

Jessica Williams
Lesson Plan 3
4/20/09

Skill Cluster:

Listening Comprehension
Fluency
Rhyming

What I am Teaching: I am introducing poetry, specifically focusing on nursery rhymes. I am also using students prior knowledge of rhyming words and relating it to poetry.

Prerequisite Knowledge:

Teacher: The teacher will have knowledge of what poetry is and why it is important. According to Merriam-Webster dictionary, poetry is a metrical writing or verse, meaning with a beat. Poetry, however, can be written or spoken. It is also known as, “a writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm.” The definition of a poem is, “a composition in verse.” It is also known as, “a composition written in metrical feet forming rhythmical lines.” A poem has a beat to it that you could clap to or stomp your feet to. Teachers will know where poetry is mostly seen such as, in songs, in books, nursery rhymes, jingles on a commercial, etc. Teacher will also have knowledge of “Mother Goose.” According to the book, *A children’s introduction to poetry*, “Some say a real ‘Mother Goose’ lived in New England three hundred years ago. Others claim she was from France, and from many years earlier. No one knows for sure. A book of poems for children entitles *Mother Goose’s Melody* was published in England in 1781, and the name “Mother Goose” has been associated with children’s poetry ever since.”

The teacher is introducing poetry by linking student’s prior knowledge of nursery rhymes to the concept of poetry. The teacher also understands how poetry can be linked to so many things to help his or her students. For example, introducing poetry can be linking to creative writing and helping students with their reading skills (fluency). Including poetry into the curriculum will help students think critically and give the students the opportunity to interpret poems in their own unique way.

Students: Students should have a basic knowledge of nursery rhymes. Students should also have knowledge of what rhyming words are. Two words rhyme when the sound the same at the middle and end of the word (sharing the same rime). A rime is when all the sounds from the vowel to the end of the syllable (example: in the word meet, the rime is –eet)

Objectives:

Materials:

Teacher:

Mother Goose: Number on the Loose by Leo and Diane Dillon
Read a Rhyme, Write a Rhyme by Prelutsky
Poetry Speaks to Children by Paschen
William Wegman's Mother Goose by William Wegman

Students:

Pencil
Jack and Jill Poem
1,2, Buckle my shoe Poem
PoemStart worksheet

Anticipated Length for Learning Experience:

Approximately 45 minutes to an hour.

Student Grouping: This lesson is whole-group instruction. Worksheets can be done individually or with a partner.

Procedure:

Getting Started:

Before we begin, I would like the students to give examples of how they should behave during while I read a book out loud to them. As students list concrete examples, I will help them word these examples in a positive way.

Some examples of behavior include:

- Eyes and ears on me when I am talking
- Raise hands if you have a question or you would like to answer a question

Introduction:

(I do it)

First I would like to begin with reading a quick poem to the class. This poem is called Sneeze by Maxine Kumin. After I read the poem I would like to comment on the poem, modeling to the students that a discussion should sometimes begin after reading a poem. I could also have another teacher there to help me model how when having a discussion about a poem it is okay to agree and it is okay to disagree on opinions about the poem.

(W'ou-do it)

Then I will have the students comment on the poem and have a brief discussion about the poem.

(You do it)

Then I am going to ask: Where do you see poetry?

Possible answers are in songs, in books, nursery rhymes, jingles on a commercial

What is a poem?

The teacher will want to clarify that some poems rhyme, but not all poems rhyme. All poems do, however, have a rhythmic beat.

(Poetry is a metrical writing or verse, meaning with a beat. Poetry, however, can be written or spoken. It is also known as, “a writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm.” The definition of a poem is, “a composition in verse.” It is also known as, “a composition written in metrical feet forming rhythmical lines.” A poem has a beat to it that you could clap to or stomp your feet to.)

(I do it)

The teacher will reread the poem, Sneeze, while modeling the clapping so students hear the beat of that specific poem. The beat of the poem is a pattern in which this specific poem follows this pattern.

(W’ou do it)

Then have the students clap as a class while I read the poem. After, teacher will explain that there are all different types of poems that have all different types of beats.

- Formative Assessment- Observe students answers and write them on the board. Also observe students clapping their hands to the beat of the poem.

Body:

(I do it)

Through the next couple of weeks, we are going to take a look at the many different types of poems and what makes each unique. Many different poems have a specific pattern they follow to keep the rhythmic beat going. Also, many poems use rhyming words different ways to create this unique bear. Teach will use prior knowledge of nursery rhymes and relate it to poetry. You may not remember it, but one of the first poems you ever heard was probably a nursery rhyme. These poems are usually brief or short, fun, and silly, with easy rhymes that everyone can follow. They often have wacky images-like dogs wearing clothes and families living in shoes. Probably the most famous author of nursery rhymes is “Mother Goose.” I am going to read two different nursery rhymes that both rhyme, but have a different beat. I will read the first nursery rhyme, 1,2, Buckle my shoe. Then I will read the second one, Jack and Jill.

(We do it)

We will then talk about the difference between the two poems. Ask students, How are these two poems similar and how are they different?

They are similar because they both rhyme, but they are different because they use different patterns.

Reread the first poem and clap to the beat of the poem. Then reread the second one and clap to the beat. Then clap without the poems so students can hear the different in the rhythm.

- Formative Assessment- Observe students clapping to the different beats of each poem.

(W'ou-do it)

Looking at the first poem (have a copy of the poem in larger print and put that on the board) Have students discuss or come up to the front to put out the words that rhyme in the poem, 1,2 Buckle my shoe. Have students underline or circle the words that rhyme.

- Formative Assessment- Observe students underlining or circling the different words that rhyme.

(I do it)

Teacher will then explain that we are going to read a new poem and then write a poem. Teacher will introduce a new poem called, Mashed Potatoes.

We do it)

Have students come up and circle the words that rhyme (using different colored markers to show which words rhyme with each other). Teacher will pass out Poemstart worksheet (see Appendix A). Teacher will then read the beginning of the Poemstart that the class is going to do. Teacher will ask students which word in the poem does the next word have to rhyme with. The next word has to rhyme with eat.

W'ou do it)

The class as a whole will generate a list of words that rhyme with eat.

- Formative Assessment: Observe and write down the words the students generate.

Conclusion:

(You-do it)

- Summative Assessment: Students will write a word or words that rhyme with eat to finish the Poemstart.

Assessment:

Formative: Observing the student's discussion about what a poem is and rhyming words are. Observing the students clapping to the different beats of the poems. Observing the students coming up to the front of the board to circle the rhyming words within the poem.

Summative: The students will write a word that rhymes with eat in the blank spot of the Poemstart.

Child Guidance:

Proactive Considerations:

Before we begin the poem lesson I will go over expectations of behavior with the students. I will have the students give concrete examples of how they should behave during the lesson.

Reactive Considerations:

If the students need to redirect their attention, I can remind them of the concrete examples they created.

Differentiation:

I tried to incorporate as many of the multiple intelligences as possible. This lesson mainly focuses on listening comprehension and writing, which pertains to the linguistic intelligence. For Bodily-Kinesthetic students I have incorporated movement into the lesson by having students come up to the board to circle rhyming words.

For spatial intelligence students the poem will be up at the front of the room as well as in front of each student, which can help these students see the words. While students are filling out the worksheet they have the choice to work alone or with their classmates, which is helpful for both the interpersonal and intrapersonal students. Also various learning styles are addressed in this lesson because some of the skills that are required are auditory and visual skills because the students are hearing the poem and the beats and seeing the words written. Musical intelligence is also incorporated into this lesson with hearing the beats and the different patterns the poems use.

Resources Used:

Dillon, L., and Dillon, D. *Mother Goose: Number on the Loose*. New York: Harcourt.

Driscoll, M. (2003). *A children's introduction to poetry*. New York: Black Dog and Leventhal.

Froale, J., Pagett, L. (2009) *Creative Approaches to Poetry for the Primary Framework for Literacy*. New York: Routledge.

Paschen, E. (2005) *Poetry Speaks to Children*. Illinois: Sourcebooks.

Prelutsky, J. (2005) *Read a Rhyme, Write a Rhyme*. New York: Random House.

Wegman, W. (1996) *William Wegman's Mother Goose*. New York: Hyperion.

