of your packet. Make sure you read it for homework and circle literary terms and annotate it as much as possible. I will check if you did it when you walk in the door tomorrow! Have a great day see you all tomorrow!</p> <hr/> <p>Accommodations/Modifications: Discuss with your mentor any accommodations/modifications necessary for ALL students' success</p>
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