Lesson 1: Shel Silverstein, Literary Elements, and Acrostic Poems

Direct Lesson

Grade Level: 2

Duration: Approximately 90 minutes total

Purpose: The purpose of this lesson is to introduce more Shel Silverstein poems and showcase him. Students will also learn more about poetic elements (rhythm and beat) and begin their acrostic poems.

Common Core Standards:

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Objectives:

- Students will explain and show beat, rhythm, and syllables in a poem by performing for the teacher.
- Student will analyze different elements including rhyming, alliteration, onomatopoeia, etc. in a poem.
- Students will discuss other elements such as synonyms and antonyms to make their poems more interesting.

Materials:

- Poetry books
  - Shel Silverstein collections
    - A Light in the Attic
    - Where the Sidewalk Ends
  - Shel Silverstein YouTube clip
- Shel Silverstein photos on the computer
- Elmo and Smart board
- Example poetry book
- Acrostic poem example and template

Before class:

- Bookmark the Shel Silverstein YouTube clip: http://youtu.be/ZO5JHUj4aiI?t=8s
- Bookmark the picture of Shel Silverstein.
• Set up literary element word wall on bulletin board.
• Have example of acrostic poem ready for Elmo (print out or pull up on computer)
• Have poetry book example ready to go.

Anticipatory set (20 minutes):

• Pull up picture of Shel Silverstein and introduce him to the class.
• Show Youtube clip of Shel Silverstein performing his poem “Backward Bill.”
  http://youtu.be/ZO5JHUj4aiI?t=8s
  o Have students listen to him perform, then have students say it with him.
  o Teacher will describe the rhythm by singing the rhythm.
  o Have students clap the beat and the rhythm, distinguishing to two.
  o Have students sing the poem without Silverstein.
  o Pull up all of the lines from this poem (Silverstein only recorded the first two stanzas) and try to have students sing more stanzas.
  o Talk about what Backward Bill could be about.
  o Make copies of Backward Bill for the students to keep and practice. The goal is to have them sing/rap this to Mrs. Robbins, the music teacher.
  o Post this poem in the room and sing it throughout the day in their lines before going to special, lunch, and home.
• Read several other Shel Silverstein poems
• Set out the Shel Silverstein collections for students to browse through during centers. Tell them these are options for their poetry performance. They will need to bookmark what poem they want so I can copy the poems. They will have a few more days to make a decision.
• Explain the poetry performance and their poetry book they will create. Show the poetry book I created and model how a poetry performance will be.

Full class discussion (20 minutes):

• Discuss elements of poetry and ask students what they think a poem consists of.
  o Today’s elements will include beat, rhythm, form, alliteration and onomatopoeia. Students will have already learned about alliteration and onomatopoeia, so the mini lesson shouldn’t take too long.
• Centers (10-15 minutes each): One center will include a book circle where I will time students for a few minutes and let them read from a poetry book. After the time is up, they move on to another book. The other two center centers will have content from other subjects.
Writing Block (approximately 45 minutes):

- Introduce an acrostic poem.
- Show example titled *Poodle*.
- Explain how it is a good idea to pick one of the five senses to write about.
- Explain how you can pick any word for a subject and write about it.
- It does not have to rhyme. Show how the first letter of the word could be in the sentence with the *Poodle* example.
- Create a class acrostic poem.
- Hand out acrostic poem template for students to draft their poem.
- Students will keep their poems in their poetry folder and return them to me.
- If students are done with their acrostic poem, have them turn it in for grading. Return their poem back to them the next day.
Lesson 2: Lyric Poetry, Class Song, and Bio Poems
Grade Level: 2
Duration: Approximately 90 minutes
Collaboration Lesson

Purpose: The purpose of this lesson is for students to understand that music and lyrics are full of poetry. Students will work on the class song. I will decide what song we will change the lyrics to and as a class, we will decide what the new lyrics will be. Later in the day, students will pick someone to write about for their Bio Poem. They will understand that this is a great way to showcase a biography.

Common Core Standards:

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Objectives:

- Students will improve their poetry by using different adjectives and adverbs.
- Students will explain and show beat, rhythm, and syllables in a poem by performing for the teacher
- Students will create lyrics for a class song based on a simple children’s song.
- Students will analyze a popular song.
- Students will work together as a whole group to create a class song by making supportive and positive decisions.

Materials

- Jane Taylor picture
- Twinkle, Twinkle Little Star
- Scrap paper
- Elmo and Smartboard
- Example Bio Poem (Rosa Parks)
- Hakuna Matata lyrics
- Biopoem template
- Craft supplies
**Before Class**

- Pull up Jane Taylor picture and information on overhead
- Pull up Twinkle, Twinkle on overhead to analyze
- Have scrap paper ready
- Pull up Hakunah Matata

**Anticipatory Set (5 minutes):**

- Begin by asking students if they know of a popular children’s song that could be a poem. Have them come to the front of the room at the group area and ask them if they know anything about Jane Taylor or the song.
- Explain to students that lyrics in music and rap are very often poetry with music added. This is a way for artists to express themselves.

**Whole Group Work (20-30 minutes):**

- Ask students what some of their favorite songs are.
- Recite Hakunah Matata without singing it and ask kids to pick out the rhyming words.
- Go back to Jane Taylor and pull up the whole poem for *Twinkle Twinkle*. Recite it first with the kids watching and then try singing it as a class.
- Tell kids we will create our own class song to *Twinkle Twinkle* and begin changing the lyrics around. Practice this today and throughout the week so Mrs. Robbins can perform it with them.

**Centers (10-15 minutes each):**

- Poetry workshop to finish up acrostic poems
- SSR book circle- Students will continue to look for their poem to recite.
- Mrs. Richert’s center

**Writing Block (approximately 45 minutes):**

**Introduce Bio poem (5 minutes):**

- Explain to kids that a lot of times people write poetry to describe a person. Model the Rosa Parks bio poem and Melissa Margaret bio poem (explain this is a friend). Show students that they can space it anyway they would like.
Writing portion (40 minutes):

- Hand out bio poem outline for students to fill out.
- Have students interview their 12 o’clock partner and fill out the template.
- If students are finished filling it out, they may have a teacher look it over, and move on to the final copy.
- Display the Rosa Parks example so students can see a final copy. Students may finalize this any way they would like.
- Craft supplies will be available.
- If students do not finish, have them put the work in their poetry folders, along with their template to finish during workshop.
Lesson 3: Jack Prelutsky, finding a poem, and I Am poem
Grade Level: 2
Direct Lesson
Duration: Approximately 90 minutes

Purpose: The purpose of this lesson is for students to learn more about Jack Prelutsky and to search for poems for their performance. Later, students will begin to create an I Am poem.

Common Core Standards:
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Objectives:
- Students will improve their poetry by using different adjectives and adverbs.
- Students will describe different elements correctly.
- Students will discuss the main idea/theme, and what each stanza could be about.

Materials
- Jack Prelutsky photos and video
- Prelutsky poetry collections
- I Am poetry example
- Other poetry collections
- Picture paper handout for Jack Prelutsky
- Scrap paper
- Alliteration/Onomatopoeia worksheet
- Bleezer’s Ice Cream worksheet
- Ice cream cone cut-out
- Markers, crayons, colored pencils
- I Am poem outline
Before Class

- Have the Prelutsky video material ready to go on the computer
  https://www.youtube.com/watch?v=nVJX845OLuA
- Have the poetry collections laid out for centers
- Set out craft supplies

Anticipatory Set (10 minutes):

- Show students a Jack Prelutsky interview video on Youtube
  (https://www.youtube.com/watch?v=nVJX845OLuA) and explain that we’re going
to showcase him today along with learning about I Am poems.
- While the students and I watch the video, I will write down key words that Jack
Prelutsky says in the video. We will use this time to analyze the video (students have
been told that video is a form of text and viewing).

Group Work (30 minutes):

- We will then read several Jack Prelutsky poems.
- Read Bleezer’s Ice Cream last. Hand out ice cream cone cut-out and flavor and have
students color their ice cream the way they think their flavor will look. Post these up
on a poster titled “Bleezer’s Ice Cream.”

(10-15 minutes each):

- Poetry SSR and picking out their poem for poetry performance. Set up a basket of
poetry books and collections for students to read through. Explain that they will need
to pick a poem for me to copy. They will be using this for their performance on day
10. Provide post-its for students to write their name on the paper.
- Hand out the worksheet in center 2 and have look for onomatopoeia and alliteration
through the poetry collections during SSR.

Writing Block (approximately 45 minutes):

Introduce I Am poem (10 minutes):

- Model the I Am poem by explaining that we usually like to pick a topic to talk about.
Tell them I chose to write about my grandmother and wanting to see her again. Have
students take 10 minutes or so to brainstorm what their topic is. For lower level
learners, allow them to not stay on a specific topic. This can be more like an autobiographical poem.

Writing portion (25-30 minutes):

- Hand out the I Am poem outline and have students fill it out.
- If students are finished filling it out, they may have a teacher look it over, and move on to the final copy. Craft supplies will be available.
- If students do not finish, collect their work from them and place it in their folder.
- Transition into recess.
Lesson 4: Female Poets
Grade Level: 2
Duration: 55 minutes
Direct Lesson

Purpose: The purpose of this lesson is for students to learn about female poets and practice fluency.

Common Core Standards:

- CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
- R.I.22: Identify the main topic of a text.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Objectives:

- Students will record themselves reading from their poem.
- Students will be able to analyze poetry based on personal experiences.
- Students will be able to identify the main theme while reading a poem.
- Students will be able to identify what the poem is about.
- Student will analyze different elements including rhyming, alliteration, onomatopoeia, etc. in a poem.

Materials

- Mirror, Mirror and the other books by Marilyn Singer
- Harriet Tubman and By Myself, by Eloise Greenfield
- Something Told the Wild Geese, Rachel Field
- What is Pink? Christina G. Rossetti
- Bursting, Dorothy Aldis
- Other poetry collections
- I Gave a Penny to My Friend, Jack Prelutsky
• Reverse Poetry introduction for students in the higher reading center

Before Class

• Have the Prelutsky video material ready to go on the computer
• Have the poetry collections laid out for centers

Anticipatory Set (5 minutes):

• Ask students if they can name any female poets and make a list. If not, share your list with them.

Whole Class Reading (20 minutes):

• Read several poems by female poets
• Have students analyze a few of the poems as a class by picking out some of the elements.
• Discuss the following elements: theme, personification, line, antonym, synonym.

Fluency (15 minutes):

• Pull up the fluency selection on the Elmo and read it aloud for the students.
• Pass out their copy and have them read it aloud together as a class.
• Have students read the selection to three other people and practice their fluency.

Centers (15 minutes each)

• There are a few students who would take a chance at creating a reverse poem. Let them look through Marilyn Singers’ books.
• Poetry workshop for students who need to finalize some of their poems
• Have students record themselves reading their fluency piece on an iPad and listen to it.
Lesson 5: Kenn Nesbitt and Redacted Poems
Grade Level: 2
Duration: 55 minutes

Direct Lesson

Purpose: The purpose of this lesson is for students to learn about Kenn Nesbitt, browse his website in their technology class, and to create a redacted poem. In technology class, students will create a poem on a magnetic poetry website.

Common Core Standards:
CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Objectives:
- Students will use computers and the Internet to create a poem on a magnetic poetry website. This will be up to the discretion of Mrs. Hammonds, the technology teacher.

Materials
- Kenn Nesbitt poems from his website.
- Copies of different texts for students to cross out for their redacted poem. Copy a different sheet for every student.
- Wordle.net

Before Class
- Have Nesbitt’s website (poetry4kids.com) ready to go.
- Have texts ready

Anticipatory Set (10 minutes):
- Pull up Kenn Nesbitt’s website and browse it with the students, reading a few of his poems. Explain to them that they will have a chance in technology to look through his website as well.

Redacted poems (30 minutes):
• Model the redacted poem activity by putting a copy of a text on the Elmo. Show students by scratching out words how you are coming up with phrases. Explain to the students that the poem must be in order, but they can cross anything out.
• Hand out the copies to each student (different ones each) and give them a good amount of time to cross words or phrases out.
• After they are done, they must begin to copy what was not crossed out onto scrap paper for revision.
• Then they will go on to final copy (construction paper, etc.)
• If students do not make it to final copy today, collect what they have and put it in their poetry folder for a workshop.

Centers (15 minutes each):

• Test each student with a cold and hot reading test from a Jack Prelutsky poem (see attached). Record their cold score (words per minute), and have them practice for a few minutes, then record their hot score. Each group will do this. This will be the first of three recordings to see if they improve their fluency over i unit.
• This center will create their title page for their poetry book. If they do not finish it, they can put it in their poetry folder. These pages will be laminated eventually.
• Students will compile a list of positive adjectives and create a Wordle in technology after Centers. This is a word cloud of their descriptions.
Lesson 6: Dada Poetry, Chance Poetry, Comparing and Contrasting
Grade Level: 2
Duration: 90 minutes
Direct Lesson

Purpose: Students will compare and contrast Dada and Chance poetry and create their poems. They will also have a chance to create Dada art, from recyclables and trash. Mrs. Angel will be doing this in their art class today.

Common Core Standards:

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Objectives:

- Students will be able to create their own Dada and Chance poetry.
- Students will be able to compare and contrast the two forms of poetry with a partner.

Materials

- Mini bags of words from magazines, newspapers, and hand-typed paper for each student.
- Glue
- Paper
- Craft supplies
- Elmo

Before Class

- Make sure there are 25 bags for students to use. There should be at least 50 words in each bag. This is similar to the magnetic poetry that can be found on a refrigerator.
- Make sure the Elmo is ready.

Anticipatory Set (5 minutes):

- Ask students if they have ever heard of Dada and Chance poetry. Tell them they will be collaborating with Mrs. Angel and creating Dada art, but first! They must create their Dada poem to inspire their art piece.

Modeling (5 minutes):
• Take the teacher bag and show students on the Elmo how you choose about 15 words (for now) and let them know they must stay in the same order, but they can change the phrase. For instance, if I choose the words MONKEY, MOUSE, FOOD, ART, SKY, BLUE, RED, RHYTHM, then I can put them like this:

Monkey
Mouse food.
Art
Sky blue red
Rhythm
OR
Monkey mouse
Food art!
Sky
Blue-red rhythm

• Let the students know that by changing the placement of the words can give the line and poem different meaning. Have students write down their words they chose in order so they can take the scraps and play around with the placement. Then have them glue the words in what order they have chosen.

• Be very specific about them NOT reorder the words into MOUSE, SKY, FOOD, MONKEY, etc.

Creation (30 minutes):

• Allow students about 30 minutes to finish this. If they need more time, they have workshop time during centers. Ideally, a finished product should be ready. Have students copy their poem on a scrap sheet of paper to take to art class.

• Walk around the room and assist them.

Centers

• Workshop and Poetry vocabulary activity (TBA)

Writing (45 minutes):

• Introduce chance poetry. Hand out bags of words, similar to Dada poetry. Let students know now that they have more freedom. They must choose twenty words and they can rearrange the order of the words however they may choose. Have
students paste them in the order and let them create a finished product. Set a timer so they can see they have only about 30 minutes to complete this.

- Again, the rules for unfinished and finished products are the same as other poems.

**Full Group** (15 minutes)

- Have the class come up to the full group area and have them compare and contrast the two poetry forms of Dada and Chance poetry. Ask students what they preferred.
- Transition into recess.
Lesson 7: Scranimals!
Grade Level: 2
Duration: 100 minutes
Collaborative Lesson

Purpose: Students will partner up with someone and create a Scranimal. Students have been writing expository texts on animals. They will combine these traits and information with the animals and come up with a new species. They will then create a diamante poem in writing class.

Common Core Standards:

- SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (class song) (analyzing poem)
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Objectives:

- Students will be able to appropriately and respectfully engage in meaningful conversations about their topic.
- Students will collaborate with a partner to create a diamante poem based on two animals they have previously researched.
- Students will improve their poetry by using different adjectives and adverbs.

Materials

- Scranimals example
- Scranimals, by Jack Prelutsky
- Their expository information from writing
- Crafts
- Squirdog example
Anticipatory Set (5 minutes):

- Welcome the students and ask them to think of some animals that would be cool being combined. Make a list on the board.

Reading (15 minutes):

- Read some poems from *Scranimals* on the Elmo so students can see the pictures. Ask them questions along the way.

Modeling (5 minutes):

- Show students the Squirrdog example and let them know they get to do this today.

Guided Practice (15 minutes):

- Pair the students up (partners were already chosen) by putting their partners on the board. Have the students meet and hand out the activity page for them to brainstorm some animals.
- Walk around the room and help students, make sure they are staying on task.

Centers (15 minutes each):

- Poetry hot and cold reading (Poem TBA)
- Have students cold read the poem for one minute and then let them practice a few times, then give them a hot read.
- Students that are waiting initially and for their hot read can work on any unfinished work.

Writing Block (40 minutes):

- Show kids the Squirrdog diamante poem. State that a diamante poem should look like a diamond. Create a class diamante poem.
- Pass out the template to create a diamante poem and allow kids to now collaborate by filling out the template.
- Each student will make their own diamante, but the two will have the same poem. They can design them however they want.
- When they are finished, they will create a picture of their scranimal.
- More time will be available during centers the following day.
- Transition into recess.
Lesson 8: Analyzing Poetry
Grade Level: 2
Duration: 60 minutes
Inductive lesson

Purpose: Students will work in groups for 3 or 4 and begin to analyze a short poem. They will need to answer questions based on the poetic elements to try and figure out what the poem is about.

Common Core Standards:

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- R.1.22: Identify the main topic of a text.
- R.1.26: Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (class song) (analyzing poem)
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Objectives:

- Students will describe and identify different elements correctly.
- Student will analyze different elements including rhyming, alliteration, onomatopoeia, etc. in a poem.
- Students will be able to identify the main theme while reading a poem.
- Students will be able to identify what the poem is about.
- Students will be able to identify what the author wants the audience to interpret from their poem.
- Students will be able to identify and discuss what the purpose is for the poem.
- Students will be able to pick out expression in the poem.
- Students will work in small groups to analyze a poem provided by the teacher.
- Students will discuss the main idea/theme, and what each stanza could be about.

Materials

- 8 poems for analysis
- 2 poems for class analysis
- Recording sheet
- Group sheet
• Role sheet

Before Class

• Make sure all materials are together

Anticipatory Set (5 minutes):

• Tell students they have been doing a great job picking out poetic elements so far. Review some of the elements and let them know they get to analyze a poem in a group today.

Whole Group Analysis (25 minutes):

• Spend a good amount of time in the morning analyzing several poems so students will be able to do this in groups. Go through each stanza (using poetic terms) and deconstruct, dissect, analyze (use these words, the students know what they are!) and decipher the meaning behind the poem. Ask students what they think it means. Just lead the discussion, but let them do most of the talking.

Centers (15 minutes):

• Last day to finish up any work not completed. Students who are done may read silently or use Lexia on the iPads.

Writing Block (45 minutes):

• Transition from math into whole group. Ask the kids to remind you what they are supposed to do for writing.
• Have them split off into their groups (pull up the group list) and remind them what their roles are.
• Hand out the worksheet for questioning (TBA)
• Hand out poems to the group leaders and walk around the room observing students.
• Allow students at least 25 minutes to discuss what the poem is about. If some kids are done, have them draw pictures of the poem.
• When everyone is done, they can hand this in to the inbox and get ready for recess.
• At this time, the students will be burned out from analyzing, so they need a brain break. I will look over and grade the sheets. I will make copies for the students and return them back.
Lesson 9: Poetry Test, Self-Evaluation, and Rehearsal
Grade Level: 2
Duration: 60 minutes

Purpose: Students will take their poetry test and self-evaluation in the morning. If there is extra time, I will read from some of Jack Prelutsky’s poems. In the afternoon, we will have our poetry rehearsal.

Common Core Standards:

- CCSS.ELA-Literacy.SL.2.1a 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).
- W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
- R.I.2.2: Identify the main topic of a text.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Objectives:

- Students will be able to give their peers respect and consideration while that peer has the floor.
- Students must speak clearly while being recorded during the poetry performance.
- Students will be able to answer questions on the assessment based on their prior knowledge.
- Students will be able to identify what the poem is about.
- Student will analyze different elements including rhyming, alliteration, onomatopoeia, etc. in a poem.
- Students will identify other elements such as synonyms and antonyms to make their poems more interesting.
- Students will describe and identify different elements correctly.

Materials

- Poetry test
• Self-evaluation
• Microphone
• Students’ work to be performed

Before Class

• Make sure the audio is working
• Dim the lights and remind the kids to snap their fingers after a poetry performance.
• Make sure the tests are ready

Anticipatory Set (5 minutes):

• Mrs. Richert will call up the group to welcome them and turn it over to me. I will remind them that today is their test. We will spend a few minutes reviewing the information. I will ask people what alliteration is, what an onomatopoeia is, etc.

Poetry Test and Self-Evaluation (10-20 minutes)

• Students should take no more than 20 minutes for the test and self-evaluation. If students are done, they may silent read or work on their poetry portfolio.

Rehearsal (35 minutes):

• Rehearsal should not take more than 40 minutes. Each student will have the opportunity to share their poem with the lights dim and the group sitting in the group area. They will know this is a dress rehearsal and will behave as it is the performance.

Note: I did not invite parents to this because a lot of kids told me they were really nervous to recite their poems. I also felt it would take up a lot of classroom time for the commotion. If we did not have 9 snow days, I would have had a bigger performance for the kids.
Lesson 10: Poetry Performance!
Grade Level: 2
Duration: 60 minutes
Culminating Activity

Purpose: Students will have the chance to perform a poem they picked out and/or read one of their poems they created. The performance will be recorded, edited, and sent to parents in a video clip for a small gift. Students will be able to use their listening and speaking skills and behave appropriately as an audience. Students who are too nervous to speak will have the chance to perform in front of a teacher and/or a few of their friends. If students are nervous to perform, but still want to, they may have a friend or teacher next to them for moral support. Students will be able to use their paper; memorization is not necessary. Students are not graded objectively on the performance. They will be graded on their final poetry book. See rubric for details.

Common Core Standards:

- CCSS.ELA-Literacy.SL.2.1a 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).
- CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Objectives:

- Students will be able to give their peers respect and consideration while that peer has the floor.
- . Students must speak clearly while being recorded during the poetry performance.

Materials

- Camera
- Microphone
- Students’ work to be performed

Before Class
• Set up the camera
• Make sure the audio is working
• Dim the lights and remind the kids to snap their fingers after a poetry performance.

Anticipatory Set (5 minutes):

• Remind students that they may have a friend help them out for moral support.
• Remind the kids of the expectations (spotlight on the speaker) and that they must be respectful during the performance.
• Remind them of performance etiquette.
• Remind them to snap their fingers instead of clapping.

Poetry Performance (30-40 minutes)

• Have the list of students who would like to go in order. Announce each student and their poem.

After the performance, congratulate the kids. Have them give a round of applause for their hard work. Remind them that I will be creating their poetry book and they should have them soon.