

Maury Middle School Lesson Plan Teaching Poetry Through Song

Teacher: Trish McCoy

Grade/Subject: 8th grade Language Arts

Unit: Poetry

Lesson Title: Teaching Poetry Through Song

STATE STANDARD(S)

Identify what you want to teach. Reference State, Common Core, Standards, and/or State Competencies (SPIs, GLEs).

0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., mood, symbolism, tone).

0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.

0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).

LESSON OBJECTIVE

Clear, Specific, and Measurable – NOT ACTIVITIES
Student-Friendly: "The student will..."
Explicitly Stated for Students

The student will recognize the difference and similarities in poetry and prose.

The students will analyze poetry for theme, mood, rhyme pattern, and author's purpose.

The students will be able to identify metaphors, similes, symbolism, personification, and onomatopoeia in poetry.

ASSESSMENT/EVALUATION

Measures Student Mastery In More Than Two Ways
Aligned with the Lesson Objective
Includes Measurable Formative and Summative Assessments
Requires Written Task

Poetry Pre-Assessment will measure prior knowledge (individual assessment).

Use popsicle sticks for formative assessment/participation/understanding during lesson.

Group work for Venn diagram for group dynamics and collaboration

Exit slip for review and check of understanding of a difference and a similarity between prose and poetry. (Sentence format)

Future lessons will reinforce when songs are played for identification of poetry elements.

Nine-Weeks and semester tests will revisit these important SPIs.

TCAP test will assess mastery of these elements

MATERIALS

Aligned with the Lesson Objective
Rigorous & Relevant

Poetry Flipchart (Attached)

Venn diagram for groups to collaborate (diagram attached)

Exit slips (In sentence format list one difference and one similarity between prose and poetry.)

Language arts notebook (in student possession) for continuing notes/assessment

Copies of Poetry Glossary (Attached)

Poetry Pre-Assessment (Attached)

Audio clips of songs ("The River" by Garth Brooks, "Breath 2AM" by Anna Nalick, "Fresh Prince of Bel Air" by Will Smith)

Lyrics of songs to be included in Flipchart (Same as listed)

Popsicle sticks for classes

Sticks for group assignment (heterogeneous)

ACTIVATING STRATEGY

Hook
 Essential Higher Order Question(s)
 Activates Prior Knowledge
 Real-World Connections

Distribute colored popsicle sticks as students enter the room. Tell them that this is an activity that will be revealed soon. Ask the students how they identify different genres, specifically poetry and prose. Give the pre-assessment to identify students' prior knowledge and mastery.

INSTRUCTIONAL PLAN

Step-by-Step Procedures and Times
 Modeling Strategy – "I Do"
 Planned Questioning (Knowledge/Comprehension, Application/Analysis, Creation/Evaluation)
 Multiple Thinking and Problem Solving Strategies
 Grouping Strategies
 Differentiated Instructional Strategies to Provide Intervention & Extension

- Students with the same color sticks should be seated together.
- Review with students the characteristics of poetry and prose. Use eagle examples to demonstrate this difference. (Prose:Poetry::Building:Sculpture analogy)
- Assist the students as they work in groups to use a Venn diagram to illustrate how these two genres are alike and different.
 (Both use language and literary devices and are enriched because of these devices. Both convey messages or themes. Poetry's structure is different and sometimes spelling. Prose is in sentences and paragraphs and is usually longer.)

Show the lyrics of a song on the board.

- Distribute copies of Poetry Glossary for students to put in their language arts notebook.
- Discuss with students the literary elements that are present.
- Highlight these elements as they are found. (Use popsicle sticks to randomize students.)
- Demonstrate how to determine the rhyme scheme for the poem and how this would be written.
- Discuss mood and point of view.
- If a student has not identified the song already as a song, inform them that these are actually song lyrics. Explain that lyrics are poetry set to music.
- Discuss what purpose music could serve to improve the poem.
- Allow the students to listen to the song. Discuss what the music adds to the poem? Does it change it? Does it emphasize anything? Does it help to hook the reader? What is the reason that lyrics, set to music, draw us in? How does the addition of music impact the mood?
- Using a new song/lyrics/poem, put the words on the board, give the students a copy, and allow them to identify poetic and literary elements within the work.
- Call on students, using popsicle sticks, to highlight these elements on the board as they are identified. Discuss them.
- Discuss point of view, theme, mood, and rhyme scheme.
- Allow the students to listen to the song. Discuss what the music adds to the poem? Does it change it? Does it emphasize anything? Does it help to hook the reader?

GUIDED & INDEPENDENT PRACTICE

"We Do"- "You Do"
 Student Work Encourages Higher Order Thinking & Problem Solving
 Relevance to Students' Lives
 Differentiated Strategies for Practice to Provide Intervention & Extension

The pre-assessment will serve as an initial practice/review.

The exit ticket will serve as individual work.

Group work to list similarities and differences between prose and poetry.

Identification and evaluation of poetic elements included in song lyrics will be group practice.

CLOSURE

Reflection/Wrap-Up
 Summarizing, Reflecting, Restating, Connecting
 Provides for Student Engagement

Students will discuss SPIs taught and reviewed during the lesson.

The students will complete an exit slip listing a difference and similarity between poetry and prose.

