

# Poetry Slam

**Author:** Taryn Trotter, Kristen Zubor, Myka Sugess, and Alexis Phifer

**Overall Goal for the Lesson:** Students will learn proper etiquette in attending and presenting during a poetry slam by watching a movie created by teacher. Students will edit their chosen poem the night before the slam to make sure poem is ready to share.

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

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

Class size: 25 students

Students will have a range of ability levels 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**

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.

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.

**Length of Lesson:**

The video will be shown and discussed for 20 minutes one day before the slam.

The slam will take roughly 2 to 3 hours.

**Schedule of Activities:**

1. Students will watch the poetry slam etiquette video.
2. During the video, the teacher will show the do's and don'ts for attending and participating in classroom poetry slam.
3. Students will be given a handout to take home that night to review the rules and recommendations.

4. The night before students will edit poem to limit grammar and spelling words. They will also edit poem to make sure it is ready to present to the class.
5. Students will take turns presenting their own poetry that was created in a prior class.
6. Students will demonstrate their knowledge of poetry etiquette while others present.
7. The teacher will grade students based upon the accuracy of their poem based upon the format they selected, their etiquette during the poetry slam, and participation throughout the week.

### **PASS and Common Core Standards Addressed**

**\*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.

**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**

**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.

### **Assessments: How will these activities be assessed?**

Students will be graded based upon the accuracy of their poem according to format they selected, their etiquette during the poetry slam, and participation throughout the week. They will also be assessed on grammar of their poem. The attached rubric has a clear breakdown of how students will be assessed.

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

Marissa, who is blind, may need to have an assistant to help her write down her thoughts for her poem. She can have her final draft printed in braille so that she is able to bring a copy with her to the stool to read.

Trevor, who has Autism, struggles with sensory overstimulation. During the poetry slam we will make sure the lights do not go on and off between kids and that there is not a lot of outside sounds going on. He really enjoys learning about dogs so he will be allowed to write his poems about dogs to keep him engaged.

**Materials Needed:** Computer, Smartboard, projector, iMovie, Video camera, Hand out