

Name: Meghan McMurray

Date: 2/25/24

Subject: ELA

Topic: Poetry

Number of Students: 23

Time Estimate: 55 Minutes

Student Learning Objective:

- Given a stanza from a poem, students can analyze the stanza to describe what is happening and create an illustration representing their interpretation.

Guiding Question:

- How can imagery help readers to picture and understand the story?

Standards:

- 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)
- 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)
- 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
- 3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
- Science?

Learning Outcomes

- Students will identify lines in a poem that contain imagery (sights and sounds);
- Students will analyze a stanza to determine how it builds on the poem's story;
- Students will construct meaning from the stanza through participation in group discussion about imagery;
- Students will illustrate a picture to represent the story event/s from their stanza;
- Students will relay their understanding of their stanza to students who analyzed a different stanza;
- Students will synthesize all stanza interpretations to come to a deeper understanding of the poem as a whole

Instructional Resources

- Reading packet;
- Highlighters, pencils, coloring utensils;
- Poem worksheet
- Chromebook

Assessments

- Students' oral responses to questions
- Teacher observation of student-led discussion groups
- Worksheet with students retelling and illustration of the stanza
- IXL data

Lesson Differentiation

- Students in the classroom with 504s and IEPs will receive accommodations as stated in their plans;
- Students will receive a predetermined stanza to analyze and illustrate. Students below grade level in reading will be given a stanza with simpler vocabulary;
- Grouping will also be predetermined. Initial groups will have one high student, two middle students, and one lower student.

Lesson Design

- Review vocabulary terms: line, stanza, story, speaker; (2 minutes)
- Review new vocabulary words specific to the poem; (2 minutes)
- Reread the poem students began working with yesterday; (1 minute)
- Go through the poem stanza by stanza marking imagery; (5 minutes)
- Explain how we will be examining the poem, story, and events deeper; (5 minutes)
- Pass out papers and have students break out into their expert groups; (5 minutes)
- Allow time for students to analyze their stanza, discuss, write, and illustrate; (15-20 minutes)
- Have students transition to their teaching groups; (1 minute)
- In order of stanzas, students will share their part of the poem; (8 minutes)
- One group will be randomly picked to share their complete poem (3 minutes)
- Students will work in IXL on Read Poetry: What is the poem about?