



Words Unlocked 2016 : Day 1

(*Please preselect 2 poems per group to conduct lesson.)

Standard(s):		
<p>CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		
Lesson objective:		
<p>SW</p> <ul style="list-style-type: none"> Analyze poems in literature circles poems in order to answer the question, "What is poetry?" Synthesize information from their readings in their literature circles and create posters to present findings from their texts and analysis to the class. 		
Assessment:		
<ul style="list-style-type: none"> Exit questions Scholars will turn in their group literature circle sheet (each scholar has a specific role on the sheet) and will earn a grade for this 		
Key Points:		
<ul style="list-style-type: none"> Today is the first day of the Poetry Unit, and in this unit we will be learning about the genre of writing called Poetry We will begin by introducing the expectations of this unit: what we will be reading, what our focus will be, what our end goals are (scholars should be able to analyze any style of poem and use various types of figurative language in their writing) As an entrance point into the unit we will break into small groups and participate in literature circles In literature circles scholars work in table groups where they each have an assigned role (that they can choose): reader, discussion leader, summarizer, and presenter. Each table also has a different set of poems that represent various styles of poetry. Scholars will work in their literature circle and complete the literature circle sheet, which guides them in analyzing why poems are written and the many techniques that can be used in poetry. Once scholars complete their literature circle reading and analysis they will move onto creating a poster with the key points of their reading to present to the class the next day 		
Component:	Teacher and student actions:	Materials/ Documents needed:
Warm-up or hook: [5 min]	Scholars will watch Chicago poet Malcolm London perform his poem, "Let Me Breathe." As they watch they will be asked to	Day 1 Do Now Video Link

	<p>answer the following questions:</p> <ol style="list-style-type: none"> 1) What are your thoughts about this poem? 2) What do you think is important when writing a poem? 	
<p>Introduction of new material (mini-lesson) [15 min]</p>	<ul style="list-style-type: none"> • Questions to start the day: <ul style="list-style-type: none"> ○ Who are some of your favorite poets? Why? ○ Do all poems rhyme? ○ Why do authors choose to write poems? • Introduce unit expectations, assignments, and schedule • Explain/introduce literature circle activity <ul style="list-style-type: none"> ○ Each group will have a different packet with poems. The two poems will be different from each other in many ways. ○ In each group there will be 4 roles: reader, discussion leader, summarizer, presenter ○ Read through the poems, discussion leader will guide the group in completing the discussion q's, the summarizer will guide the group in summarizing, and the presenter will guide the group in creating a presentation poster ○ Break up into groups 	<p>-Slides -Notes hand outs</p>
<p>Guided practice [5 min]</p>	<ul style="list-style-type: none"> • We completed this activity in an effort to come up with a working definition. As you noted poetry could be any length, written for various reasons, and can have a specific style or be written in free form. Poems can follow traditional language rules or be written using slang. Ultimately a poem is a piece of writing or an arrangement of words that has both meaning and musicality. If time permits once scholars have finished their presentations, teacher will introduce the literary term dictionary and will begin with a quick introduction of tomorrow's terms. 	<p>-Classwork handouts -Slides</p>
<p>Independent practice [30 min]</p>	<ul style="list-style-type: none"> • Scholars will work in their literature circle groups and begin reading, analyzing, and discussing the packet material they have • Teacher will break up into table groups too and work with students who may need more 1 on 1 support and oversee the group as well (the activity though is student-driven!) • When groups complete their readings and analysis sheets, they can begin on their posters (which they will have an additional ten minutes to finish and present.) 	<p>-Literature circle materials</p>
<p>Closing [5 min]</p>	<ul style="list-style-type: none"> • Turn in literature circle analysis sheets • Group reflection sheet, scholars will rate each other for their effort in the group activity • Review schedule for tomorrow 	
<p>Differentiation Considerations:</p>		
<p>-Support during literature circle for struggling readers -Text selection (high, medium, and low)</p>		