

Unit Plan: Understanding Poetry

Student Teaching Seminar

Jessica Bilello

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**Unit Introduction**

**Unit Topic:**

Understanding Poetry  
Grade 7

**Rationale**

Poetry is included in the seventh grade curriculum for multiple reasons. Poetry provides students with a focus for reading and writing, and it teaches them how to be concise. Poetry is an excellent unit in which to teach and reinforce grammar and vocabulary skills. Poetry provides a useful tool to further enhance literacy outside of the traditional prose environment. Poetry also introduces and reinforces literary terms that will be included not only in upcoming grades but on standardized tests as well.

**Specific Focus**

Many middle school students were never exposed to poetry in elementary school, or they believe that poetry is difficult understand. This poetry unit should show students that poetry does not have to be difficult; poetry can be fun. Students often think that poetry has to rhyme, but that is not the case. Students should walk away after this unit is completed knowing that poetry can be written about anything, and it does not always have to rhyme. There are many literary devices that can be incorporated into poetry, and students should not be afraid to explore and use these devices. Poetry is rhythmic and imaginative, and many people use poetry as an outlet. The ultimate goal for this unit is to have students no longer be afraid to read poetry because they are unable to understand it.

### **PA Standards**

1.3.7.A Read, understand, and respond to works from various genres of literature.

1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.

1.3.7.D Interpret and analyze the effect of various literacy devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

1.4.7.A Write poems, short stories, and plays. Select and use various organizational methods to support writer's purpose. Include literary elements and devices.

1.5.7.A Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.

1.5.7.F Use grade appropriate conventions of language when writing and editing. Spell common, frequent used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

### **Unit Objectives**

Students will define the following literary terms: form, lines, structured form, free verse, sound, rhyme, rhythm, stanzas, alliteration, imagery, simile, metaphor, analogy, voice, dialect, idiom, personification, repetition, and onomatopoeia.

Students will identify the speaker in poems.

Students will read lyric poems.

Students will identify the rhyme scheme in poems.

Students will write reflective responses in their reflective journal.

Students will brainstorm ideas for their creative poetry project.

Students will write a creative poem.

Students will recall the definition of the following literary terms: form, lines, structured form, free verse, sound, rhyme, rhythm, stanzas, alliteration, imagery, simile, metaphor, analogy, voice, dialect, idiom, personification, repetition, and onomatopoeia.

### Materials

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Vocabulary Packet

Worksheets

- Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk”
- Making Inferences : “The World is Not a Pleasant Place to Be” and “To You”
- Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You”

Reflective Journals

Creative Poem Project Rubric

Poetry Unit Test

### Grading

Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk”	20 points
Making Inferences: “The World is Not a Pleasant Place to Be” and “To You”	10 points
Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You”	20 points
Reflective Journal Response	25 points
Creative Poem Project	25 points
Poetry Unit Test	100 points
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Total:	200 points

**Content and Activities**

## Calendar of Activities

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Form and Speaker</p> <p>Using textbook and Vocabulary Packet</p>	<p>Sound</p> <p>Using textbook and Vocabulary Packet</p>	<p>Imagery, Figurative Language and Applying Strategies</p> <p>Using textbook</p>	<p>“The Pasture” “A Time to Talk”</p> <p>Using textbook</p> <p>Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk” (Worksheet)</p>	<p>“The World is Not a Pleasant Place to Be”</p> <p>Using textbook</p> <p>Making Inferences: “The World is Not a Pleasant Place to Be” and “To You” (Worksheet)</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>“To You”</p> <p>Using textbook</p> <p>Making Inferences : “The World is Not a Pleasant Place to Be” and “To You” (Worksheet)</p> <p>Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You” (Worksheet)</p>	<p>Reflective Journal Response</p>	<p>Explain Creative Poetry Project</p> <p>Writer’s Workshop to Brainstorm and Work on Creative Poetry Project</p>	<p>Review Game</p>	<p>Unit Test</p>

**Daily Plans**

## Lesson Plan: Understanding Poetry: Introduction

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 1  
**Grade Level:** 7    **Subject:** English    **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

- 1.3.7.A Read, understand, and respond to works from various genres of literature.
- 1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
- 1.3.7.D Interpret and analyze the effect of various literary devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

#### Objectives:

Students will define the following literary terms: form, stanzas, lines, structured form, free verse speaker, voice, dialect and idiom.

Students will identify the speaker in poems.

#### Materials:

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Vocabulary Packet

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

This introductory lesson will introduce students to some key terms that they will be applying to poetry throughout the unit. These terms include: form, stanza, lines, structured form, free verse, speaker, voice, dialect and idiom.

I will begin the lesson by explaining to the students that poetry is another form of writing, and poems can be written about anything. A poem can include all kinds of ideas, feelings and sounds into a few carefully selected words. Learning the key elements of poetry can unlock some of its mystery and help interpret the meaning of different types of poems.

I will ask the class if anyone writes poetry. If there are some students who raise their hands, I will ask them what types of things they include in their poetry. If no one raises their hand, then I will say maybe some of you will be inspired to write some poetry after this unit.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

I will hand out a packet I made to each of the students. The packet contains a vocabulary sheet and example poems we will be working with throughout the first few days of the unit.

The first concept we will go over is form. I will ask for a volunteer to read the paragraph under form in their textbook. After the paragraph is read, I will tell the class that we will be looking at the two short poems “If I Can Stop One Heart from Breaking” and “The Rider.”

I will need two volunteers to read these poems. I will tell the volunteers that they should not pause at the end of each line, but they should only pause when they reach a punctuation mark this includes comas and semi-colons.

After the poems are read, I will ask the class the following question: What are the main differences between these two poems? Which is structured, and which is free verse? Be sure to look back at the definitions of each of the terms.

Possible Response: The main difference between these two poems is that “If I Can Stop One Heart from Breaking” has a rhyme scheme and “The Rider” does not. “The Rider” is free verse and “If I Can Stop One from Breaking” has a structured form.

I will direct the students to the second page in their vocabulary packets. They will work independently in order to read the two poems and decide what type of form best describes the two poems. Students will be given a few minutes to do this activity.

Possible Response: “Mall Crawl” is a structured poem because it has a rhyme scheme and “My Dream” is a free verse poem because it does not have a rhyme scheme.

If there are no questions with form and its components, we will move onto understanding the importance of the speaker’s voice in poetry.

I will ask for a volunteer to read the paragraphs under speaker in their textbook. We will then refer back to the two poems we read earlier in class. I will ask the class to describe the speaker of the poem, “If I Can Stop One Heart from Breaking.”

Possible Response: The speaker of this poem is the poet speaking directly to the reader rather than a character created by the poet.

I will then ask the class to describe the speaker of “The Rider.”

Possible Response: The speaker of this poem is telling a story, but the speaker is the poet speaking directly to the reader.

Students will be redirected to the two poems we worked with earlier in their vocabulary packets. They will be given a few minutes to read the poems once again and describe the speaker of each of the poems.

Possible Response: “My Dream”- The speaker is the poet who is telling a story. “Mall Crawl”- the speaker is the poet who is telling a story.

I will tell the class that dialect is the way people speak. For example, people in the south speak differently than people in the north.

If there is extra time in class, I will ask the class to think of examples of idioms. If the class has a hard time thinking of some examples, I will share some examples.

Example: He really went to town on that issue.

He's true blue.

They were beating around the bush.

The baby had crocodile tears.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

I will review with the class the definition of form and speaker. Form is the way a poem looks on the page. Students should be able to answer the following questions without looking in their textbook or in their packet.

1. What are the two types of forms we discussed today? Structured and free verse
2. What is a structured poem? A poem that has a regular, repeated pattern
3. What is a free verse poem? A poem with no regular pattern
4. Poems are written in these? Lines
5. Lines are grouped in these? Stanzas
6. What is a dialect? A form of language spoken in a certain place by a certain group of people
7. What is an idiom? A descriptive expression that means something different than the group of words suggests

I will tell the class that we will be reviewing these terms, but we will be adding on sound.

## Lesson Plan: Understanding Poetry: Sound

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 2  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

- 1.3.7.A Read, understand, and respond to works from various genres of literature.
- 1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
- 1.3.7.D Interpret and analyze the effect of various literacy devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

#### Objectives:

Students will define the following literary terms: sound, rhyme, rhythm, repetition, onomatopoeia, and alliteration.

#### Materials:

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Vocabulary Packet

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

We will cover new concepts today dealing with poetry; however, we will begin the lesson by reviewing yesterday's concepts. I will ask the class the following questions?

1. How are poems written? In lines
2. When lines are grouped together it is called what? Stanzas
3. If stanzas have a regular, repeated pattern the poem has what kind of form? Structured
4. Poems that have no regular pattern are called what? Free verse poems
5. The speaker of a poem has a what? Voice
6. A form of language spoken in a certain place by a certain group of people is called what? Dialect
7. A descriptive expression that means something different than the combination of the words that make it up is called what? Idiom

After the class has answered these seven questions, we will continue with new concepts.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

The first new concept we will go over is Sound. I will ask for a volunteer to read the paragraph under sound and the paragraph on rhyme in their textbook. After these paragraphs are read I will read the excerpt from “To You.” I will ask the class what words rhyme (soul and whole, free and me).

To go over rhyme in more detail, I will write the following poem on the board. As a class, we will determine this poem’s rhyme scheme.

*Summer Breeze*

Flowers bloom in sultry *air* **A**

Blue skies wash away the *glare* **A**

The breeze flutters, leaves *dance* **B**

A cardinal flies and kittens *prance* **B**

It is important to point out that you always start with the letter “A” and go through the alphabet. It is also important to note that the rhyme scheme does not start over with each new stanza.

We will determine the rhyme scheme for the poem “Mall Crawl” (a poem in their vocabulary packet that the students received the class before). This will serve as another example of determining rhyme scheme.

On the third page of their vocabulary packet is a poem entitled “The Tall Tale of Shorty Small,” students will work in pairs to figure out the rhyme scheme of this poem.

After the students are given a few minutes to read the poem and determine the rhyme scheme, we will go over the rhyme scheme. I will write the rhyme scheme on the board, so the students can make sure they have the correct rhyme scheme.

I will ask for a volunteer to read the paragraph on rhythm. I will read the excerpt from the poem “Casey at the Bat,” and I will tell the students to clap on the stressed syllables. I will show them how when I read the first line of the poem.

I will then ask for a volunteer to read the paragraph on repetition. I will ask the class to think about a familiar nursery rhyme and to note the use of repetition. What effect does repetition have in the nursery rhyme?

Alliteration is the repetition of beginning consonant sounds. Who can provide an example of alliteration? I will assist the class if they are unable to create examples.

I will ask for a volunteer to read the paragraph on onomatopoeia. I will ask the class to think of words whose sounds suggest their meanings. If the class has a hard time thinking of some examples, I will share some examples. Examples: woof, beep, click, drip, zip.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

I will review with the class the definition of sound and its components.

1. The repetition of similar sounds is called what? Rhyme
2. The pattern of stressed and unstressed syllables in each line is called what? Rhythm
3. The repetition of consonant sounds at the beginning of words is called what? Alliteration
4. Words whose sounds suggest their meanings are called what? Onomatopoeia

I will tell the class that tomorrow we will also be reviewing these terms as well as the terms we did the day before which includes form, speaker, line, stanzas, dialect, and idiom. After these terms, we will be adding on imagery and figurative language and then discussing strategies that can be applied to reading poetry.

**Lesson Plan:** Understanding Poetry: Imagery, Figurative Language and Strategies

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 3  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

**PA Standards:**

1.3.7.A Read, understand, and respond to works from various genres of literature.

1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.

1.3.7.D Interpret and analyze the effect of various literary devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

**Objectives:**

Students will define the following literary terms: imagery, simile, metaphor, analogy and personification.

Students will identify strategies they can apply to reading poetry.

**Materials:**

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

**Learning Sequence**

Description

Time: 5-7 minutes

**INTO**

We will start by reviewing the material from the previous two days on form, speaker and sound. Students should be able to answer the following questions before we add on imagery and figurative language.

1. How are poems written? In lines
2. When lines are grouped together it is called what? Stanzas
3. If stanzas have a regular, repeated pattern the poem has what kind of form? Structured
4. Poems that have no regular pattern are called what? Free verse poems
5. The speaker of a poem has a what? Voice
6. A form of language spoken in a certain place by a certain group of people is called what? Dialect

7. A descriptive expression that means something different than the combination of the words that make it up is called what? Idiom
8. The repetition of similar sounds is called what? Rhyme
9. The pattern of stressed and unstressed syllables in each line is called what? Rhythm
10. The repetition of consonant sounds at the beginning of words is called what? Alliteration
11. Words whose sounds suggest their meanings are called what? Onomatopoeia

After the class has answered these eleven questions we will continue with new concepts.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

I will ask for a volunteer to read the paragraph on imagery. I will ask the class to consider what images they would want to use in writing a poem about their daily lives. Include examples of imagery for each of the five senses. We will share some responses out loud.

I will ask for a volunteer to read the paragraph on figurative language. I will ask the class to create examples of personification to describe aspects of their classroom. Example: The old desks groaned and complained as they were moved once again.

After the class has shared some examples, I will read the excerpt from “Moose,” and I will ask the class the following questions:

1. What metaphor is used to describe what the moose in the poem looks like? The moose acts goofy, and he looks and acts like a walking house frame.
2. How does that comparison help you “see” the moose? This metaphor helps the reader see the moose because almost everyone knows what a house frame looks like. Therefore, the moose is probably bony, large, and awkward.

I will ask the class to create and share some similes, metaphor and examples of personification. This will allow me to check for understanding.

We will then move onto strategies that can be applied to reading poetry.

1. Preview the Poem
2. Read the Poem Aloud
3. Visualize the Images
4. Clarify Words or Phrases
5. Evaluate the Theme
6. Let Your Understanding Grow

I will ask for a volunteer to read each of the strategies from the textbook. I will offer additional insights after each strategy that might help the students understand poetry.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

I will review with the class the definition of imagery and figurative language. Students should be able to answer the following questions:

1. Language that appeals to the reader's five senses is called what? Imagery
2. A comparison using "like" or "as" is called what? Simile
3. Comparison without using "like" or "as" is called what? Metaphor
4. A comparison between two things that seem dissimilar is called what? Analogy
5. Describing an animal or object by saying it has human qualities is called what? Personification

If there is time leftover, I will read some fun poems to the class that I found. Reading some fun poems will show the students that poetry does not always have to be serious and difficult to comprehend.

## Lesson Plan: Understanding Poetry: “The Pasture”

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 4  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

1.3.7.A Read, understand, and respond to works from various genres of literature.

1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.

1.3.7.D Interpret and analyze the effect of various literary devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

#### Objectives:

Students will read lyric poems.

Students will identify the rhyme scheme of lyric poems.

#### Materials:

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk” Worksheet

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

We will start by reviewing the material from the previous two days on form, speaker and sound. Students should be able to answer the following questions before we add on imagery and figurative language.

1. How are poems written? In lines
2. When lines are grouped together it is called what? Stanzas
3. If stanzas have a regular, repeated pattern the poem has what kind of form? Structured
4. Poems that have no regular pattern are called what? Free verse poems
5. The speaker of a poem has a what? Voice
6. A form of language spoken in a certain place by a certain group of people is called what? Dialect

7. A descriptive expression that means something different than the combination of the words that make it up is called what? Idiom
8. The repetition of similar sounds is called what? Rhyme
9. The pattern of stressed and unstressed syllables in each line is called what? Rhythm
10. The repetition of consonant sounds at the beginning of words is called what? Alliteration
11. Words whose sounds suggest their meanings are called what? Onomatopoeia
12. Language that appeals to the reader's five senses is called what? Imagery
13. A comparison using "like" or "as" is called what? Simile
14. Comparison without using "like" or "as" is called what? Metaphor
15. A comparison between two things that seem dissimilar is called what? Analogy
16. Describing an animal or object by saying it has human qualities is called what? Personification

After the class has answered these sixteen questions we will continue with new concepts.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

Students will be given a few minutes to read page 196 independently. This will provide background information on the poems we will be working with today. I will ask for a volunteer to read "The Pasture." After the poem is read, I will ask the class the following questions:

1. What tasks does the speaker of the poem say they will do? (clean the spring and fetch the little calf)
2. Whom does the speaker invite to come along? (the reader)

Students will be given some time to complete the "Thinking through the Literature" in their notebooks in complete sentences. We will review these questions as a class.

I will then ask for a volunteer to read "A Time to Talk." I will ask the students the following questions regarding the poem:

1. What tasks does the speaker of the poem say he will do? (Stop hoeing his fields to talk to his friend)
2. Why does the speaker stop work to talk? (Taking time to talk to a friend is at least important as finishing a task).

The students will then be assigned a worksheet Identifying Rhyme Schemes: "The Pasture" and "A Time to Talk." I will explain the worksheet before assigning it. Students will have the remainder of the period to work on the worksheet.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

I will tell the class that if they did not finish their worksheet, they need to finish it for homework. The worksheet will be collected and graded.

To close the class, I will ask the students which poem they enjoyed more “The Pasture” or “A Time to Talk?” Why?

I will also share some information on Robert Frost since he is the author of the two poems we read in class today.

**Lesson Plan:** Understanding Poetry: “The World is Not a Pleasant Place to Be”

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 5  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

**PA Standards:**

1.3.7.A Read, understand, and respond to works from various genres of literature.

1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.

1.3.7.D Interpret and analyze the effect of various literary devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

**Objectives:**

Students will read lyric poems.

Students will identify the speaker of the poem.

**Materials:**

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Making Inferences: “The World is Not a Pleasant Place to Be” and “To You” Worksheet

### Learning Sequence

Description

Time: 5-7 minutes

**INTO**

In order to review the two poems we discussed yesterday, I will ask the class the following questions:

1. What do you think about the speaker of “A Time to Talk?” What do you imagine he is like?
2. What does the speaker mean by the phrase, “And slows his horse to a meaning walk?” According to the speaker, is it more important to get work done or to visit with a friend?
3. Why do you think the speaker in “A Time to Talk” chooses to stop and talk rather than to keep working?
4. What phrases or words in each poem provide you with images of life in the country?

5. How are the speakers of the two poems alike and how are they different? How does each speaker “let others in?”

I will collect the worksheet- Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk” from the students. Collecting the worksheets will allow me to check for understanding. The worksheet will be graded, and it will count as a homework assignment.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

Students will be told to read page 201 independently. This will provide background information on the two poems we will be working on today and tomorrow.

I will ask for a volunteer to read the poem, “The World is Not a Pleasant Place to Be.” After the poem is read, I will ask the class the following question:

1. What can you infer from the images in stanza 2 and 3 about the speaker’s state of mind? (They can infer that the speaker wants to connect with others in the way that a river connects to a stream or clouds seem to connect with the ocean on the horizon)

Students will be given time to complete the “Thinking through the Literature” in their notebooks in complete sentences. We will review these questions as a class.

Students will then be assigned a worksheet, Making Inferences: “The World is Not a Pleasant Place to Be” and “To You.” Students will be able to complete the half of the worksheet that pertains to “The World is Not a Pleasant Place to Be.”

I will explain the worksheet before assigning it. The worksheet deals with analyzing the speaker of the poem. Students will work independently to complete the worksheet.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

Reviewing the worksheet as a class will serve as a review for today’s lesson.

I will tell the class that they need to bring this worksheet to class tomorrow, so we can work on the other half of the worksheet when we read the poem “To You.”

Students should also be preparing for their test on this poetry unit.

## Lesson Plan: Understanding Poetry: “To You”

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 6  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

- 1.3.7.A Read, understand, and respond to works from various genres of literature.
- 1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
- 1.3.7.D Interpret and analyze the effect of various literary devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

#### Objectives:

Students will read lyric poems.

Students will identify the speaker of the poem.

#### Materials:

Notebooks

Pencil/pen

*The Language of Literature*, Grade 7, McDougal Littell, 2002.

Making Inferences: “The World is Not a Pleasant Place to Be” and “To You”

Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You”

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

We will review the poem, “The World is Not a Pleasant Place to Be.”

I will ask the class to summarize the poem, and we will do this out loud as a class. I will have the students take a few minutes to compare and contrast the three poems we have read so far, “The Pasture,” “A Time to Talk,” and “The World is Not a Pleasant Place to Be.”

Students will have to write their responses in their notebooks. After a few minutes, students will be told to pair/share their responses with the student sitting across from them. I will ask for a few students to share their responses with the rest of the class.

This activity will allow the class to review and recall the poems we have read up to this point.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

I will ask for a volunteer to read “To You.” I will ask the class the following questions:

1. How do you feel about the speaker of “To You?” (positive because the speaker invites the readers to dream with him about changing the world or unrealistic)
2. What does the speaker say about dreaming? (dreams help him reach beyond “our problem world” of “here and now” and imagine a new and better place)
3. What help does the speaker want from the reader? (He wants the reader to help him “make the world anew)

Students will then have the opportunity to work on the remaining half of the worksheet Making Inferences: “The World is Not a Pleasant Place to Be” and “To You.” Students should work independently on completing this worksheet. When students have completed this worksheet, they should hand in the worksheet. This worksheet will be graded, and it will count as class work.

Students will receive another worksheet Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You.” Students will have the remainder of the period to work on this worksheet. If students do not complete this worksheet, they will have to finish it for homework.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

I will tell the class that if they did not finish their worksheet, they need to finish it for homework. The worksheet will be collected and graded as a homework assignment.

To close the class, I will ask the students which poem they enjoyed more “The World is Not a Pleasant Place to Be” or “To You?” Why?

## Lesson Plan: Understanding Poetry: Reflective Journal

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 7  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

1.3.7.A Read, understand, and respond to works from various genres of literature.

1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.

1.5.7.A Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.

#### Objectives:

Students will write reflective responses in their reflective journal.

#### Materials:

Notebooks

Pencil/pen

Reflective Journals

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

In the beginning of class, students will have to hand in the worksheet, Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You” at the start of class.

I will ask the class if there are any questions about the four poems that we have read. I will address any questions that the students may have.

Description

Time: 25 minutes

#### THROUGH Learning Activities

Students will use today’s class period to write in their journals. There will be two prompts in which students can reflect.

The two prompts will be written on the board:

1. In what circumstances would you ask a friend to join you as you take care of your daily tasks? What tasks or activities do you prefer to do alone, without interruption? In what circumstances might you welcome an interruption from a friend? Explain your answers.
2. Perhaps you have sometimes felt that “the world is not a pleasant place to be.” At other times, you may have felt the opposite. What seems most important to you in making the world seem a “pleasant place to be?”

Students will only have the remainder of the period to write their responses in their journals. Journals must stay in the classroom, and a reflection is written for every unit.

Journal reflections are graded on the response written by the student. If the student writes a response that answers all the parts of the prompt and the response shows a clear thought process, the student will receive the full credit of 25 points. Spelling and punctuation is not considered when grading the reflections. The goal of the journal reflections is to not only show understanding of the material, but to also have students relate the material to their lives.

As students are working on their journal responses, I will be grading the worksheets the students handed in the beginning of class.

Description

Time: the last 6-8 minutes of class

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**BEYOND** Closure

At the end of the periods, students will have to put their journals in the designated area.

I will explain to the students that tomorrow I will be distributing their Creative Poetry Project rubric, and they will have tomorrow’s class to brainstorm ideas for their project.

At this point, all three worksheets should have been handed back to the students, and they should review these worksheets tonight in preparation for their unit test.

## Lesson Plan: Understanding Poetry: Creative Poetry Project

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 8  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

1.4.7.A Write poems, short stories, and plays. Select and use various organizational methods to support writer's purpose. Include literary elements and devices.

1.5.7.A Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.

1.5.7.F: Use grade appropriate conventions of language when writing and editing. Spell common, frequent used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

#### Objectives:

Students will brainstorm ideas for their creative poetry project.

Students will write a creative poem.

#### Materials:

Notebooks

Pencil/pen

Creative Poetry Project Rubric

### Learning Sequence

Description

Time: 5-7 minutes

#### INTO

In the beginning of class, I will distribute the Creative Poetry Project Rubrics to the students. I will explain that students will be writing a creative poem about a topic of their choice. I will also go over the rubric in detail with the class. I will explain all the elements of the rubric to the class, and I will let the students know exactly how they will be graded. I will tell students to read over the rubric before handing in their poems to ensure they have incorporated all the necessary parts.

I will ask the students if they have any questions, and I will address any concerns or questions they may have.

Description

Time: 25 minutes

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**THROUGH** Learning Activities

Today's class will serve as a writer's workshop for the students, so they can begin to think about their creative poetry projects. I will help students in any way possible, but I will not do any writing of the actual poem. I will help students think of ideas and incorporate all the elements on the rubric in their poem.

Students will use today's class period to brainstorm ideas for their creative poetry project.

Students can work in pairs to think of ideas; however, if the class gets loud, I will tell the students that they will have to work independently.

Description

Time: the last 6-8 minutes of class

---

**BEYOND** Closure

The students have ten days to complete the Creative Poetry Project. Students must hand in the rubric when they hand in the final copy of their poem.

I will tell the students that tomorrow we will be playing a review game in order to prepare for the test which will be the next day.

Students should review their worksheet in order to prepare for their unit test.

## Lesson Plan: Understanding Poetry: Review for Unit Test

**Student Teacher:** Ms. Bilello    **Cooperating Teacher:** Mrs. Eichenlaub    **Date:** Day 9  
**Grade Level:** 7                      **Subject:** English                      **Supervisor:** Dr. Yocum

### Preliminary Planning

#### PA Standards:

- 1.3.7.A Read, understand, and respond to works from various genres of literature.
- 1.3.7.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
- 1.3.7.D Interpret and analyze the effect of various literacy devices (e.g. personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).

#### Objectives:

Students will recall the definition of the following literary terms: form, lines, structured form, free verse, sound, rhyme, rhythm, stanzas, alliteration, imagery, simile, metaphor, analogy, voice, dialect, idiom, personification, repetition, and onomatopoeia.

#### Materials:

Notebooks  
Pencil/pen

### Learning Sequence

Description	Time: 5-7 minutes
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#### INTO

In the beginning of class, I will explain to the students that today we will be playing a review game in order to prepare for their unit test tomorrow.

I will divide the class into two groups. I will explain that each correct response is worth one point, and only team member can answer the question. Each team will have thirty seconds to discuss the question, and then the speaker must provide a response. If the team gets it wrong, the other team will have a chance to provide a correct answer.

Description	Time: 25 minutes
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#### THROUGH Learning Activities

The following will be the questions that will be used during the game.

1. How are poems written?
2. When lines are grouped together it is called what?
3. If stanzas have a regular, repeated pattern the poem has what kind of form?
4. Poems that have no regular pattern are called what?
5. The speaker of a poem has a what?
6. A form of language spoken in a certain place by a certain group of people is called what?
7. A descriptive expression that means something different than the combination of the words that make it up is called what?
8. The repetition of similar sounds is called what?
9. The pattern of stressed and unstressed syllables in each line is called what?
10. The repetition of consonant sounds at the beginning of words is called what?
11. Words whose sounds suggest their meanings are called what?
12. Language that appeals to the reader's five senses is called what?
13. A comparison using "like" or "as" is called what?
14. Comparison without using "like" or "as" is called what?
15. A comparison between two things that seem dissimilar is called what?
16. Describing an animal or object by saying it has human qualities is called what?
17. Name some strategies that can be applied to poetry.
18. What does the speaker mean by the phrase, "And slows his horse to a meaning walk?"  
According to the speaker, is it more important to get work done or to visit with a friend?
19. Why do you think the speaker in "A Time to Talk" chooses to stop and talk rather than to keep working?
20. What phrases or words in each poem provide you with images of life in the country?
21. How are the speakers of the two poems alike and how are they different? How does each speaker "let others in?"
22. What does the speaker in "To You" say about dreaming?
23. What help does the speaker in "To You" want from the reader?
24. What does speaker mean by "our problem world" in "To You?"
25. Why is dreaming important to the speaker in "To You?"

---

 Description

Time: the last 6-8 minutes of class

**BEYOND** Closure

I will tell the students to study tonight. When studying, students should pay close attention to their worksheet and the "Connect to Literature" questions they did in class.

They will take their poetry unit test tomorrow.

**Supplemental Information/Materials**

## List of Assignments

### Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk” Worksheet

- Students will use the poems “The Pasture” and “A Time to Talk” from their textbook to determine the rhyme scheme. An answer key has been created for this worksheet.

### Making Inferences: “The World is Not a Pleasant Place to Be” and “To You” Worksheet

- Students will use the poems “The World is Not a Pleasant Place to Be” and “To You” from their textbooks, and they will analyze the speaker of the two poems. Students will complete the graphic organizer about what they can infer about the speaker based on the poem. An answer key has been created for this worksheet.

### Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You” Worksheet

- Students will use the poems “The World is Not a Pleasant Place to Be” or “To You” from their textbooks to analyze the speaker. Students will select one of the two poems and organize their impressions of the speaker. There is no answer key for the worksheet because students have the choice of what poem in which they would like to work, and there are many answers that are acceptable.

### Reflective Journal Response

- Students will select a prompt to respond to in their reflective journals.
  - Prompt 1: In what circumstances would you ask a friend to join you as you take care of your daily tasks? What tasks or activities do you prefer to do alone, without interruption? In what circumstances might you welcome an interruption from a friend? Explain your answers.
  - Prompt 2: Perhaps you have sometimes felt that “the world is not a pleasant place to be.” At other times, you may have felt the opposite. What seems most important to you in making the world seem a “pleasant place to be?”
- See Day 7 Lesson Plan

### Creative Poem Project

- Students will write a creative poem on a topic of their choice.
- See Creative Poem Project Rubric

### Poetry Unit Test

- The Poetry Unit Test will incorporate definitions of literary terms, determining rhyme scheme, analyzing the poem’s speaker, and comprehension questions regarding the four poems we read in class and essays.

**Sample Handouts**

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## Vocabulary-Poetry Unit

**Form:** the way a poem looks on a page

- **Lines:** poems are written in these
- **Stanzas:** lines are grouped into these
- **Structured Form:** when lines in a stanza have a regular, repeated pattern
- **Free Verse:** poems with no regular pattern

**Speaker:** the voice that relates the story or ideas of the poem

- **Dialect:** a form of language spoken in a certain place by a certain group of people
- **Idiom:** a descriptive expression that means something different than the combination of the words that make it up

### Sound

- **Rhyme:** the repetition of similar sounds at the ends of words
- **Rhythm:** the pattern of stressed and unstressed syllables in each line
- **Meter:** a regular, repeated arrangement of stressed and unstressed syllables
- **Repetition:** when sounds, words, phrases or whole lines are repeated in order to emphasize an idea or create a certain feeling
- **Alliteration:** the repetition of consonant sounds at the beginning of words
- **Onomatopoeia:** the use of words whose sounds suggest their meanings

**Imagery:** a language that appeals to the reader's five senses.

**Figurative language:** words/phrases that help readers picture ordinary things.

- **Simile:** comparison that uses "like" or "as"
- **Metaphor:** direct comparison with no signal words
- **Analogy:** comparison between two things that seem dissimilar
- **Personification:** describing an animal or object as if it were human or had human qualities.

## Example Poems

**What is the structure of each of these poems? Describe the speaker in each of these poems.**

### ***My Dream***

Every kid needs help with homework.  
Well, most of us anyway.  
So I start an Internet company called "Homework Helper."  
I've lined up the smartest kids in school  
to explain math and science, edit papers,  
and correct homework before it's turned in.  
Anyway, as soon as the kids at school find out,  
they flock to my website.  
When kids from schools around the country start logging on,  
I know I'm on to something.  
But my parents have no idea what I'm doing,  
until the day that a reporter from People magazine calls my mother  
and says he wants to interview her "brilliant" son  
for their next issue!

### ***Mall Crawl***

We went to the mall the day after Thanksgiving,  
to purchase the Christmas gifts we would be giving.  
My mother, my father, my sister and I,  
we all had our lists of the presents we'd buy.

We got up at dawn and went straight to the Mall,  
but came home without any presents at all.  
For though we were there from the morning till dark,  
we spent the day looking for someplace to park.

## Example Poems

**Determine the rhyme scheme for the following poem:**

### **The Tall Tale of Shorty Small**

Shorty Small  
was very tall  
despite his humble name.  
In fact, his height  
was quite a sight,  
and Shorty's claim to fame.

Yes, Shorty Small  
was so, so tall,  
to reach to comb his hair,  
he'd have to climb,  
for quite some time,  
a ladder way up there.

To tie his shoes,  
he had to use  
a rope or knotted sheet  
to clamber down  
toward the ground  
to even reach his feet.

And that is all  
of Shorty Small  
that's worthy to report.  
For, overall,  
although he's tall,  
his tale is rather short.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Identifying Rhyme Schemes: “The Pasture” and “A Time to Talk”

**Directions:** Write the last word in each line of “The Pasture” and “A Time to Talk” in the table below. Using the last word in each line, determine the rhyme scheme for the two poems. The first two lines of “The Pasture” have been done as an example.

“The Pasture”		“A Time to Talk”	
spring	a		
away	b		

Name: \_\_\_\_\_ Answer Key \_\_\_\_\_

Period: \_\_\_\_\_

## Identifying Rhyme Schemes: "The Pasture" and "A Time to Talk"

**Directions:** Write the last word in each line of "The Pasture" and "A Time to Talk" in the table below. Using the last word in each line, determine the rhyme scheme for the two poems. The first two lines of "The Pasture" have been done as an example.

"The Pasture"		"A Time to Talk"	
spring	a	road	a
away	b	walk	b
may	b	around	c
too	c	hoed	a
calf	d	it	d
young	e	talk	b
tongue	e	ground	c
too	c	tall	e
		wall	e
		visit	d

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## Making Inferences: "The World is Not a Pleasant Place to Be" and "To You"

**Directions:** An inference is a logical conclusion based on evidence. When you read poetry, it is necessary to make inferences because poems usually don't tell a story directly. Use the chart to record the inferences you make about the speakers in "The World is Not a Pleasant Place to Be" and "To You."

<b>"The World is Not a Pleasant Place to Be"</b>	<b>"To You"</b>
<i>The speaker seems</i>	<i>The speaker seems</i>
<i>The speaker feels</i>	<i>The speaker feels</i>
<i>The speaker wants</i>	<i>The speaker wants</i>
<i>The speaker imagines</i>	<i>The speaker imagines</i>

Name: \_\_\_\_\_ Answer Key \_\_\_\_\_

Period: \_\_\_\_\_

## Making Inferences: “The World is Not a Pleasant Place to Be” and “To You”

**Directions:** An inference is a logical conclusion based on evidence. When you read poetry, it is necessary to make inferences because poems usually don’t tell a story directly. Use the chart to record the inferences you make about the speakers in “The World is Not a Pleasant Place to Be” and “To You.”

“The World is Not a Pleasant Place to Be”	“To You”
<i>The speaker seems <b>to be lonely.</b></i>	<i>The speaker seems <b>to be a leader.</b></i>
<i>The speaker feels <b>sad.</b></i>	<i>The speaker feels <b>frustrated but hopeful.</b></i>
<i>The speaker wants <b>someone in which to share feelings.</b></i>	<i>The speaker wants <b>change and freedom.</b></i>
<i>The speaker imagines <b>oceans and rivers having emotions.</b></i>	<i>The speaker imagines <b>a better world.</b></i>

Name: \_\_\_\_\_ Period: \_\_\_\_\_

Analyzing Speaker: “The World is Not a Pleasant Place to Be” or “To You”

**Directions:** The speaker in a poem is the voice that “talks” to the reader. The speaker is not necessarily the poet; the poet may have created a speaker with a particular identity in order to create a certain effect. Choose one of the poems and use the chart to organize your impressions of the speaker. Be sure to include details from the poem that support your impressions.

Speaker of \_\_\_\_\_

Impression	• Proof

**Evaluation/Assessment**

## Creative Poetry Project Rubric

Students will write a creative poem about a topic of their choice. Students should read through the rubric carefully to make sure they have included all the necessary parts.

	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
<b>Ideas and content</b>	Exceptional focus of an idea, feeling or experience. Exceptional use of images. Includes many examples poetic sound devices.	Adequate focus of an idea, feeling or experience. Adequate use of images. Includes some examples poetic sound devices.	Inadequate focus of an idea, feeling or experience. Adequate use of images. Includes no examples poetic sound devices.
<b>Sentence Fluency</b>	Uses a large variety of varying sentence lengths and structure.	Uses some variety of varying sentence lengths and structure.	Uses no variety of varying sentence lengths and structure.
<b>Voice</b>	Uses an exceptional and unique writing style. Writes with exceptional confidence and enthusiasm.	Uses an adequate writing style. Writes with a standard amount of with confidence and enthusiasm.	Uses an inadequate writing style. Writes with minimal confidence and enthusiasm.
<b>Creativity</b>	The poem contains many creative details and/or descriptions that contribute to the reader's enjoyment. The poet has really used his/her imagination.	The story contains a few creative details and/or descriptions. The poet has tried to use his/her imagination.	There is little evidence of creativity in the poem. The poet does not seem to have used much imagination.
<b>Mechanics</b>	Text contains only a minimal amount of errors.	Text contains several errors.	Text contains numerous errors.

**Grade:                      /25 points**

**Comments:**

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Poetry Unit Test

## Part I-Fill in the Blank (30 points):

1. Poems are written in \_\_\_\_\_.
2. Poems with no regular repeated pattern are \_\_\_\_\_ poems.
3. The speaker of a poem has a \_\_\_\_\_.
4. Lines grouped together form \_\_\_\_\_.
5. If stanzas have a regular, repeated pattern it has a \_\_\_\_\_ form.
6. A form of language spoken in a certain place is called \_\_\_\_\_.
7. A descriptive expression that means something different than the combination of the words that make it up is called an \_\_\_\_\_.
8. The pattern of stressed and unstressed syllables in each line is called \_\_\_\_\_.
9. The repetition of consonant sounds at the beginning of words is called \_\_\_\_\_.
10. \_\_\_\_\_ defines words whose sounds suggest their meaning.
11. \_\_\_\_\_ defines language that appeals the reader's five senses.
12. \_\_\_\_\_ is a comparison that uses "like" or "as."
13. \_\_\_\_\_ is a comparison that does not use "like" or "as."
14. Describing an animal/object by saying it has human qualities is called \_\_\_\_\_.
15. When words \_\_\_\_\_ they have repeating sounds.

**Part 2-Determine the rhyme scheme for the following poem (20 points):**

When a friend calls to me from the road  
And slows his horse to a meaning walk,  
I don't stand still and look around  
On all the hills I haven't hoed,  
And shout from where I am, "What is it?"  
No, not as there is a time to talk.  
I thrust my hoe in the mellow ground,  
Blade-end up and five feet tall,  
And plod: I go up to the stone wall  
For a friendly visit.

**Part III-Comprehension of Poems (12 points)**

- \_\_\_\_\_ 1. The speakers in both "The Pasture" and "A Time to Talk welcome
- Solitude
  - Help with their work
  - Companionship
  - A chance to stop working
- \_\_\_\_\_ 2. The speaker in "The Pasture" seems
- Overworked
  - Demanding
  - Nervous
  - Unhurried
- \_\_\_\_\_ 3. In "A Time to Talk," the speaker believes that the friend calling from the road
- Needs help
  - Wants to have a friendly chat
  - Is offering help
  - Wants to do business





Name: \_\_\_\_\_ Answer Key \_\_\_\_\_ Period: \_\_\_\_\_

## Poetry Unit Test

### Part I-Fill in the Blank (30 points):

1. Poems are written in \_\_\_\_\_ **lines** \_\_\_\_\_.
2. Poems with no regular repeated pattern are \_\_\_\_\_ **free verse** \_\_\_\_\_ poems.
3. The speaker of a poem has a \_\_\_\_\_ **voice** \_\_\_\_\_.
4. Lines grouped together form \_\_\_\_\_ **stanzas** \_\_\_\_\_.
5. If stanzas have a regular, repeated pattern it has a \_\_\_\_\_ **structured** \_\_\_\_\_ form.
6. A form of language spoken in a certain place is called \_\_\_\_\_ **dialect** \_\_\_\_\_.
7. A descriptive expression that means something different than the combination of the words that make it up is called an \_\_\_\_\_ **idiom** \_\_\_\_\_.
8. The pattern of stressed and unstressed syllables in each line is called \_\_\_\_\_ **rhythm** \_\_\_\_\_.
9. The repetition of consonant sounds at the beginning of words is called \_\_\_\_\_ **alliteration** \_\_\_\_\_.
10. \_\_\_\_\_ **onomatopoeia** \_\_\_\_\_ defines words whose sounds suggest their meaning.
11. \_\_\_\_\_ **imagery** \_\_\_\_\_ defines language that appeals the reader's five senses.
12. \_\_\_\_\_ **simile** \_\_\_\_\_ is a comparison that uses "like" or "as."
13. \_\_\_\_\_ **metaphor** \_\_\_\_\_ is a comparison that does not use "like" or "as."
14. Describing an animal/object by saying it has human qualities is called \_\_\_\_\_ **personification** \_\_\_\_\_.
15. When words \_\_\_\_\_ **rhyme** \_\_\_\_\_ they have repeating sounds.

**Part 2-Determine the rhyme scheme for the following poem (20 points):**

When a friend calls to me from the road	<b>A</b>
And slows his horse to a meaning walk,	<b>B</b>
I don't stand still and look around	<b>C</b>
On all the hills I haven't hoed,	<b>A</b>
And shout from where I am, "What is it?"	<b>D</b>
No, not as there is a time to talk.	<b>B</b>
I thrust my hoe in the mellow ground,	<b>C</b>
Blade-end up and five feet tall,	<b>E</b>
And plod: I go up to the stone wall	<b>E</b>
For a friendly visit.	<b>D</b>

**Part III-Comprehension of Poems (12 points)**

\_\_\_\_\_ **c.** \_\_\_\_\_ 1. The speakers in both "The Pasture" and "A Time to Talk welcome

- a. Solitude
- b. Help with their work
- c. Companionship
- d. A chance to stop working

\_\_\_\_\_ **h.** \_\_\_\_\_ 2. The speaker in "The Pasture" seems

- e. Overworked
- f. Demanding
- g. Nervous
- h. Unhurried

\_\_\_\_\_ **j.** \_\_\_\_\_ 3. In "A Time to Talk," the speaker believes that the friend calling from the road

- i. Needs help
- j. Wants to have a friendly chat
- k. Is offering help
- l. Wants to do business





**Post-Instructional Planning**

### **Reflective Action Plan**

This reflective action plan is used following each lesson. This reflective action plan focuses on the lesson's drawbacks more than its strengths. In order to begin reflecting, it is important to closely look at the objectives for a particular lesson. After looking at the lesson's objectives, the areas where goals were not met are addressed. When addressing the weaknesses of a lesson, all aspects of the lesson are reviewed. This includes comprehension of the lesson's content by the students (or a specific student), classroom management techniques, planning and preparation and instructional delivery. Once all the issues have been noticed, the teacher is able to work on alternate methods in order to turn these shortcomings into strengths.

Using a reflective action plan, can help teachers understand what types of learners they have in their classroom. When reflecting on each lesson, I will notice what worked and what did not work for the class as a whole but with individual students as well. A reflective action plan can also help me differentiate my instruction to reach all types of learners. After reflecting on lessons, I can see what students need enrichment material because they are working at a higher speed compared to other students. I will also see what students need extra assistance with regard to direct instruction, guided practice or independent practice. By using this reflective action plan, I can reflect on the progress of students to ensure they are achieving to their highest ability possible.