Class:\_\_\_\_ELL1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Poetry\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_May 12, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Skill Objective #1 (Students will be able to…)  Write a short poem using affirmative BE verbs |
| Frameworks:  S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of learned words or phrases R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)  W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: I like rice; Maria is sick.)  W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email) |
| Content Objective #1 (Students will know that…)  Poems can use BE verbs to describe themselves with emotions and other adjectives |
| Frameworks:  L2.2c Distinguish between positive and negative statements and between statements and questions  R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers) |
| Activities  1a. Give students an exemplar poem. Ask students to circle the verb “to be”. Students also underline (or highlight) adjectives.  b. Students categorize adjectives into physical attributes, emotions/feelings, and interests.  c. Students fill in self descriptive adjectives into a blank poem template. |
| Materials  Poem exemplar, poem template |
| Assessment #1  Adjectives found within student written poems match the categories described in class. |
| Wrap Up Reflection  I read poems to the class, students guess who the poem was written by. |
| Skill Objective #2 (Students will be able to…)  Write a NEGATIVE poem using BE verbs |
| Frameworks:  W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: I like rice; Maria is sick.)  W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email) |
| NOT Content Objective #2 (Students will know that…)  Opposites be used to describe a person’s characteristics. |
| Frameworks:  L2.3f Understand basic antonyms (e.g. happy/sad)  R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers) |
| Activities  1a. Draw a T chart on the board. On one side of the T chart, demonstrate what a student may be (hard working, smart, beautiful, a good friend, etc.) Work with students to find opposites for each item on the board.  b. Students complete their own T chart, and make a list of opposites.  c. Give students a poem exemplar, students underline (or highlight) all phrases using negative be verbs. Students create a list of words or phrases that describe the poem. As a class, generalize what kind of person the poet is (the poet is a kind, forgiving friend).  d. Students work to create one sentence about who they are. Students choose items from their T chart (or add items to their T charts as needed) that help demonstrate who they are.  e. Students fill in their descriptions in the poem template. |
| Materials  T chart handout, poem exemplar, poem template. |
| Assessment #2  Student poems show use of opposites from their T chart. Students use negative BE verbs appropriately. |
| Wrap Up Reflection  Students share their poems with the class. |