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Lesson Plan By: Jenny Stiffler (idea taken from Mrs. Good and Mrs. Clark.)

Lesson: Poems 'I feel happy' (Patterned poem) **Length:** 30-45 Minutes

Age or Grade Intended: Second Grade Appropriate

Academic Standards:

These standards are for language arts/English for second grade.

Writing

2.5.4 Write rhymes and simple poems.

2.5.5 Use descriptive words when writing.

Handwriting

2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Sentence Structure

2.6.3 Use the correct word order in written sentences.

Performance Objectives:

Following an example of correct poem structure, the student will create an original poem with 90 percent accuracy.

Assessment:

Each child will present one poem to the teacher to be graded. The teacher will use the grade sheet attached to evaluate the students' work. This would be done after extensive explanation and guidance.

Advanced Preparation by Teacher:

The teacher will need to make enough copies of the example for the class. The teacher will also want to make an overhead copy or write the information on the board for easier access. The teacher will also need to make copies of the grading sheet for preparation in assessment for the students.

Procedures:

Introduction/Motivation:

The teacher would introduce the lesson by asking the students if they have ever felt happy, sad, sick, funny, or silly. Then the teacher would explain to the

students that there is several different ways to show how you feel without actually saying "I feel happy."

Step-By-Step Plan:

1. Explain to the students that there are different ways of expressing that "I feel happy."
2. Tell the students to think about/ visualize THINGS (objects/animals/etc.) that show to others that the students are happy. Explain to students that these things are not actual activities (for example: playing with my friends at Chucke' Cheese) but rather a thought or object.

For example: Three purring kittens would make someone happy. Two giant scoops of ice cream. A favorite football team scoring a touchdown. (Etc.)

3. Call on several students to give some examples. (helps involve the students)
4. When the students have understood the concept of expressing THINGS to help them describe their happiness, have the students think of things that would show others that they were mad.

For example: Four roaring tigers, A furious fire dragon, Two fighting pitbulls. (Etc.)

5. Once the students have understanding of how to 'show' their feelings, explain to them that some poets use these ideas in their poems. Show them the example poem (on overhead or blackboard: using the worksheet attached) or make up your own. Have the poem read out loud by a student.
6. Have the students explain how the poem made them feel when they heard it for the first time.

7. Explain to the students that they can be just like the 'cool,' 'smart' poet.
Have the students write a class poem about being happy. Use a clear board and model the correct structure of this poem. Call on the students to give examples of showing that they are happy, and have the teacher fill in the poem with those thoughts. When they have complete the class poem, tell them that it is time to create a poem of their very own using ALL of their own wonderful ideas.

Closure:

8. Now it is time to introduce the writing assignment. Explain to the students that they are going to use their wonderful ideas to write a poem in the same way that the poet and the class did to show their feelings. Explain that the students are going to use the same structure.
9. The teacher needs to demonstrate the main structure of the poem on the board for the third time but making it empty for the students to fill in with their own thoughts.

In My Heart, I feel _____

ONE

TWO

THREE

FOUR

FIVE

SIX

SEVEN

EIGHT

NINE

A WHOLE BIG THING

10. Explain to the students that they will pick up an example page and a worksheet page. Then tell them to write a whole poem by themselves with little talking. Tell them to use their own cool ideas. Tell the students if they have completed before the time is up to illustrate their poem.
11. Send the students to their work areas/seats/writing groups. Have them work on the poem for a period of time. (Recommended 15 minutes.)
12. Once the time is up, have several students share their poems with the class.
13. Have the students turn in their poems when completed to be assessed by the teacher.

Adaptations/Enrichment

.For those students who struggle with fine motor skills:

Have them use a large piece of paper while writing with a marker. If the child is struggling greatly, the teacher can fill in the common words the poem for those students on the large paper.

For those students who may have mastered the information:

Have these students do a harder poem topic: nervousness, shyness, or enthusiasm. The student could be required to write a longer poem. He or she could also be assigned to use endangered species of animals in their poem. The student

could also be required to use a thesaurus to find more exciting words to put into their poem.

Self Reflection:

Was it successful?

Did the students gain understanding of the topic?

What would you do differently next time?

What went well that you would not change?

Bloom's Taxonomy Components to this lesson:

Step 3- Knowledge- Recognize things that make the student happy.

Step 6-Application- Interpreting the poem.

Step 7- Synthesis- Creating a class poem

Step 10- Synthesis- Write your own poem

Step 9- Application- put into practice

Gardner's

Visual-Spatial Intelligence- step 2- visualize a thing

Musical- Step 8- Writing a poem is like writing music, or making up a cheer.

Logical-Mathematical- step 8-9- using a patterned poem (following a recipe), creating a pattern, and classifying objects

Verbal-linguistic-Step 8- (whole lesson plan) Write Poetry

Worksheet/ Example Page

Use the example to help you think of ideas for your own poem. Use the blank poem as your guide to write your own poem using the same style. Do not fill in this blank poem! Use your own paper.

In My Heart, I feel _____

ONE

TWO

THREE

FOUR

FIVE

SIX

SEVEN

EIGHT

NINE

A WHOLE BIG THING

In My Heart, I Feel Happy.
One purring kitten.
Two floating butterflies.
Three laughing babies.
Four gentle waves hitting the beach.
Five playing puppies.
Six pretty Christmas presents.
Seven warm summer days with sunshine.
Eight soapy bubble baths.
Nine fuzzy, running colts.
A whole big sky of white, puffy clouds.

Teacher Checklist for Assessment

One point for each of the following. (Modify total points if modifying for each individual line.)

- _____ Student followed the style of the example poem. (X 10 for each individual line)
- _____ Student used examples of things, not personal experiences.(x10 for each individual line.)
- _____ Students stick to their chosen topic.(x10 for each individual line.)

- _____ Students completed their poem with a whole big thing.
- _____ Students turned in work on time.

_____ Total Points for work

(This sheet can be modified so that it allows points awarded for each line of the poem- the first three components on the list. This would allow for more total points and better evaluation of the complete poem.)