

Literacy Lesson Plan: Poet for a Day

Length: 40 minutes/2 days

Age or Grade Intended: 4th Grade

Academic Standard(s):

- 4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.
- 4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

Performance Objectives:

Having read *H is for Hoosier* students will create an acrostic poem about Indiana with 100% accuracy.

Given access to a computer, students will demonstrate keyboarding skills by drafting an acrostic poem about Indiana, with 100% accuracy.

Advanced Preparation by Teacher:

Review website for appropriateness.

Read *H is for Hoosier*.

Write a sample acrostic poem on Indiana.

Procedure:

Introduction/Motivation:

Have you ever thought of being a poet? Here is your chance! We will be creating our very own acrostic poems about Indiana.

Step-by-Step Plan:

Day 1: Read *H is for Hoosier*. Make a list of words that are unique to Indiana on the overhead. Allow students to choose one of those words to make their acrostic poem (a word larger than four letters). Share with students the acrostic poem you created about Indiana while navigating through the website *Read, Write, Think*:

<<http://www.readwritethink.org/materials/acrostic/>>. Allow students time to begin writing their acrostic poem.

Day 2: Go to the computer lab as a class to type out acrostic poems.

Closure:

Have students get into pairs to share their acrostic poems with one another. Poems will be displayed either in the room or in the hallway to share with others.

Adaptations/Enrichment:

Adaptations:

For those students having difficulty coming up with words to use in their acrostic poems, they could be assisted by another student or use their social studies book.

Enrichments:

Enrichments include creating illustrations for their acrostic poems.

Bloom's Questions:

Can you define an acrostic poem?

Can you describe the parts of an acrostic poem?

Can you explain why you chose the words you used?

Gardner's Multiple Intelligences:

Interpersonal: In pairs, the students will share their poems with one another.

Intrapersonal: The students will create their own acrostic poem.

Linguistic/Kinesthetic: The students will type their acrostic poems and share them with another student.

Self-Reflection:

Was there enough time allowed for this activity?

Do students fully understand the concept of acrostic poems?

Did the students learn anything from this activity?

Was it enjoyable?

What changes need to be made for the future?