

# Structured Poetry

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**Revision Date of Lesson Plan:**

**Overall Goal for the Lesson:** Based upon the audio podcast, students will gain knowledge of structured poetry and be able to form their own poem based upon the knowledge gained.

**Description of classroom, grade level, and students:**

**3<sup>rd</sup> grade Ages: 9-10**

**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.**

**Student Objectives for the lesson.** (Given a condition, the students will, to what level).

**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 3 times a class period.**

**Length of Lesson:** (minutes, number of class periods, or days or weeks needed).

**One class period approximately 40 minutes**

**Schedule of Activities:** (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

1. Students will listen to the audio recording.
2. After the recording students will create their own poems based upon the structure they produced.
3. Students will use the handout as a guide for practice.
4. Students can choose to use this poem in the poetry slam.

**PASS Content Standards Addressed** (Copy and Paste from:  
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

**\*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.

**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).

**PASS Instructional Technology Standards** (Copy and Paste from:  
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

**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.**

**Assessments: How will these activities be assessed?** (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

Students will properly follow the format they choose with 100% accuracy.

**Accommodations: How might the lesson need to be adapted for students with special needs?**

**Materials Needed:** Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

Computer, audio file, handout, paper, pencil