Myranda Robinson (Miss Robinson)

For: Friday, April 10, 2015 (Full afternoon- First lesson of 30 minutes)

Block 1

**SOLAR** Lesson Plan

**Grade Level:** 3rd grade

**Subject Area:** Language Arts: Poetry (Diamante Poems)

**Materials Needed:** White board, expo marker, PowerPoint, trash bags, Clorox wipes, premade paper bags with objects inside, premade containers of “Flubber”, and student’s own piece of paper and pencil.

**Standards:**

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing

types are defined in standards 1–3.)

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

<http://www.dpi.state.nd.us/standard/content/ELA/ELA_JUN0811.pdf>

**Objective:**

* Students will show their understanding and knowledge of nouns, adjectives, and verbs by using them throughout their class and individual writings.
* Students will produce a Diamante Poem consisting of noun, adjective, and verb parts to showcase writing and organization.
* Students will demonstrate collaborative instruction by participating and contributing to group table activity.

**Learning Activities:**

* Give the students a minute to clear their area leaving only a sheet of paper and a pencil in front of them.
* From here have the students put their sheet of paper and pencil under their chair until they are of use later on in the lesson.
* After eliminating all distractions, review the student’s knowledge of nouns, adjectives, and verbs (Click through PowerPoint with definitions and examples to help with this refreshing of information).
* After you have their minds working explain that you are going to pass a brown paper bag out to each student and they are not to look inside or touch until given further instructions.
* Have them only retrieve their pencil from underneath their chair.
* Explain that on each bag there is written the name of their table, a line to put their name, 4-5 numbered blanks (For each one of their peers at their table), a line indicated by a “?” for their personal guess, and finally a line for what object was actually in the bag.
* Have the students write their name on the bag first.
* Explain to each student that they are to not look inside their bag, but only place their hand in and feel the object that is inside.
* Once they have felt the object for the allotted 30 seconds they are to pick one descriptive word (adjective) they believe describes the object that they are feeling and write it on the line indicated “#1”.
* From here they are to pass their bag clockwise (Person to their left) to their table neighbor and they are to do the same as above but when time comes they are to place their adjective on the line indicated “#2” and so on and so forth until the bag is back to the original student.
* Student’s can then feel the object again and look to see how their peers described the object. Then they are to make an educated guess to what the object in the bag in and write it on the line indicated “?”.
* Next allow the students to look in the bag and see if their guess was right and prompt them to think why they guessed the way they did and get them thinking adjectives are key when describing or guessing something.
* Last have them write the objects name on the line indicated “object”.
* Setting this aside, tell the students that we will be writing poetry today and the activity we just did was helping us brain storm and getting us ready to be great poets.
* Introduce the Diamante Poem.
* Explain to the students that it is a seven line poem and it is strictly made up of only nouns, adjectives, and verbs. Things they already know and are good at identifying and using!!
* Click to the slide in the PowerPoint that has the structure of the poem so the students have a visual.

Noun  
Adjective, Adjective  
Verb, Verb, Verb  
Noun, Noun, Noun, Noun  
Verb, Verb, Verb  
Adjective, Adjective  
Noun

<http://www.poetry4kids.com/blog/lessons/how-to-write-a-diamante-poem/>

* Explain that we will do an example as a class to get them feeling comfortable about being poets and then they will create their own individual work on their own.
* Pass out a container of “Flubber” to each student.

Recipe: <http://myfrugaladventures.com/2013/07/how-to-make-flubber/>

* Give the students a minute to play around with it and using their five senses have them start brain storming nouns, adjectives, and verbs of this peculiar substance.
* Come back collectively as a class and start piecing together a Diamante Poem about “Flubber” (Note that the poem never states what the object is, it only describes it).
* For fast clean up walk around with a trash bag and drop Clorox wipes off at each table so they can clean up their area and get to work on their very own Diamante Poem (Picking the object of their choice).
* Remind them not to say their object in their poem and not to tell their peers because at the end a few volunteers will come up and share their poem while the class tries to guess the object being described.
* Collect every student’s poem at the end of the lesson for a written assessment.

Make adaptations for children as needed.

* Sitting closer to the board to see PowerPoint (Roughly three students observed for this accommodation).

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the student’s individual poetry writing (Collect at the end of lesson).

**Reflection:**

* When creating the practice example of the Diamante poem have students put the flubber back in containers.
* Was too distracting- Students could not focus on brain storming or writing because of the flubber.
* Write on the bag, “You, Student #1, Student #2, etc.” instead of, “Student #1, Student #2, Student #3, etc.” because students found that hard to understand
* When read aloud is going on make sure students use the right parts of speech – Correct after.
* Stay away from saying, “You guys”- Substitute for, “3rd Graders, friends, boys and girls, etc.”
* Future homework/in-class: Rewrite edited poems to mat and display-They were messy and some even had flubber on them!
* Would do again! Students understood and enjoyed!