

# Finlandia University Lesson Plan

Name: LeAnn Larson

Subject: Language Arts

Grade Level: 3

Number of Students: 24

Length: 50 minutes

## **Pre-Instructional:**

*English Language Arts Section*

*Meaning and Communication*

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Benchmark- Early Elementary

1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage the audience.

Benchmark- Early Elementary

3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics- including text structure, figurative and descriptive language, spelling, punctuation, and grammar- to construct and convey meaning.

Benchmark- Early Elementary

2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folktales.

4. Identify the use of aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, diction, color, and shape.

### Grade Level Content Expectations

#### Writing

Writing Genres- W.GN.03.02- Write poetry based on reading a wide variety of grade level appropriate published poetry.

Writing Process- W.PR.03.02- Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).

Personal Style- W.PS.03.01- Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).

Writing Attitude- W.WA.03.01- Be enthusiastic about writing and learning to write.

#### Listening & Viewing

Conventions- L.CN.03.01- Respond to questions asked of them, providing an appropriate level of detail.

#### Objectives

1. Students will have a better understanding of poetry.
2. By listening to and viewing a variety of shape poems, students will have a new understanding of this particular type of poetry.
3. Students will be able to create their own shape poem with the topic and shape that they choose.

#### Materials/ Special Arrangements/ Individual Modifications

1. Whiteboard/ dry erase markers
2. A variety of poetry books with examples of shape poems

3. Use Your Senses Worksheet: Designed by myself.
4. Paper/ pencils
5. A variety of shapes to use as stencils (in needed)
6. Construction paper (used to back the final rewrite copy)

### Introduction Activity

1. The topic of poetry will first be introduced by first asking the students what they already know about the topic. The responses from the students will be written on the whiteboard by creating a web stemming from the center word poetry.
2. The teacher will introduce the activities by explaining that they will be learning about a particular type of poetry called concrete poetry (otherwise known as shape poems) and that they will be writing their own shape poem.

### Developmental Activities

- a. The teacher will introduce the topic of poetry by making a web on the board. The students will fill this in by giving information of what they already know about the subject.
- b. The teacher will explain to the students that they will be learning about a particular type of poetry called concrete poetry (writing the word on the board) otherwise known as shape poems. A concrete poem takes the shape and looks like the object it describes. A concrete/shape poem can describe an object or tell a story about it.
- c. The teacher will then read and show examples of several different shape poems so that the students have a better understanding of the definition.
- d. The teacher will then give an example of a concrete/shape poem by modeling one on the board.  
  
(e.g. clouds: The clouds are puffy in the sky, like bites of white marshmallow pie. I love to watch them float on by.
- e. The teacher will ask the students to raise their hands with topic ideas for their poem.
- f. The teacher will then pass out the “Use Your Senses” worksheet and explain that they can use this worksheet to organize their thoughts about their topic before writing. They must first chose a topic, and then for each category think of how it looks, feels, smells, etc. There is also a space provided so that they may practice drawing their shape.
- g. After the students have their ideas down they may begin writing and drawing their shape poem.

### Concluding Lesson

The teacher will conclude the lesson by explain to the students that they will rewrite their poem and transfer it to a piece of construction paper. The teacher will explain that today they learned one form of poetry and they will learn many others.

### Follow- Up Activity or Assignment

1. Students will rewrite their poem on a new sheet of lined paper and then place it on construction paper to display.

### **Post-Instructional**

### Evaluation of Student Learning

The students will be evaluated by their participation during the lesson and their final finished product of their shape poem.