



# Poetry Lesson Plan Example

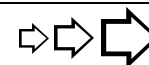
## with BIG Ideas and BIG Questions

BIG Idea:

Poets use words and images to communicate about a theme.

BIG question:

How do you read a poem?



## ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR LITERATURE.

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG QUESTIONS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>• <i>Writers use titles and details to help readers understand a story or poem.</i></li> <li>• <i>Readers can use details and parts of a poem or story to draw conclusions about it.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use titles and details to understand a story or poem?</li> <li>• How do readers identify sequence; compare; contrast?</li> <li>• How do readers make inferences about the characters, plot, and setting?</li> </ul>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• <i>Writers communicate a message, moral, or theme when they write a poem or story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out the message or moral or theme of a story or poem?</li> </ul>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> <li>• <i>Story writers use characters and plot to help readers understand a moral or theme.</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is important to notice about characters and events in a story?</li> </ul>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li>• <i>Writers use words to “paint a picture” of a situation or idea when they write a story or poem?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out what a word means when they read?</li> <li>• What kinds of words do poets use to help you “see” their ideas?</li> </ul>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a scene, chapter, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> <li>• <i>Story writers use parts of the story to communicate their theme or moral.</i></li> <li>• <i>Poets use stanzas to show readers different ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers analyze plot so they learn the writer’s message?</li> <li>• How do readers use stanzas to learn the poet’s message?</li> </ul>
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>• <i>Writers use point of view to help the reader understand the message of their story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers understand more about a story depending on who narrates?</li> <li>• What choices does a writer make to accomplish the purpose of the writing?</li> </ul>

**POEM LESSON PLAN EXAMPLE with gradual release of responsibility across the week.**

**BIG Idea:** Poets use words to communicate. Readers analyze a poem to figure out the message.

**Big Questions:** How do poets communicate their ideas? How do readers interpret a poem?

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Insert standards specific to your grade level.)

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix Go Deeper Finish well
Target: Explain how a poem is different from other kinds of literature.	Target: Analyze poem to determine its theme.	Target: Analyze how a poet communicates a theme	Target: Demonstrate and expand poetry interpretation competence	Target: Expand poetry interpretation competence
<p>I DO: Read first stanza of poem aloud. Think out loud—How is a poem different from a story?</p> <p>WE DO: Guides students to notice figurative language, other techniques used: alliteration, rhyme, repetition.</p> <p>YOU DO Choose your favorite parts of the poem. Tell what you like about how the poet communicates.</p> <p><b>Check for Understanding:</b> Start poet's glossary: Include the terms identified in the analysis: alliteration onomatopoeia rhyme repetition stanza</p>	<p>I DO: Think out loud—how do I infer the theme of a poem—how does the writer communicate it?</p> <p>WE DO: Read poem and think out loud with the students: What is the theme of the poem? How does the poet help me understand it?</p> <p>YOU DO: Re-read poem and list evidence for the theme. <i>Draw a picture</i> of what poet "says" in poem to communicate the theme. Share/compare.</p> <p><b>Check for understanding:</b> continue poet's glossary: theme interpret</p>	<p>I DO: List steps to interpret a poem—read it once to appreciate the poem; read it again to infer theme; read it 3<sup>rd</sup> time to identify techniques used to communicate theme.</p> <p>WE DO: Analyze different poem, steps 1, 2, 3.</p> <p>YOU DO: Picture a poem--show the poet's idea. Make a "key" to your picture-- Theme Images</p> <p><b>Check for Understanding:</b> Write your own directions: how to interpret a poem.</p>	<p><b>ASSESSMENT</b> S: Independently read another poem. Identify theme. List ways the writer has communicated it.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not "get".</p> <p><b>Students needing support:</b> Pair and compare lists, add more evidence of ways the poet communicates the theme.</p> <p><b>Advanced Students:</b> Write about poem—letter to the poet or extended response—how did this poet create a mood or tone?</p>	<p><b>Students needing support:</b> Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.</p> <p><b>Advanced Students:</b> Write your poetry guide-- to reading a poem—use a different poem—could be a poem you write!</p> <p><b>Class Synthesis:</b> What have we learned about interpreting poems? (Can be a guide to interpreting a poem.)</p>