

# CASE

## General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

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Date: Subject: Language Arts

Supervisor: Mary

Beth

### Things to do to prepare for the lesson:

<input type="checkbox"/> Smart board	<input type="checkbox"/> Poem Paper template (17 copies)	<input type="checkbox"/>
<input type="checkbox"/> Laptop	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I am template	<input type="checkbox"/>	<input type="checkbox"/>

### Learning goal(s):

- Students will write an "I am Poem" using a given format

### State Standards for the lesson:

**1.4.2.A:** Write organized, detailed descriptive poems and stories that include **literary elements**.

**1.6.2.A:** Listen actively and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information, or opinions.

**2 minutes. Lesson Segments: Launch (opening)** – Introduce the "I am poem" activity to the students. Reintroduce "Open House" and how this is one of the open house pieces of work that will be displayed along with the leaf painting, etc. The students are going to write a poem about themselves using various prompts to help them brainstorm ideas. *If you want to get really clever, you may introduce the activity by asking this question: "Can someone think of a word that describes themselves?" or "Can someone give me an adjective that describes themselves?" Review what an adjective is and then introduce the activity.*

**10. Body (middle)** – The easiest way to introduce this "I am Poem" is to go step by step down the poem and writing an example "I am" poem about myself.

1. Explain that the Name and the "Lover of..." section will be the title of the poem.
2. Go down the poem template and come up with example phrases to write on each of the lines. Talk through the directions listed underneath the lines as well.
3. Explain to the students the significance of the repeating, "I am (two adjectives) line." This line will be repeated throughout the poem.
4. Ask the students if they have any question before sending them back to their seats to work on the poem template. The teacher should be constantly moving around the room to ensure that all students are completing the poem correctly.

**3 minutes. Exit (closing)** – **ASK THIS QUESTION:** "What season are you going to be writing YOUR poem on?"

**FALL.** Before students leave to work on their own poem, it is important that we recap the three steps in writing this poem and reviewing what it is they are going to be doing once they finish this activity. Call on three different students to recall the three steps they will be following to complete their poem. These steps should be written down on a half piece of chart paper and hung in the front of the classroom for students to follow. *May want to target students who you know were having a hard time paying attention during the time of initial instruction.*

**Cautions & Notes:** It is important that I repeat steps throughout the mini lesson so that the students have a firm understanding of what they will be doing during each step. It is also important to encourage students to really think about multiple example before they choose the one that fits best with the poem.

**When the students are done:** they can find a quiet book to read or work on unfinished work (to be determined depending on the day.)