**Teaching Segment 5: Poetic Elements**

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| **Class Description:** Eight Grade English |

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| **Unit Title:** | **Lesson Topic:**  Poetic Elements | **Type of Lesson:** |

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| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  Mrs. Holt has had many of these students in the past and has covered poetry with them. Much of the vocabulary should be review. |

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| **Lesson Objective(s):**  Students will analyze figurative language in order to explain how it contributes to theme. |

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| **Assessment(s):**  Students will read "That Damned Fence" individually, identify the various types of poetic devices found within the poem, and explain how they contribute to the theme of the poem.  Summative Assessment  Assessment requires textual examples |

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| **Materials Needed for Lesson:**  Document Reader  "Glossary of Poetic Devices" "Manzanar"  "Pondering Poetic Devices" "That Damned Fence" "My Father's Hands" |

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| **Adaptation for IEP Student(s)** |

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| **Incorporation of Technology (if appropriate)**  **\*If you are using a website, be sure to include the website citation.**  Document Reader |

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| **Reading Strategies**  The class will be reading multiple poems both in small groups and individually. |

**Lesson Development**

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| **Teacher**  **Drill/ Motivational Activity -**  Introduction to the activities that we will be doing. Relating the content back to previous exposure to poetry the students have had.  **Transition**  Introduce students to the method of vocabulary priming we will be using. Teaching them to form their own definition.  **Activity 1 -** Vocabulary priming. Model alliteration so the students will understand the process, then use priming for the following words: Hyperbole, Synecdoche, Apostrophe, and Consonance.  ***Key Questions***  **Transition**  Inform students that they will be using the words we went over for the next portion of the class. Ask if there are any other words students need clarification on.  **Activity 2 -** Examine "Manzanar" as a class in order to find poetic elements.  **Transition**  Inform students that they will now be working in small groups again to identify poetic elements in the poem "My Father's Hands"  ***Key Questions***  **Activity 3 -** Students will read "That Damned Fence" individually in order to identify poetic devices and explain how they contribute to the theme of the poem.  ***Key Questions***  **Summary/ Closure/ Revisit Objective**  After the assignments are collected students may share their opinion on the poem. Ask how the poem "That Damned Fence" relates to the novels they are currently reading.  **Safety Valve**  If there is time left over more students can share their some of the poetic devices they found within "That Damned Fence" | **Students**    Work in small groups to develop definitions of the words.  **Anticipated Responses?**  .  Students will be asked to identify poetic elements and share what they have identified with the rest of the class.  Students will examine various poetic devices in "My Father's Hands" and will give their opinion on how they contribute to the theme of the poem.  **Anticipated Responses?**  **Anticipated Responses?** | **Time**  4 minutes  15 Minutes  2 Minutes  10 Minutes  2 Minute  12 Minutes  5 Minutes |

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| **Resources used to compose this lesson plan (curriculum guide, internet, books, articles, mentor teachers plans, etc.) Write citations.**  Unit 1: The Orator's Art (Gifted and Talented English: Grade 8) - Summer 2006  Lesson 8  The poems were included in the lesson plan. The lesson plan was revised to include vocabulary priming and removal of a poem. |

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| **Reflection on assessment - Assume that after you have taught this lesson and assessed student learning you find that students did not meet the objective(s). How would you plan future instruction on this lesson's content and skills to ensure student mastery and application?**  If students did not meet the objectives it may be a result of their background knowledge not being extensive enough. I could spend more time on the vocabulary priming to ensure the students have deep knowledge of each of the poetic devices that will be included in the poems they will be using. |

Intern: Jeffrey Holle

Mentor: Rebecca Holt

Date of Teaching Segment: May 1st, 2012

**Teaching Segment Five: Reflection**

My second teaching segment at General John Stricker Middle went very well. The students seemed interested in the content of the lesson, and they were intrigued by the new method of teaching vocabulary. The most successful portion of the lesson was the priming of new vocabulary. Students were very willing to share their ideas, and participated in class discussion. I believe the students enjoyed the vocabulary because it was a method they were not familiar with. They were encouraged to create their own definition instead of simply being given one. The lesson went on longer than I was expecting, so the students had to take their assessment the next day. I thought the students would move through the poems quicker than they did based on the information given to me by Mrs. Holt.

If I were teaching this lesson again I would plan for each portion of the lesson to have more time. I would also do the vocabulary priming with more of the poetic elements since the students enjoyed it. The INTASC principle that my lesson best illustrated was INTASC Principle One (Making Content Meaningful). Students often dislike learning new vocabulary because they have been taught it the same way all their lives. They would be given the words and told to look them up, or they would be given words and definitions in order to use them in sentences and show mastery. By allowing the students to create their own definitions for the words we used in the class they felt important, and realized that their ideas mattered. The students enjoyed content that they would normally dislike, and in creating their own definitions it helped them retain them.



