

Subject/Grade: ELA 7
Morganne Connick

Lesson Title: Poetry

Teacher:

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR7.3: Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.

- a) **Pragmatic:** Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); *recognize author's purpose and point of view*; detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).
- b) **Textual:** Recognize and explain how structures and features of texts can work to shape understanding including form/genre, *common organizational patterns within texts* (chronological, enumerative, problem/solution, cause/effect, comparison/contrast), artistic devices (e.g., personification, exaggeration, symbolism, figurative language including similes and metaphors), elements (e.g., point of view, conflict, theme, supporting arguments), and text features (e.g., credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes).

CR8.3: Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organizes text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.

- a) Recognize and understand the particular purpose, tone, and register (pragmatic), textual structures and patterns (textual), sentence structure (syntactical), word patterns and meanings (lexical/semantic/morphological), sound-symbol relationships (graphophonic), and other cues and conventions in visual, oral, print, and multimedia (including digital) texts.
- b) **Use language cues and conventions to construct, monitor, and confirm meaning including:**
 - i) **Pragmatic:** Recognize and explain function and purpose of texts including informing, persuading, narrating, describing; recognize *intended audience and tone*; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang, clichés); detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).
 - ii) **Textual:** Recognize and explain how structures and features of texts can work to shape understanding including form/genre, artistic devices (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism), elements (e.g., point of view, conflict, theme, supporting arguments), and text features (e.g., credits, headings, diagrams, columns, sidebars, pull-quotes); understand a range of standard forms for texts including paragraphs and multi-paragraph compositions; recognize common organization patterns within texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast);

understand how author organized text to achieve unity and coherence.

Key Understandings: ('I Can' statements)

- I can identify an author's purpose when reading poetry,
- I can explain genres and tone or theme while reading poetry.

Essential or Key Questions:

- Why is it important to be well versed in a variety of written forms?

Prerequisite Learning:

- Explain author's purpose,
- Identify tone and voice,
- Basic understanding of the process of poetry.

Instructional Strategy(ies)

- Much of this class will be lecture and discussion lead,
- Students will be given time to work individually on a worksheet.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment: Students will work on and hand in a reflection sheet linked to the reading of the poem.

Stage 3: Build Learning Plan

Set (Engagement):
minutes

Students will be asked to consider this question "how can poetry be used to send a message" as they view and listen to the poem by Helen Knott.

Length of Time: 5

Development:
minutes

Students will be introduced to a crash course and introduction to parts of a poem including:

- Title,
- Stanza,
- Couplets,
- Theme, and

Length of Time: 30

Instructional Strategies:

Materials/Resources:

- Slides,
- Handouts,
- Highlighter
- Loose leaf
- Video links

**Possible Adaptations/
Differentiation:**

- Students who struggle with note taking will be given a sheet with the breakdown of the slides.

- Rhyme.

This will lead students into the next portion which is looking at a specific poem and applying their knowledge. This will include first reading the “The road not taken” as a class, students will then identify the stanza(s), couplets, theme and rhyme. Students will next turn to a reflection portion relating to the Robert Frost Poem.

Learning Closure:
mins

Length of Time: 5

The remainder of the class will be viewing the Robert Frost poem in spoken form with an animation aspect.

Management Strategies:

- Continue to work on verbal cues and growth in classroom management techniques.

Safety Considerations:

- COVID-19 protocols will be followed with minimum movement around the room or groups.

Stage 4: Reflection

What went well?

What could have gone better?

Did the instruction make sense to students?