

North Carolina 6-Point Lesson Plan

Subject: Language Arts	Topic: Poetry
Teacher: Hayes/ Smith	Date: Feb 11-15

NC Standard Course of Study Objective:

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in the poem reflects upon a topic; summarize the text

RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama or poem.

RF.5.5 Read with sufficient accuracy and fluency to support comprehension

- a. Read on-level text with purpose and understanding
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening

- a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style
- b. Compare and contrast the varieties of English used in stories, dramas or poems

Common Core Objective:

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

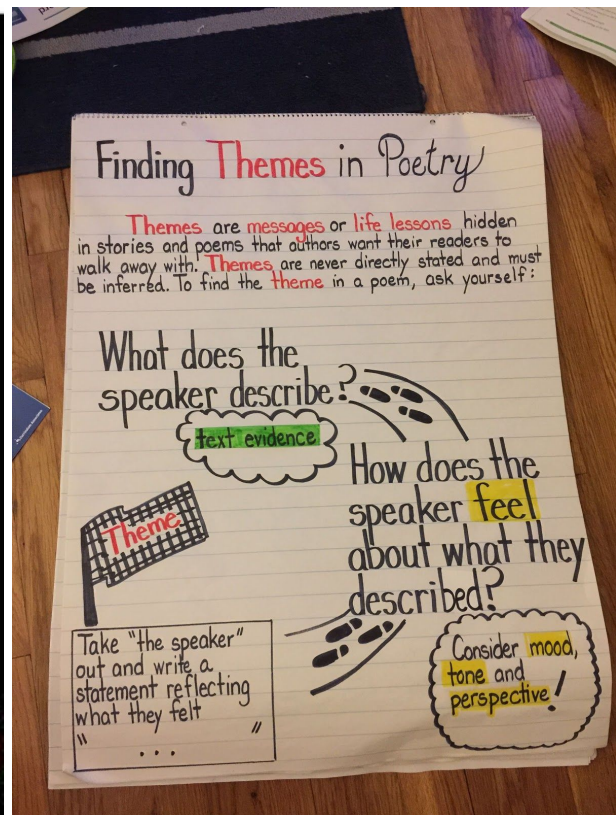
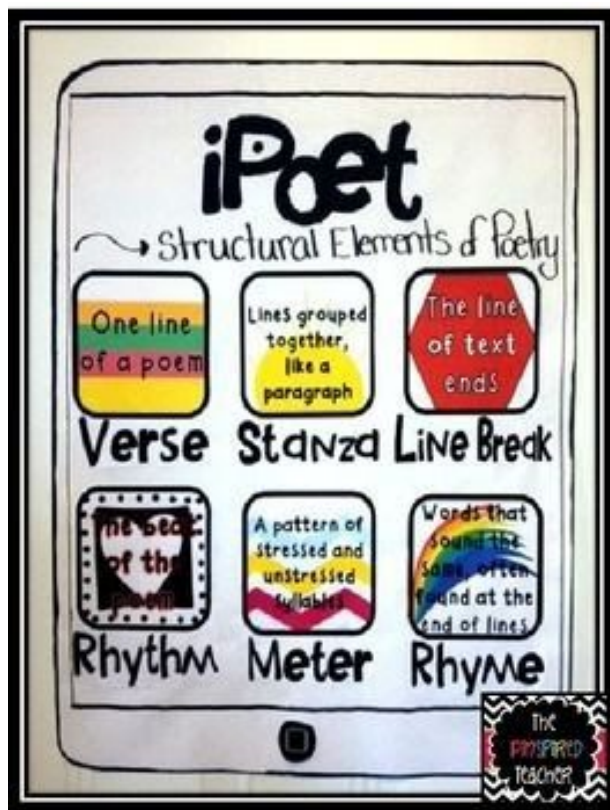
Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)	Previously, students worked on identifying and applying Figurative Language to text (L.5.5), working in collaborative groups, reading poetry (RF.3.5), discussing author's word choice (RL.3.4). By the end of the lesson, students should be able to identify poetry components, types of	<i>Monday (N/A)</i>

	poetry, theme and meaning of poetry, and how figurative language was used in the poem. • Students will be able to identify the stanza, rhyme, refrain, and theme of a poem. • Students will be able to recognize a couplet, haiku, free verse, concrete, limerick, narrative, and cinquain poem.	
II. Statement (Inform student of objectives)	The teacher will tell students that they will be learning about poetry this week. The teacher will say “Even though many of you know what poetry is, who can come up with a definition for it?” The teacher will write down all of the responses on the board. <i>**There will be a lot of similarities among their definitions, use this as a springboard to discuss poetry interpretation. There is no right answer to poetry. Everyone brings their own ideas to it.</i> • Poetry: a type of literature that attempts to stir a reader's imagination or emotions • Expanded Definition: Figurative language plays a huge role in creating poetry Before the teacher begins to teach students the different types of poetry, the teacher will refresh students on the components of poetry. Students are familiar with the components because they have learned them in previous years. Components of Poetry: • Stanza: a section, like a paragraph of lines in a poem • Rhyme: Words that have the same ending sound; poetry that has words that have the same ending sounds at the end of the lines • Refrain: A phrase or verse repeated throughout the poem • Theme: the message the poet is trying to convey The teacher will also construct an anchor chart for students to refer back to as they learn about poetry. The anchor chart will look like an ‘iPod’. Throughout	Monday (30 Minutes) Reading Notebook Pencil Projector iPoet Anchor Chart (See bottom of page)

	the week, the anchor chart will be hanging in the front of the room for students to see.	
III. Teacher Input (Present tasks, information, and guidance)	Teacher will instruct students to get out their 'Reading' Notebook. Once students have their notebooks open, the teacher will have them open to the page after 'iPoet'. The teacher will have the students copy these definitions in their notebook: • Tone: The general character or attitude • Mood: Inducing or suggestive of a particular feeling or state of mind • Perspective: Point of View • Theme: What the author is trying to convey The teacher will explain to the students that finding a theme in a poem is different than finding the theme of a story. In order to find the theme in the poem, the teacher will create an 'Anchor Chart' with the class. The anchor chart will be titled: "Finding Themes in Poetry". The teacher will then read a sample piece of poetry with the students and together, they will determine the theme based on the steps given in the anchor chart.	<i>Wednesday</i> <i>(30 Minutes)</i> Reading Notebook Pencil Projector 'Theme' Anchor Chart (See bottom of page)
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Teacher will instruct students to get out their 'Reading' Notebook. Once students have their notebooks open, the teacher will have them open to the next available page. Each day, the students will take notes on the different types of poetry. The structure of each type of poetry is as follows: 1. Title 2. Definition 3. Example 4. Students Own Example After the students write down the information regarding the type of poetry, the teacher will move on to the poetry activity for the day. Types of Poetry:	<i>Friday (20 Minutes)</i> Reading Notebook Pencil Projector Powerpoint Powerpoint

	● Couplet: a poem that has two lines per stanza, and they rhyme with each other at the end of each line (2/22) ● Free Verse: Poetry that has no real rhyme or rhythm; has no rules or pattern (2/25) ● Concrete: a shape poem that takes the shape of the theme of the poem (2/27) ● Haiku: a poem that has three lines; the first and third line have 5 syllables; the second line has 7 syllables (2/27) ● Limerick: a silly poem that has 5 lines: the 1st, 2nd, and 5th lines rhyme and the 3rd and 4th lines rhyme (3/1) ● Narrative: a poem that tells a story (3/4) ● Cinquain: 5 lined poem with specific rules (3/6) ○ 1st line: has one word giving the topic (2 syllables) ○ 2nd line: has two words to describe the topic (4 syllables) ○ 3rd line: has three words that express actions (6 syllables) ○ 4th line: has two words that express feeling/ phrase (8 syllables) ○ 5th line: has one word; synonym for the topic (2 or 3 syllables)	
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	During this time, students will be assigned to create their own 'Poetry Book'. This 'Poetry Book' will be an accumulation of their poems that they have created over the course of the 2 weeks. Each page of the poetry book has to have at least one example of: ● Couplet ● Free Verse ● Concrete ● Haiku ● Limerick ● Narrative ● Cinquain When students are done editing their poems, they will create a book cover and illustrations for each	<i>Wednesday, March 6th (45 Minutes)</i> Readers Notebook Pencil Construction Paper White Paper Colored

	poem. These poems will be on display for 'Family Night'.	Pencils
VI. Closure (Plan for maintenance)	Students will take a poetry assessment. (See poetry assessment at the bottom of the page)	Friday, March 8 (30 Minutes)



Introduction

Lesson 8

Finding the Theme of a Poem

Learning Target Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read Poems can express feelings and ideas on many topics. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.

Theme: Night Poetry Lesson 8

Think What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What is the Theme?
			Night can ease the worries of the day.

Talk Share your chart with a partner.

- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk
Use these words to talk about the text.

- theme
- topics

- speaker
- reflect

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Lesson 8 Finding the Theme of a Poem 135

Modeled and Guided Instruction

Darkness in the Desert

by Meyena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.

5 Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
10 The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.

15 By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
20 The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
25 Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habit

When you read the poem, circle words and phrases that tell the topic of the poem. Then underline details that show the speaker's reflections on the topic.

Finding the Theme of a Poem Lesson 8

Explore What details in the poem "Darkness in the Desert" develop its theme?

Think Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

Short Response What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

HINT Start your response by stating the theme in one sentence.

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Lesson 8 Finding the Theme of a Poem 137

The Original "Where I'm From" Poem
Written by George Ella Lyons

I am from clothespins, from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch. (Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm whose long-gone limbs I remember as if they were my own.

I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons, from Perk up!
and Pipe down!

I'm from He restoreth my soul with
a cotton ball lamb and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger, the eye my father shut to keep his sight.

Under my bed was a dress box spilling old pictures,
a sift of lost faces to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.

Where I'm From: Ms. Smith's Example

I am from chocolate,
from windex and
Kelloggs.

I am from the dog hair filled carpet.
I am from the willow tree in my backyard
the onion plants I used to pick.

I am from early christmas mornings
and loud, booming voices.

from Jane Smith
and Tim Smith and
Ellie and Ruby.

I am from the elaborate family dinners
and dessert every night.

From "This too shall pass"
and "Make your bed!"

I'm from Buffalo, New York, homemade spaghetti sauce and belgian waffles on
saturday.

From the time I was told I was going to be a big sister
the excitement
and the jealousy of losing the attention.

I am from attic of old photo albums
and

I am from the Smith Family, Charlotte, NC

Where I'm From

I am from _____ (specific ordinary item),
from _____ (product name) and
_____. (another product name)

I am from the _____ (home
description... adjective, adjective, sensory detail).

I am from the _____ (plant, flower, natural item),
the _____ (plant, flower, natural detail)

I am from _____ (family tradition)
and _____ (family trait),
from _____ (name of family member)
and _____ (another family name) and
_____ (family name).

I am from the _____ (description of family tendency)
and _____ (another one).

From _____ (something you were told as a child)
and _____ (another).

I'm from _____ (place of birth and family
ancestry), _____ (two food
items representing your family).

From the _____ (specific family
story about a specific person and detail),
the _____ (another detail),
and the _____ (another detail
about another family member).

I am from _____
(location of family pictures, mementos, archives) and
_____ (another line indicating their worth).

Humans of New York Photos















Poetry Assessment

My fish was small,
Like a feather

My fish was gold,
But now my fish is still and cold.

My fish no more
Will splash and splish
My fish is gone

My fish whispers
Goodbye.

1. How many stanzas are in the poem?
2. Label the rhyme scheme of the poem using capital letters above.
3. Underline the simile in the first stanza. What is the author comparing to the simile?
4. Are there any examples of alliteration or onomatopoeia in the poem? If so, write the examples below.
5. There is one example of personification in the poem. Explain this example below.
6. Who is the speaker in the poem? What point of view is the author writing in? (First, second, third)
7. What is the tone of the poem?
8. Is the author trying to convey a theme? If so, what is it?