

<b>Lesson Title/Focus:</b> Free Verse Poetry  <b>Classroom:</b> Grade 5/6 ELA Room 118	<b>School:</b> Tilley School	<b>Teacher:</b> Ms. Rothenburg  <b>Date:</b> March 7, 2019	Class is 35 minutes long
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**OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**

<b>General Learning Outcomes:</b>	GLO 1 - students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences GLO 2 - students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print and other media texts
<b>Specific Learning Outcomes:</b>	Grade 5: SLO 1.1 Discover and Explore <ul style="list-style-type: none"> <li>● Express ideas and develop understanding <ul style="list-style-type: none"> <li>- use own experiences as a basis for exploring and expressing opinions and understanding</li> </ul> </li> </ul> SLO 2.3 Understand Forms, Elements, and Techniques <ul style="list-style-type: none"> <li>● Understand forms and genres: <ul style="list-style-type: none"> <li>- identify and discuss similarities and differences among a variety of forms of oral, print and other media texts</li> <li>- identify the main characteristics of familiar media and media texts</li> </ul> </li> </ul> SLO 2.4 Create Original Text <ul style="list-style-type: none"> <li>● Generate Ideas <ul style="list-style-type: none"> <li>- use texts from listening, reading, and viewing experiences as models for producing own oral, print and other media texts</li> </ul> </li> <li>● Structure Texts <ul style="list-style-type: none"> <li>- Use structures encountered in texts to organize and present ideas in own oral, print and other media texts</li> </ul> </li> </ul> Grade 6: SLO 1.1 Discover and Explore <ul style="list-style-type: none"> <li>● Express ideas and develop understanding</li> </ul>

	<ul style="list-style-type: none"> <li>- engage in exploratory communication to share personal responses and develop own interpretations</li> </ul> <p>SLO 2.3 Understand Forms, Elements, and Techniques</p> <ul style="list-style-type: none"> <li>● Understand forms and genres: <ul style="list-style-type: none"> <li>- identify key characteristics of a variety of forms or genres of oral, print and other media texts</li> </ul> </li> </ul> <p>SLO 2.4 Create Original Text</p> <ul style="list-style-type: none"> <li>● Generate Ideas <ul style="list-style-type: none"> <li>- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print, and other media texts</li> </ul> </li> </ul>
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<b>LEARNING OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- Students will develop further understanding of the use of voice through understanding of poetic forms and creation of original text</li> <li>- Students will generate ideas for original text through the use of modelled forms and personal experience</li> </ul>	
<b>PRIOR KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>- understanding of forms and genres</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Visual</b>	N/A
<b>Project</b>	Writing poems
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- What is free verse poetry?</li> <li>- How does using free verse poetry influence a poet's voice?</li> </ul>
<b>Performances</b>	Responses to prompted questions
<b>PRE CLASSROOM SETUP TEACHER WILL ...</b>	
<b>MATERIALS AND EQUIPMENT</b>	

<ul style="list-style-type: none"> <li>- Prepare poetry templates</li> <li>- update voice prezzi</li> </ul>	<ul style="list-style-type: none"> <li>- paper</li> <li>- pencils</li> <li>- "I am Limitless" by Lina Abojaradeh</li> <li>- <i>The Best Part of Me</i> by Wendy Ewald</li> <li>- Poem templates</li> </ul>
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**CLASSROOM PROCEDURE**

INTRODUCTION		TIME 2 - 3 Minutes
<i>Initial Instructions</i>	Students will be asked to put away material from previous block and turn attention to the front of the class.	1 minute
<i>Attention Grabber</i>  <b>Review of Voice</b>	Using the prezzi, I will review the ideas about voice that the students developed in the previous lesson - highlighting ideas about writing poetry.	2 minutes
<i>Transition to Body</i>  <b>Overview of lesson</b>	I will tell the students that today we are going to continue to develop our use of voice through writing. Today we will be exploring a certain kind of poetry called free verse. We will read and listen to a few poems in this style, and then they will be writing their own free verse poems.	30 seconds
BODY		TIME 30 Minutes
	<b>Teacher will ...</b>	<b>Formative/ Students will ...</b>

<p><i>Learning Activity #1</i></p> <p><b>Defining and Reading Free Verse Poetry</b></p>	<p>I will explain to the students what free verse poetry is and present them with an example.</p> <p>I will write the features of free verse on the board and ask students to copy down what I have written.</p> <p>I will show the students “I am Limitless” again. After viewing the video I will ask them to consider how the use of free verse may have an influence on the poet’s voice.</p> <p>I will ask them to consider the things that Lina Abojaradeh discusses in her poem and write down three ideas about what they would write in a similar poem about themselves.</p> <p>I will tell the students that we are going to look at a few more free verse poems. While I read each poem I will ask the students to consider the ways in which the free verse form is influencing the poet’s voice. I will pause after each poem to ask for responses to this.</p> <p>I will ask students to write down a few ideas about what they would write if they were going to write a poem called “The Best Part of Me”</p>	<p>Take notes about free verse</p> <p>View video and respond to prompts.</p> <p>Generate three personal examples.</p> <p>Listen to poems and respond to prompts.</p>	<p>15 Minutes</p>
<p><i>Assessment</i></p>	<p>Response to questions, note taking, writing down ideas for personal poem</p>		

<p><b>Learning Activity #2</b></p> <p><b>Writing “I Am” poems</b></p>	<p>I will tell the students that they are now going to practice writing their own free verse poems. I will explain that they are going to write two poems about who they are. One poem will be called “I Am” and one will be called “The Best Part of Me” I will provide the students with templates for writing these poems and model the beginning of writing each on the board.</p> <p>The rest of the period will be allotted for the students to work on their poems. As they work, I will circulate to provide assistance and feedback.</p>	<p>Students will complete two free verse poems following the templates.</p>	<p>15 minutes</p>
<p><i>Assessments</i></p>	<p>Completion of free verse poems</p>		
<p><b>CLOSURE OR CLIFF HANGER</b></p>			<p>Time 2 Minutes</p>
<p><b>Closure of Lesson/ Lead in to next lesson.</b></p>	<p>I will ask the students in what ways they explored their own voices in the poetry that they wrote today.</p>	<p>Students will respond to prompted questions.</p>	<p>2 minutes</p>
<p><b>Assessment of Learning:</b></p>	<p>Response to question</p>		
<p><b>Transition To Next Lesson</b></p>	<p>I will ask the students to place their materials in their LA binders and get their materials ready for RTI</p>		
<p><b>Rationale</b></p>			
<p><b>How does this individual lesson scaffold learning opportunities for students?</b></p>	<p>This lesson facilitates exploration of the unit inquiry question by allowing students share thoughts about who they are through poems.</p> <p>An exploration of poetic forms will be started in this lesson.</p>		

***How are we differentiating the lesson for all students in our classroom?***

Students will be provided with templates for writing poems to give them a visual representation of how to begin writing. I will also be modelling how to begin writing these poems.