

Core Curriculum Standards

Reading Literature: Key Ideas and Details

- RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Reading Literature: Craft and Structure

- RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Reading Informational Text: Craft and Structure

- RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Reading Informational Text: Integration of knowledge and Ideas

- RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing: Production and Distribution of Writing

- W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening: Comprehension and Collaboration

- SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate..

DAY TEN | Reflection

Lesson Goals

Outcomes

Students will reflect on the past nine days of the course and review their definitions of poetry.

Themes, Issues, Concepts

reflection, what is a poem?

Literary Terms

Definition

Materials

Writer's notebooks

Poetry on Our Terms (2014 edition)

“All These Poems” by Grace Stotler (page 147)

Copies of poems from previous lessons for students to review (Optional)

Teacher Tips

- As a final culminating activity, hold a Writer's Buffet or Writer's Gallery for students to celebrate their writing. This is where all of the poems from all classes are displayed on tables, posted around the room, or “thrown” into the middle of the floor so students have an opportunity to read as many different student writings as possible. Celebrate these young authors and their accomplishment. *Note: This activity would also work well as a revising and editing activity.*
- Don't forget to refer to the resource, “Picking a Winning Poem” found at www.7gp.org/contest-documents when choosing your winning student poem.
- I am hopeful that by now, at least a few students may have surprised you by coming to class with a poem(s) they have written at home, anxiously awaiting you to read. Even if it is just one student; embrace the moment, and give yourself a pat on the back. Believe me, there are students who will continue to write poetry because of you.

DAY TEN | Reflection

Lesson Plan

PAGE 1

DO NOW (5 minutes)

In their writer's notebooks, ask students to answer the following question: What do you like and/or not like about poetry?

WHOLE GROUP (20 minutes)

Have students read, "All These Poems" by Grace Stotler. Ask the students "What is a Poem?" and write their answers on the board.

Other questions to ask: What must a poem have? What must a poem not have?

PARTNERS/SMALL GROUPS (15 minutes)

With a partner, have students ask each other:

1. What was your favorite poem of the unit and why?
2. How does it fit (or doesn't it fit) with the class's definition of what a poem is?

Have each pair share with the class.

INDEPENDENT (10 minutes)

In their poetry notebook, ask students to write down three things they learned about poetry that they didn't know before. This could relate to the definition the class came up with, or it could be about something else. Maybe they learned something about themselves in relation to poetry.

REFLECTION (10 minutes)

Ask students to share what they learned with the class.

HOMEWORK

Now that students have seen several different styles of poems and learned about many poetic devices, it's their turn to choose a poem (from the Writer's notebook) they've previously written or construct a new poem for the contest. In accordance with *The 7GP Contest* rules, students must be allowed to write a poem on any topic they want (as long as it is not inappropriate), in any style they want.



Winning poems are due and must be submitted to 7GP no later than January 29, 2016. Please ask students to refer back to their writer's notebook for ideas and inspiration and to create an authentic poem for the contest.

All These Poems

by Grace Stotler (7GP Winner, 2014)

All these poems are floating in my mind.
Some are mean and some are kind.
I must catch them and write them all down.
Some are lost and some are found.

I carry them with me where ever I go.
I carry them with me in the sun and snow.
In the spring and fall, they follow me around,
And even when I can't be found.
I want them here all written down.

So I must write as fast as I can
With great care so people will understand.
For now I will carry on.

But when I must say so long
To those that I hold dear,
"All These Poems" will be right here.