

Subject/Grade: Grade 9	Lesson Title: 3 days of Poetry	Teacher: Jarhico Kenyon
Stage 1: Identify Desired Results		
Outcome(s)/Indicator(s):		
<p>9.9a Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language).</p> <p>(h) Apply knowledge and strategies for composing pieces in a variety of forms/genres (e.g., descriptive, narrative, expository, persuasive, poetic, script).</p> <p>(n) Experiment with a variety of forms (e.g., poetry, letters, short scripts, advice column) and techniques (e.g., tone, point of view, imagery, dialogue, figurative language).</p>		
Key Understandings: ('I Can' statements) I can write in different forms of poetry I can identify and use poetic techniques I can write poetry following a theme I can strategically write poems with purpose	Essential Questions: <ul style="list-style-type: none"> - What are the different forms of poetry? - What are poetic devices and how can I use them? - Can I write poetry with a theme? - Can I identify poetic devices and forms? - 	
Prerequisite Learning:		
These lessons are based off a base level understanding of poetry as they focus on developing skill and understanding of poetry.		
Instructional Strategies:		
Day 1: icebreaker, small groups		
Stage 2: Determine Evidence for Assessing Learning		
<p>Day 1: Small group poems will act as a form of formative assessment for this class showing an understanding of poetic forms</p> <p>Day 2: The Poems that students use to identify and name different poetic techniques act as the formative assessment for this lesson. As well as the class collaboration on this sheet.</p> <p>Day 3: The assessment for this class will be the slam poem that each of the students produce</p>		
Stage 3: Build Learning Plan		
Day 1: Set (Engagement): Icebreaker: Rhyme Relay Students will be split into three groups; each group will be sent to a section of the whiteboard. Students will be given a word and they as a team have to come up with as many rhyming words as they can and write them down. Depending on time we will do 2-3 rounds of this, new word per round. Round 1 word: Round 2 word: Round 3 word:	Length of Time: 10 min	Materials/Resources: Day 1: <ul style="list-style-type: none"> - White board and markers - Paper and pencils for groups - smartboard Day 2: <ul style="list-style-type: none"> - 4 poems printed off. - White board and markers - Two poems per group - Smartboard Day 3:

Development:**Time: 40 min**

Introduction to Poetry using the power point introduce key concepts of poetry and show examples. Then go into the different types of poetry, namely sonnets, haikus, free verse, and ballads. Show examples.

Then break students into small groups and task each group with creating one of the discussed forms of poetry. Give them time to develop their poems around 10 min or more.

Learning Closure: Discussion and Reflection**Time: 10 min**

Groups will be given the opportunity to share their poems if they choose. Educator will ask students what something was they found hard and something they found easy while creating their poems, give a minute to discuss in groups then share

Day 2:**Set (Engagement):****Length of Time: 15 min**

Review Time! Educator will have 4 poems throughout the classroom each being a different form that was explored the class prior. The educator will have a way for students to vote for which form they think it is (on a white board below the poem put a tally by the form you think it is). Give them 5-7 minutes to circulate around the poems and vote, then instruct them back to their desks. While voting is going on have the 4 forms displayed on the smart board.

The educator will then go through the correct forms of each poem, reminding students of the key aspects of the forms.

Development:**Time: 40 min**

Watch short video explaining poetic devices.
Poetic device scavenger hunt:

Provide students with the sheet defining poetic devices and work sheet A. Ask students to work with a partner to answer the questions. In the same partners, students will then move onto the poem students must highlight/ circle and indicate the poetic devices that they find. They can write what they think it is beside, but they will want to be able to reference this.

Bring the class back together, educator will have the poem on the board. Then educator will ask students share poetic devices that they found. This activity will have students analyzing poems and different aspects of language to take into their own work.

Watch slam poetry here???

Learning Closure:**Time: 5 min**

Here the educator will begin to guide thoughts to student's own work.

- Sticky notes
- Pencils
- Smartboard
- White board
- Paper per student

Possible Adaptations/**Differentiation:**

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Management Strategies:

- Maintain student attention (count down: eyes on me in 5,4,3,2,1)
- Circulate around the room during work time to be sure of effective time management.

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Safety Considerations:

- Special awareness with students moving around the room.

Ask to reflect and think about what techniques they like and might take into their own work.

Day 3:

Set (Engagement):

Length of Time: 20 min

To begin this class we will do a sticky note activity, the educator will write the word slam poetry on the white board and then provide sticky notes for the students. The educator will ask students to write down anything that they know about Slam poetry. Give them 3 minutes to write their responses then discuss them. Then go into a brief definition of Slam poetry. Follow this up with an example of Slam poetry.

Development:

Time: 35 min

After the example give the outlines of the assignment expectations.

This is to be a short slam poem, but it must meet these 3 requirements:

- It requires a theme.
- You need at least 4 poetic devices.
- Must be at very least 4 stanzas long.

Beyond that you have all poetic freedom but remind students to keep in mind that slam poetry is meant to be performed.

Students will have the majority of our class to create these poems other than the last 5 or more minutes at the end for presentations if students choose to do so.

Learning Closure:

Time: 5 min

In consideration of in class work time the learning closure for this class will be dedicated to presentations.

IF

No students want or choose to perform use this time to reflect on the learning of our poetry lessons.

What are our key takeaways? Do we feel confident in our poetic abilities?

Stage 4: Reflection

*** This is for me after I have taught the lessons

Day 1:

Day 2:

Day 3:

