

Unit Plan Overall Idea Matrix

Topic
Our overall topic is poetry. In each of our lessons we will focus on a different type of poetry. We will focus on teaching the students structured poems (haikus, I am, etc), rhyming poetry, and free verse.
Target Audience (make sure to describe number, age, and abilities of students)
3 rd grade Ages: 9-11 Average class(roughly 25 students) Students will have a range of ability levels ranging from advanced to students with disabilities. These disabilities will include a child with autism, and a child who is blind.
Overall Objectives
Given a word, students will be able to identify 6-8 words that rhyme. Using these 6-8 words, students will be able to write their own rhyming poem. Given examples of structured poems, students will follow the format with 100% accuracy. Given a list of non rhyming words in kidsperation, students will be able to create their own free versus poem. After being presented a video about proper poetry slam etiquette, the student will be able to perform at a classroom slam event exhibiting appropriate classroom behavior. Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least 3 times a class period. Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least once a class period. Given opportunity for participation, students will write poems, read poems, and provide discussion with peers

and teacher at least 9 times during the week

The students will successfully write a first draft of a free verse poem after learning how to write one.

The students will complete this poem with at least an 80% success rate on making it flow while still keeping the free verse format.

Student will follow appropriate audience etiquette based off of the poetry slam video.

Students' poem will use at least two different literary elements to allow poem to have vivid imagery.

Students' poem will use correct grammar and sentence structure with 90% accuracy.

Students' poem will follow correct structure according to type of poem.

Students will perform their own poem, with correct posture at least 85% of their presentation.

Student will perform their own poem with fluency, voice, and inflection at least 85% of their presentation.

Student will be heard clearly while reading their poem 95% of the time.

Pass Content Standards that Will Be Addressed (Put number and copy and paste)

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

***Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.

***Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.**

3. Write descriptive and creative stories and poems about people, places, things, or experiences that:

a. develop a main idea.

b. use details to support the main idea.

c. have a clear beginning, middle, and ending.

6. Write various modes of simple poems.

Literature/Reading

***Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Engage in repeated readings of the same text to increase fluency.
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.

Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

- *1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
- a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
 - b. Read, understand, and discuss a variety of genres.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

***Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen critically for information and incorporate the information into other activities.
2. Listen actively for pleasure and respond appropriately.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly using appropriate grammar, enunciation, and volume.
2. Make brief narrative (story) presentations that:
 - a. provide a context for an event that is the subject of the presentation.
 - b. provide insight into why the selected event should be of interest to the audience.
 - c. include well-chosen details to develop characters, setting, and plot.
3. Plan and present dramatic interpretations of experiences, stories, poems, or plays.
4. Organize ideas chronologically (in the order they happened) or around major points of information.
5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.
6. Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.

***Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.

Pass Instructional Technology Standards that Will Be Addressed (Put number and copy and paste)

Standard 8: The student will apply the technology design process to create useful products and systems.

1. Identify criteria required to determine an effective technology design process.
2. Apply reasoning, problem solving, imagining, creating and constructing design and technology tools.

Standard 12: The student will apply safe and proper use of tools, machines, materials, processes and technical concepts.

Technology to be included in the Plan	How it will be Used	Materials that Need to Be Created
1)I-Movie	Record poetry slam that would be like what the students would do. We will act out a mock poetry slam.	I-Movie
2) Kidspiration	Brainstorm using Kidspiration concept map and then creating a free versus poem on the writing section of Kidspiration.	Kidspiration
3) Audio file	Teacher will give an overview of structured poetry. Then provide examples of different types of structured poetry.	Computer, audacity
4) Smartboard	Teacher will give overview of rhyming poetry by using examples. Then students will produce their own rhyming poems using the word dice.	Smartboard, Smartboard Notebook, Hand out

What technology will be needed to teach this lesson? (Specify type and number both Software and Hardware)
Audacity, Computer, Smartboard, Kidspiration, I-Movie, Smartboard Notebook, Microsoft Word, Video Recorder, Projector

Technology Unit Timeline Planner

Must have one lesson plan for each individual plus at least one as group (number of group members + 1).

Lesson Topic	What Students Will Do	Time Allotted	Objectives Addressed (Copy and paste from above)	Technology Used	Person Responsible (or Group)
Structured Poetry	Students will listen to the podcast and then draw a subject from the jar. With that subject they will create a unique poem from the viewpoint of the subject drawn, using one of the structured	30-45 mins	Given examples of structured poems, students will follow the format with 100% accuracy. Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least three times a class period.	Audacity, computer	Taryn Trotter

	poem examples provided. They will type their finished product.				
Rhyming Poetry	Students will interact with the teacher by reviewing examples of famous rhyming poems. After looking at examples the students will make their own poems using the word dice. When the student click the dice the dice will change with new word. These word dice will have words the students need to rhyme their poems with.	30-40 mins	<p>Given a word, students will be able to identify 6-8 words that rhyme. Using these 6-8 words, students will be able to write their own rhyming poem.</p> <p>Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least once times a class period.</p>	SmartBoard, Computer, Smartboard Notebook	Kristen Zubor
Free-Verse	Students will brainstorm what type of material	30-40 Min	Given a list of non rhyming words in kidsperation, students will be able to create their own	Kidsperation	Alexis Phifer

	<p>they want to write their poem over and create a web of details on the topic. After completing this they will go to the writing section and create their first draft of their free-verse poem.</p>		<p>free versus poem</p> <p>Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least 3 times a class period.</p> <p>The students will successfully write a first draft of a free verse poem after learning how to write one. The students will complete this poem will at least an 80% success rate on making it flow while still keeping the free verse format.</p>		
I-Movie/Poetry Slam	<p>Students will share their favorite poem they have made during the activities. The students will dress up and participate in a poetry slam. They</p>	<p>The video will be shown and discussed for 20 minutes</p>	<p>After being presented a video about proper poetry slam etiquette, the student will be able to perform at a classroom slam event exhibiting appropriate classroom behavior. Student will follow appropriate audience etiquette based off of the poetry slam video. Students' poem will use at least two different literary elements to allow poem to have vivid imagery.</p>	<p>Video Camera, I movie software, computer</p>	<p>Group</p>

	will each share by getting up in front of the class. Also students will learn to be good listeners.	day before the slam. The slam will take roughly 2 to 3 hours.	Students' poem will use correct grammar and sentence structure with 90% accuracy. Students' poem will follow correct structure according to type of poem. Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least 9 times throughout the week. Students will perform their own poem, with correct posture at least 85% of their presentation. Student will perform their own poem with fluency, voice, and inflection at least 85% of their presentation. Student will be heard clearly while reading their poem 95% of the time.		