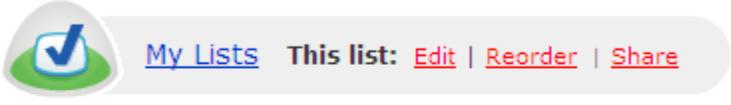


Read Between My Lines

Lesson Plan for 6th Grade Honors and 7th Grade

Created and Presented by Sheena R. Mitchell

 <p>Overview</p>	<p>The purpose of this lesson is to present to students the way in which they can communicate the events in their life through poetry.</p>
 <p>Objective</p>	<p>After learning about a few poetic forms, students will distinguish these poetic forms by both reading and writing examples that are based on certain styles. They will need to accomplish this with at least 85% accuracy.</p>
 <p>Standards</p>	<p>Standard 3: READING: Literary Response and Analysis Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.</p> <p>Standard 4: WRITING: Process The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.</p> <p>Standard 5: WRITING: Applications Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>
 <p>Materials</p>	<p>Computer with word processing ability, printer, paper and pencil/pen</p>
 <p>Procedure</p>	<p>Procedure: In order to present this lesson, the following steps would be followed.</p> <div data-bbox="370 1507 1175 1738"><p>My Lists This list: Edit Reorder Share</p><h2>Steps in Procedure</h2></div>

- 1. Students will be introduced to the literary poetic forms limerick, sonnet, haiku, and ballad.
- 2. Students will then read published examples of these types of poems with a clear definition of the form being used.
- 3. For each of the poems read, the student will identify the elements of each style (presentation of characters, theme, plot and setting, etc.) and express how these differ from style to style.
- 4. The student will complete a reading activity in which poems of the presented forms will be read. There will not be a definition of the form type; the student will be responsible for identifying this.
- The student will have the option to either submit their second draft for a second peer edit or complete the assignment making the second draft their final one. If the poem is resubmitted, the student must also procure a final draft following this edit.

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- 6. Based on the premise the student chose, the student will then write a poem draft that follows one of the poetic forms that was presented at the beginning of the lesson. The student may choose which style they want to use. This poem draft will be critiqued by another student in their class. They will then write a second draft that takes into account the comments/suggestions that were made during the peer editing process. ****IF A STUDENT CHOOSES NOT TO TAKE THE SUGGESTIONS INTO ACCOUNT, THEY MUST PROVIDE A WRITTEN STATEMENT OF WHY THEY WILL NOT AS AN ALTERNATIVE TO THE SECOND DRAFT. THIS WRITTEN STATEMENT MUST EXPLAIN THEIR CHOICE IN TERMS OF THEIR DIFFERING INTERPRETATION OF THE POETIC STYLE.**
- 5. The student will brainstorm with one of the following premises "I remember a time in my life when...happened (narrative); "I can do...very well, and I do it by..." (expository); "My favorite food/plant/animal is..." (sensory); "Next summer, I would like my parents to take us on vacation to...because..." (emotional); "I was punished for doing...but I had a good reason, and it was..." (argumentative)

Evaluation



This assignment will be evaluated based on the following:

-Assignment total: 100pts.

Identification of poetic elements (literary analysis): 20pts.

Distinguishing poetic style (literary response): 25pts.

Brainstorming and writing premise choice (writing: process): 5pts.

Peer edit (writing: process) (at least TWO DRAFTS or ONE DRAFT and ONE SELF-DISCLOSURE STATEMENT must be turned in): 25pts.

Final poem draft with correct use and identification with poetic elements with regard to specific poetic style (writing: application): 25pts.



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Honors lesson plan; what I want to include

- DRAG Colors- Blue and Green
- DRAG ABC graphic
- DRAG Crayon Graphic
- DRAG Puzzle Graphic
- DRAG End Colors; Pink, Yellow, and Grey



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This is an example of a re-ordered list

