***THE CLAFLIN IMPERATIVE***

***PREPARING STDUENTS FOR LEADERSHIP AND SERVICE IN A***

***MULTICULTURAL, GLOBAL AND TECHNOLOGICAL SOCIETY***

**Claflin University**

**School of Education - - - EDUC 450**

**Reflective Lesson Plan Model**

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**PART I: PLANNING**

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| **Title of Lesson** | **Characteristics of Poetry** |
| **Source** | ***Is this lesson original idea? If not, from what source did I borrow this lesson?***  Original Idea |
| **Subject Area (s)** | **ELA** |
| **Grade Level** | **5th** |
| **Curriculum Standards** | **Standard 5-1** The student will read and comprehend a variety of literary **texts** in print and nonprint formats. |
| **Description and**  **Background Information** | **What will students experience during the lesson? What is the content to be taught?**  Poetry:  A type of writing in which an author:   * Uses figurative language and literary devices to create meaning and invoke emotion in the reader * Often uses rhyme * Separated into lines instead of sentences   Look for these qualities in the poem  Features of Poetry:   * Stanza * Rhyme Scheme * Repetition * Refrain   Stanza:   * A group of lines in a poem   (Poems have stanzas instead of paragraphs)  Rhyme Scheme:   * The pattern of rhymes in a poem.   + Examples:   ABAB  AABB  Repetition:   * Repeating a sound, syllable, word, phrase, line, stanza, or metrical pattern   + Ex. Because I do not hope to turn again Because I do not hope Because I do not hope to turn....   Refrain:   * A line (or set of lines) that is repeated throughout the poem.   + Find an example in your poem. |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**   * Youtube.com   + video of Alicia Keys performing her poem “P.O.W.” * Lyrics for Alicia Keys- “P.O.W.” * ELA PASS Coach * Paper/ Writing Utensils * OCSD5 Pacing Guide |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  Students will be able to understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain.) |
| **Varying Objectives for Individuals Needs** | **How will I vary these objectives for students who do not understand the material?**  I will group the students who do not understand with the students who have already mastered the concept.  **How will I vary these objectives for students who have already mastered the concept?**  I will group the students who have already mastered the concept with students who do not understand the material. These students will help teach the other students.  **How will I vary these objectives for students who are presently learning English?**  N/A |

**Part II: IMPLEMENTATION**

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| **Pre-assessment** | **How will I find out what students already know about this topic?**  The students will do a Pair-Share-Think.  They will be asked the question “What is poetry?” |
| **Motivation** | **What will I do to make a connection between students and this lesson?**  We will watch the video of Alicia Keys performing her poem “P.O.W.” |
| **Statement of Purpose** | **What will I say to explain the importance of learning this lesson?**  This lesson is important because it teaches the students identify ways that poetry is different from other types of writing |
| **Teacher Modeling or Demonstration** | **What will I do to show students what is expected?**  I will begin the Power point presentation about characteristics of poetry. We will use the lyrics of the song from the Anticipatory Set as examples. |
| **Guided Practice** | **What will we do together as they learn how to succeed at the new task?**  We will find examples in the poem from the anticipatory set.  We will complete a two-column note chart as a graphic organizer for the characteristics of poetry.  (Teacher Example on Anchor Chart) |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**   * Identify the stanza, rhyme scheme, repetition, refrain * Summarize your poem * How could you compare this poem to an event in your life? * Create an illustration for your poem. |
| **Independent Practice** | **What will students do to internalize the knowledge?**  Poetry Four Corners:  The students will Number off 1-4. Each group will go to a corner and will receive a poem. Each group must read the poem, pick out and discuss the:   * Stanzas * Rhyme Scheme * Repetition * Refrain |
| **Assessment** | **What will students do to demonstrate what they have learned?**    The students will create their own poems to be presented during our “Poetry Slam” |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  Exit Slips:  The students will Write a brief description of the characteristic   * First Letter of Last Name A-F: STANZA * First Letter of Last Name G-L: RHYME SCHEME * First Letter of Last Name M-S: REPETITON * First Letter of Last Name T-Z: REFRAIN |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  HW: ELA PASS Coach pg. 83 |
| **Technology** | **How is technology meaningful to this lesson?**  I will use technology in this lesson to create a Powerpoint presentation and show a video to the students. |

**PART III: REFLECTION**

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| **Strengths** | **Describe the strengths of my instructional techniques, strategies and classroom management.**  **Describe the strengths of student engagement.**  Some strengths of this lesson were the Powerpoint presentation that allowed the students to receive the information audibly and visually. Another strength was the Alicia Keys poem as the motivation. This poem grasped the students’ attention from the beginning of the lesson. Allowing the students to be able to interact with each other and the poems was another strength of the lesson. |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  Allowing the students to interact with each other was also a weakness of the lesson. The students got a little rowdy and I was forced to continuously go from group to group to get the students back on task. Another weakness of the lesson could have been the directions that I gave for the students to complete their assignment. Even though I had the expectations written out in my presentation and displayed for the students and I also went over what they were to do verbally, they still acted as though they did not know what to do. |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  Instead of having bigger groups of students, I could do pairs or smaller groups  I could spend a little more time on the directions and possibly have some type of teacher-created model. |