

**ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education**

LESSON PLAN

<i>Requirement</i>	<i>Your Answer</i>
Your Name	Kassie Berg
Your ED101 Lab Section	Section H1
School	Alcott Elementary
Grade(s) Observing	Second Grade
Supervising Teacher	Mrs. Connelly
List any teaching help you may have during the lesson	The classroom teacher will be available to help during this lesson.
Setting (in class, in computer lab, other?)	In class
Technology needed to complete lesson	The lesson will require an ActiveBoard and projector.
Other materials needed	Lined paper, poster board, construction paper, markers, pens
Content Area(s)	Language Arts
Title of web site	Poet-Tree
Topic of Lesson	The lesson will focus on defining poetry and presenting the different structures of a poem and different types of poems. Particular emphasis will be placed on demonstrating that poems do not have to rhyme.
Goals of the Lesson	To teach the students the basic definition and structures of a poem. To demonstrate that poetry is a form of self-expression. To explain that poetry is not limited by a set of rules: poems do not have to rhyme, or be a specific length, or be about specific topics.
Three Objectives	<ol style="list-style-type: none"> 1.) Students will be able to correctly recognize the different types of poems represented on the website when presented with one example of each type. 2.) They will be able to label each of the six structures of a poem after reading it . 3.) They will be able to differentiate between a rhyming poem and a non-rhyming poem when presented with two examples of each type of poem side by side on a worksheet.
Technology standard	Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and

	<p>in society.</p> <p>Exploratory Skills and Expectations: Ethics <i>K-2: 2.2 Explain the importance of giving credit to media creators when using their work in student projects.</i></p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts English Language Arts and Literacy Standards ➤ Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Grades Pre-K–2 ➤ Reading Standards for Literature <p><i>1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</i></p>
Introduction of Lesson	<p>The students will sit in their own seats in their classroom. I will begin the lesson by playing a song for them. I will instruct them to write down the emotions that the song makes them feel. After the song is over, I will have them set these words aside, explaining that we will later write a poem with them after we have learned the meaning of poetry along with its basic structures and types of poems.</p>
Lesson Procedure, Web Site Use, and Technology Standard	<ul style="list-style-type: none"> ➤ Once the students return from their reading groups and have sat down I will tell them that I want them all to be quiet for a few minutes while I play a clip of music. I will explain that I want them to write down at least ten describing words about how the music makes them feel. ➤ After the students have written down their adjectives and I have turned off the music I will introduce the topic: poetry. I will give a brief definition of poetry, and explain that poetry and music are very similar and that songs are often first written as poems. I will tell them to put aside the words they have written until the end of the lesson when they will write their own poems using those words. ➤ I will then ask them if they can define specific parts of a poem for me, such as rhythm, rhyme, stanza, etc, to see how much they already know about poetry from previous grades. I will use the educational website to define each part of a poem, and provide examples. ➤ I will then move on to explain the different types of poems we will be learning about (haiku,

	<p>diamante, limerick, acrostic, and shape) with the help of the educational website. I will provide examples of all of the poems with the website. For the Diamante and Limerick, I will use the Diamante and Limerick generator sites I found online as examples. I will then explain the importance of giving credit to media creators when using their work in student projects. I will explain to them that if I did not give credit to the people that created the generators, then everybody would think that I made them myself and that would be stealing.</p> <ul style="list-style-type: none"> ➤ Once I have finished going over the different types of poems we will take the brief quiz on the educational website together, discussing the answers as a class. ➤ I will pass out a handout with a poem on it and ask them to label the different parts of that poem. ➤ I will then instruct the students to write shape poems using the words they had written at the beginning of the lesson and their new knowledge of the format of a shape poem. ➤ While they write, I will provide examples of other poems, asking the class to identify what form they are, or whether they rhyme or not. ➤ Once the class finishes their shape poems, I will assign the homework. I will instruct them to write an acrostic poem using the letters in their names. During my next observation I will have them attach these poems to leaves cut out of construction paper, and attach the leaves and poems to a poster of a tree entitled “Mrs. Connelly’s Class Poet-Tree.”
<p>How will students be assessed?</p>	<p>After the lesson, the students will label the different parts of a poem on a handout that I give them. They will then write non-rhyming shape poems about the way that the clip of music I played for them made them feel. They will also write an acrostic poem using their names for a homework assignment. These poems will be attached to leaves made out of construction paper and attached to a poster I made of a tree entitled “Mrs. Connelly’s Class Poet-Tree.”</p>
<p>How will you know if students have met the objectives stated above?</p>	<p>1.) Students will be able to correctly recognize the different types of poems represented on the website when presented with examples. -After the lesson, I will ask the students to write a shape poem with the words they wrote down as they</p>

	<p>listened to the music clip, as well as an acrostic poem about their name. Their ability to write these poems in the correct format will demonstrate whether they understand the difference between them. I will also provide them with examples of the other poems (Limericks, Haikus, and Diamantes) and instruct them to label each one with its correct name.</p> <p>2.) They will be able to label the different structures of a poem after reading it.</p> <p>- After the lesson, I will give the students a handout of a poem. They will be asked to label the different structures of that particular poem to demonstrate their understanding.</p> <p>3.) They will be able to differentiate between rhyming poems and non-rhyming poems when presented with two examples side by side.</p> <p>-At the end of my lesson I will present the students with two sets of non-rhyming and rhyming poems side by side on a worksheet. Their ability to decipher which one rhymes and which one does not will demonstrate whether they have met this objective.</p>
<p>Web-based Quiz</p>	<p>1.) What type of poem is this?</p> <p style="text-align: center;">Green and speckled legs, Hop on logs and lily pads Splash in cool water.</p> <p>a. Diamante b. Limerick c. Haiku</p> <p>2.) What is another word for stanza? a. poem b. verse c. couplet</p> <p>3.) How many lines does a Haiku have? a. 3 b. 4 c. 5</p> <p>4.) Where were haikus first written? a. China b. United States c. Japan</p> <p>5.) Which is true about a diamante poem? a. It compares two things b. It is written in the shape of a diamond c. It has seven lines d. All of the above</p> <p>6.) Poems have to rhyme. True or False?</p>