LESSON PLAN

Grade(s)	5th grade
Content Area(s)	Language Arts
Topic of Lesson	The topic of this lesson is poetry. Material covered includes poetry terms, famous poets, types of poems they'll cover in class over the year, and how to effectively perform poetry.
Three Objectives	1. Students will be able to correctly identify all poetry terms : alliteration, metaphor, simile, rhyme scheme, onomatopoeia; when given examples and a word bank. 2. Students will be able to correctly break down a set of words by grouping them into lines with the correct number of syllables for a haiku. 3. When given a poem, students will be able to correctly identify the rhyme scheme A-A-B-B by underlining the words that rhyme.
Technology standard	Standard 3: Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. Internet, Networking, and Online Communication Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.
Curriculum Framework	➢ Massachusetts English Language Arts and Literacy ➢ Writing Standards, Grades Pre-K-5 ➢ Text Types and Purposes MA.3.A. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres
Materials needed	LCD projector & whiteboard Computers for groups of 3-5 students Worksheets Microsoft Word (or the Mac equivalent) printer Internet access Access to an outside educational website
Lesson Introduction	I will begin by reading a quote to the students by Audre Lorde: "Poetry is not only dream and vision; it is the skeleton architecture of our

(5 minutes)	lives. It lays the foundations for a future of change, a bridge across our fears of what has never been before" I will ask the students what they think this quote means. I will then go on to explain that poetry can be very important in the world. I will then read the students a poem written by myself.
Lesson Procedure, Web Site Use, and Technology Standard Instruction **(15 minutes)**	After that, I will pull up the website and explain how this website will serve as a resource of everything they learned about poetry, and also has a little bit more information. I will start with the "Poetry Terms" page – after briefly going over each term, I will ask them to share the examples they found in the poem I gave them. I will then show them a poem with a specific rhyme scheme (AABB) and ask them to identify the rhyme scheme. This poem will be pulled up from a word document. Then, I will go to the "Types of Poems" page – and after briefly going over each type of poem, I will ask them to share the type of poem they thought they were given. They will be asked to identify the use of different poetry terms (alliteration, metaphor, rhyme scheme, simile, onomatopoeia) by underlining each, and I will ask them to identify what type of poem it is. Next, I will take them to the "Famous Poets" – after briefly summarizing each poet, I will demonstrate how I found that information on the web and how I made sure I cited it correctly in my resources page. Then, I will break the students into groups of 3-5 and show them the website www.poets.org. They will be given a poet to learn about and I will ask them to find information such as: date of birth/death, famous poems written by them, as well as any specific writing style the poet may have had. They will be asked to type the information on a Word Document After this, they will be briefly share with the class what they learned. Next, I will take them to the "Performing Poetry" page. Before showing them the list of tips to perform poetry effectively, I will show them two videos. One will be of a weak poetry performance; the other will be very strong. I will ask them to tell me about differences between the two performances. Then, I will show them the list of tips to perform poetry effectively.
Wrap-Up of Lesson **(5 minutes)**	I will then give the students a worksheet. It will include the examples of poetry terms as well as a word bank. Here, they will have to correctly identify the examples with the terms given. The worksheet will also include a sentence that they must break down into the format of a haiku.
How will students be assessed to make sure they are able to	Objective 1: Students will be able to correctly identify all poetry terms when given examples and a word bank Assessment 1: Students will be given a worksheet with examples of each poetry term and a word bank. They will be asked to correctly match the

perform the objectives?	examples to the terms. Objective 2: Students will be able to correctly break down a sentence into the correct format for a haiku when given said poem. Assessment 2: Students will be given a worksheet with a sentence and they will be asked to correctly modify it into a haiku Objective 3: When given a poem, students will be able to correctly identify the rhyme scheme Assessment 3: Students will be shown short poems on a word document and I will ask them to work individually and correctly identify the rhyme schemes. .