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| Lesson Title: | Poetry Movie |
| Subject Area: | English/ Language Arts |
| Grade Level: | 5th |
| Unit Title: | Genres |
| GLCEs/ HSCE: | **W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry. |
| METS-S/METS-T | Create original works as a means of personal or group expression |
| Essential Questions: | What is a Haiku?  What is a Cinquain?  What is a Limerick?  What is a Free Verse? |
| Objectives: | Students will write poetry based on reading a wide variety of grade-appropriate poetry. By using an IPad and IMovie, students will create a movie in groups of 4. The IMovie will include a haiku, cinquain, limerick, and free verse and each student must vocalize a poem. |
| Tools and Resources: | * IMovie * <http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html> * Internet * IPad * Scoring Rubric (located below) * Worksheets (located below) * Computer Lab * <http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html> * [http://teacher.scholastic.com/writewit/poetry/poetry\_engine.htm#](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm) * Poetry books * Teacher created IMovie   <http://www.youtube.com/watch?v=F9sPr9Jv060&feature=plcp> |
| Rationale: | Poetry is all around us. It’s in music, and in our everyday speech. By understanding and writing a wide variety of grade-appropriate poetry, students will broaden their horizons to new and interesting ways to communicate. |
|  | Sequence of Activities: |
| Anticipatory Questions/Activity: | The teacher will separate the class into groups of 4. The class will then go down to the computer lab and students will visit the website <http://www.learner.org/teacherslab/math/patterns/limerick/limerick_acttxt.html> each student will produce their own limericks. Students must write each limerick down and keep it with them.  For more practice, students will also visit [http://teacher.scholastic.com/writewit/poetry/poetry\_engine.htm#](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm) and write down the poems they created. |
| Body of Lesson Plan:  *Segment #1*  (Artifact: link to real world, website, book, picture, etc.) | The teacher will demonstrate on an IPad how to record videos.  (there’s a camera button that you press and at the bottom you can slide the camera to the right so it will start recording)  Explain to students that they should stop each video after each group member says his/her poem for the best and easiest results.  After everyone in the group’s poems are recorded with the IPAD, the IPAD will be plugged into the MacBook and the IPAD videos will upload onto the MacBook.  From there,  The teacher will show students a tutorial on how to make an IMOVIE.  <http://www.youtube.com/user/nyvs?feature=pyv&ad=6557292374&kw=imovie&v=nzgsG-csfzk&lr=1> |
| *Segment #2*  (Factual information/Vocab  Includes sample feedback loop) | Teacher: Now you’re going to make your own IMOVIE  Students: Yes!  Teacher: I know, it’s super exciting. Here’s my example.  <http://www.youtube.com/watch?v=F9sPr9Jv060&feature=plcp>  (teacher shows clip)  You all don’t have to incorporate everything that I did in my movie. All you have to do is recite your haikus, cinquains, limericks, and free verses. Each group member must recite all four of their poems for the group to get full credit. |
| *Segment #3*  (Includes multiple intelligence strategy:  Hands-on, small groups, re-teaching strategy) | Students will use the following worksheets provided at the end of this document to make up their own haiku, cinquain, limerick, and free verse. If students have any questions ask them to first ask someone in their assigned group. If that doesn’t work, then ask the teacher. |
| *Segment #4*  (Detailed directions on how to complete activity) | Students will be allowed two hours to complete the IMOVIE activity. Every student must recite and turn in all four of their poems in a creative way. After each IMOVIE is complete, the class will watch each groups completed assignment. The teacher will be walking around the room making sure everyone is staying on task and not struggling.  The scoring rubric is located below. |





**Directions: When you write your own free verse poem remember it has no rhymes but it does use all of the senses and tells about an idea. Think of an incident you would like to tell about; a free verse poem gives us a quick insight into life without rhymes. Consider a time when you reflected on your life.**

Free Verse is an irregular form of poetry in which the content free of traditional rules of versification, (freedom from fixed meter or rhyme).

In moving from line to line, the poet's main consideration is where to insert line breaks. Some ways of doing this include breaking the line where there is a natural pause or at a point of suspense for the reader.

**Example:**

Ode to Job

Job came down

in a

woosh, outstretched

and gliding into the horizon.

Blue shadowed

flight

arrested by

the beckoning marsh.

His greatness bears

much

yet not

the anguish of ancient

prophecy.

Situated grievances weigh

feathery

on this long,

strong back. Unconscious

emotion

numbs while

time drifts out

another

sun salted

day.

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| **Organization**  **and Overall**  **Impact** | The form of the poem is appropriate to the subject. The poem enables  the reader to see, hear, feel, or think about the subject in a  new way or in a more potent way than ever  before. | The form of the poem is appropriate to the subject. The poem enables  the reader to see, hear, feel, or think about the subject. | The form of the poem should be more appropriate  to the subject.  The poem enables the  reader to see, hear, feel, or think about the subject, but this is accomplished  through clichés, worn-out images, or other predictable  choices. | The form of the poem is not appropriate to  the subject. The poem does not enable the  reader to see, hear, feel, or think about the  subject. |
| **Elements of**  **Poetry** | Sensory details and figurative  language create  vivid images that contribute  significantly to  the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia,  are used effectively and contribute to the  meaning of the poem. Word choice is vivid  and exact throughout. | Sensory details and figurative  language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia,  also add to the meaning of the  poem. Most word choices are precise. | Sensory details and figurative  language may  be overused, underused,  or inappropriate  to the subject; sound devices, such as rhyme,  alliteration, or onomatopoeia,  may be overused or underused, or they may fail  to add to the meaning of the poem. Word  choices may be vague, repetitive, or imprecise. | There is no use—or  consistently confusing or inappropriate use— of sensory details, figurative  language, or  sound devices. Words may be misused or  unclear. |
| **Grammar, Usage,**  **Mechanics, and**  **Spelling** | There are few or no errors in mechanics,  usage, grammar, or  spelling. | There are some errors in mechanics, usage, grammar, or spelling. | The poem is difficult to  understand at times because  of errors in mechanics,  usage, grammar,  or spelling. | The poem is consistently  difficult to understand  because of  errors in mechanics,  usage, grammar, or  spelling. |

**Score /12**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scoring rubric: poetry**

**4 3 2 1**