

**Name of Lesson Plan:** How Do I Write a Free Verse Poem? **Date:** 3/30/11 **Grade Level:** 3<sup>rd</sup>  
**Topic:** Modeling Free Verse Poetry **Time required:** 25 min. **Space:** Classroom  
**Preparer:** Christina Millson **Audience:** Whole Group **Number of Students:** 22

**Resources:** easel, paper, pen, poetry books

**VA SOL:**

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.

**Behavioral Objectives:**

Given model poem writing, students will identify descriptive words and listen attentively to speaker.

**Lesson Description:**

**Introduction:** Read example poems from the poem books created by previous classes. Explain that today the students will watch as you model how to write a free verse poem.

**Content Focus:** Begin the poem writing process by telling students you plan to write about a topic of interest (ex. music). Explain that the students will be able to write about whatever topic they choose and that it is important that they pick a topic or idea that means something to them or sparks an interest within them. Think aloud and brainstorm ideas to include in the poem, writing them down in bullet format. Then tell students how the poem will be in the shape of a music note, describing how a poet has the special power to determine how the lines in a poem are arranged and written. Once several ideas have been written down begin writing and thinking aloud as the poem is written. Emphasize how the poem need not have complete sentences and the phrases of a poem can be adjusted according to the artistic expression of the poet. Once the poem is complete read the poem aloud. Ask students to repeat the stages that were taken to write the poem. Ask questions, such as “Did the poem have rhyming?” “Did the poem have a shape?” Then have students pick out descriptive words in the poem.

**Closure:** Ask if students are excited to write their own poems and explain that they will be writing their own poems in the next few days.

**Evaluation:** *Formative:* Observe students’ attention and focus during lesson. Students’ answers to questions about the poem and ability to pick out descriptive words in the poem.

*Summative:* Written poems (including brainstorm sheets and rough drafts) and class book of poems.

**Differentiation:** Students will be given the opportunity to write on any topic of their choice and will be given assistance in accordance with their needs when planning and writing the poem.

Reflection 3/30/11 :

Pros

- adequate model of writing poetry
- students seemed interested in my poem
- they appreciated that I shared my personal interest in music
- had previously shared my involvement in musical groups so they already had an inkling about my love for music
- students understand that poem should be written about something they love or find interesting
- students were focused, engaged, and interested
- classroom management was well handled and transition to and from reading corner went smoothly

Cons

- should have used a marker instead of pen, due to the fact that pen was harder to see from the back of the reading corner
- minor adjustment but would have made teaching more effective