

POETRY



Students Will Be Able To:



Core Standard W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Core Standard L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Core Standard L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Media



Materials/Preparation



- Chart paper, whiteboard or interactive board
- Colored marking tools
- 3 x 5 index cards for Antonyms
- Sound Cards
- Visual aids #1, #2, #3

Lesson Steps



- Anticipatory Set/Input (Day 6: 10 minutes)
- Modeling (Day 6: 10 minutes)
- Check for Understanding (Day 6: 5 minutes)
- Independent Practice (Day 6: 20 minutes)
- Closure (Day 6: 5 minutes)

Anticipatory Set /Input (Day 6: 10 minutes)

Tell the students follow these directions: sit, stand; lean left, lean right; stretch up, squat down. Now explain that words like those you just used are opposites/antonyms, words that mean completely different things. They are like the reverse of each other.

Tell them that they are going to write another poetry book, today. It will not rhyme, but it will have a pattern, and it will be about opposites.

Note: *The antonyms to be used for this writing activity are: big/little, dry/wet, hard/soft, happy/sad, hot/cold, long/short, noisy/quiet, old/new, sweet/sour, smooth/rough, thick/thin, clean/dirty, sharp/dull, fast/slow*

1. Display and discuss the cover page. (Visual Aid #1)
2. Display the work page that each student will have. (Visual Aid #2)
3. Explain the pattern of the poetry book they will make. (It is the same pattern as the color poetry book.)

Modeling (Day 6: 10 minutes)

Note: *While modeling, you will also be giving directions to the students for their page which they will make during Independent Practice.*

1. Choose a word card or strip.
2. Write that word on the first line.
3. Write the words "is" and "a" on the next 2 lines.
4. Rewrite the opposite word on the next 2 lines.
5. Discuss what item/object would be logical for the last line.
6. Demonstrate stretching that word out and writing it on the sticky note.
7. Tell the students that they will follow the same procedure that you just modeled. Emphasize that they will be drawing a picture but not until the teacher has checked the sticky note and spelled the name of the item/object correctly on it.
8. Do a role play where you are playing both the teacher's part and the student's part. Being the student, raise your hand and wait for the teacher to come and check your word.
9. Pretend you are the teacher, writing the word with the correct spelling on the sticky note.
10. Then pretending you are the student, move your sticky note up and copy the word the "teacher" wrote onto the line.

11. Complete the directions by telling the student they will draw a picture on their page to go with their sentence. Their picture needs to be big and fill the space on the page. Today they can use many colors and make a picture with details that are interesting to look at.
12. Use the word strips from the visual aid or write your own on cards. Place the exact number of cards you need in a tub, hat, or sack. (Extra words could create a situation where students will have cards and no one will have the opposite. This situation will also occur if you have an odd number of students. Handle this by having some one do a second page when done with the first.)
13. Ask each student to pick a word from the bowl or bag in which you put them.

Checking for Understanding (Day 6: 5 minutes)

Help all of the students read the word they chose before going to their seats.

Independent Practice (Day 6: 20 minutes)

Today is a Focus Skill Writing using the NFS: antonyms and the RFS: draw and write to narrate a single event, and write a letter or letters for most consonant and short-vowel sounds (phonemes).

1. After the students have gone to their seats tell them to write their name on the paper.
2. Tell the students to begin writing using their opposite word.
3. Tell the students to use the sound card to help them spell the last word on the sticky note.
4. Reinforce the importance of the students not drawing until the teacher has corrected the spelling on the sticky notes.

Note: *During the Independent Practice you will do roving conferences. This will allow the teacher to be available to support all writers. Tell the class that everyone will share their work today.*

Closure (Day 6: 5 minutes)

After the Independent Practice, tell everyone to sit in a circle so they all will have an opportunity to share their work with the class.

Note: *After the sharing collect the pages and make a class book. Save this book to use as an example during modeling next year.*