




LESSONS 17 & 18: WORKSHOP

| MATERIALS <ul style="list-style-type: none"> ▪ Student notebooks ▪ Student anthology books ▪ Rhyming dictionary created by students ▪ Collection of poems/poetry books from school library or teacher’s collection ▪ Graphic organizers/models of previous poems used in lessons and workshop ▪ <u>Poet’s Workshop Conversation Guide II</u> from lesson 13 ▪ Copies of <u>Final Assessment Tracking Sheet</u> (1 per student) ▪ Copies of the <u>Poetry Anthology Rubric</u> and the <u>Poem Review Rubric</u>. | |
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| SEQUENCE | TEACHER NOTES |
| <p>Poetry for Appreciation . . .</p> <div style="display: flex; align-items: flex-start;">  <div> <p>For the “Poetry for Appreciation” segment in Lessons 17-18, invite students to select favorite poems from the unit. You might put this to a vote through a show of hands to select two poems to read during these lessons.</p> </div> </div> <p style="margin-left: 10px;">CLASS</p> <ul style="list-style-type: none"> • If possible, ask a local or state poet to come into the classroom to do a poetry reading. This would provide a model poetry reading for the students, and also allow the students to ask questions and gain insight into different rural communities, forms of poetry, and place. • Alternatively, it might be engaging to visit the local high school, community college, or university or visit with students there via online platforms. These high school or college students could be English majors or students enrolled in poetry classes. The elementary students could share their poems and get feedback, and the college students could also share some of their own poetry and discuss their experiences regarding the writing process. | |
| <div style="display: flex; align-items: flex-start;">  <div> <p>At the beginning of lesson 17, explain to students that they are nearing the end of the poetry unit. The last lesson (lesson 19) will be a class poetry reading, in which each student will have a chance to share some of his or her own work. If possible, invite parents and/or other students and teachers to this event.</p> </div> </div> <p style="margin-left: 10px;">REAL WORLD</p> | <div style="display: flex; align-items: flex-start;">  <div> <p>Consider having students create handwritten invitations to the class poetry reading! The care taken to produce the invitation will communicate to invitees that it is a meaningful event to the</p> </div> </div> <p style="margin-left: 10px;">TIP</p> |

In preparation for the final poetry reading, the next two lessons will give students a chance to finish the poems they have been working on, to place these in their anthologies, and to choose one (or two, depending on your class size) poems to read aloud on the final day.

- Explain that, while students have written different numbers and types of poems throughout the unit, you are expecting to see final drafts of *at least four* poems in the anthology and *at least one* of these should be a rhyming poem.
- Ask students to take out a sheet of paper and write their name at the top. Explain that by the end of today's lesson (17), students should hand in this paper with the titles of four poems written on it. They should mark (e.g., with an asterisk or by underlining) which of these are rhyming poems. Although some students might have many more than four poems in their anthologies, they should identify the four poems they would like you to use for their final assessment. Use the Final Assessment Tracking Sheet to help monitor student progress.
- Provide students with a copy of the Poetry Anthology Rubric you will use to assess their poems and discuss the quality indicators you will look for. Students should be familiar with the various features on the rubric.
- Remind students of the conferencing process required for each poem and explain that you will need to see drafts and records of peer conferences for each poem they submit (in their folders they have been keeping throughout the unit).
- Explain to students that in addition to submitting their anthologies, each student must complete a one-page review of any poem of their choice using the "How to Understand a Poem" guide they created in the previous lesson. They should write this review on a loose sheet of paper with their name and the name of the poem and poet at the top of the page.
- Students should write a "Dear Reader" letter for one or more of their poems in which they explain their writing process, what the poem is about.
- Provide each student with a copy of the Poem Review Rubric and discuss the quality indicators that you will be looking for in their reviews.

students. If you are inviting parents/guardians and grandparents, be sure to ask for an RSVP. For each student who does not have a family member who is able to attend, ask an adult in your school (principal, custodian, physical education teacher, etc.) to attend as that child's special guest. This will ensure that each student receives special attention at the event.



Consider asking students to contribute two poems each to a class anthology. Type the poems and print the anthology to keep in the classroom for students to read at their leisure. If resources allow, consider making a copy of the book for each student to take home.

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| <ul style="list-style-type: none">▪ For these two lessons students should work independently on finalizing their anthologies and writing their poem reviews. The teacher should conduct conferences with students as they complete drafts of their poems and monitor students' progress.▪ At the end of lesson 17, the teacher should collect students' lists of 4 poems and check students' progress by looking in their workbooks and anthologies (and Final Assessment Tracking Sheets). Any students who appear to be making insufficient progress towards these final projects should be targeted for extra assistance at the beginning of lesson 18. | |
| <p>Practice for the Poetry Reading</p> <p>At the beginning of lesson 18, gather the group together and make sure students have selected one of their original poems to be shared at the class poetry reading. Talk with students about how to read a poem to an audience by introducing themselves and the title of their poem, explaining a little bit about the poem, reading in a loud, clear voice, and pausing where necessary. Have the students practice reading their poems to each other in pairs or small groups, and then reading their poems once in front of the whole class. Invite several students to practice in front of the class and have other students offer constructive feedback. If time permits, you could allow students (either alone in front of a mirror or in pairs) time to practice reading through their poems and/or also have students listen to audio recordings of poetry readings; you can access poetry readings online at The Children's Poetry Archive (http://www.poetryarchive.org/childrensarchive), the Academy of American Poets website (www.poets.org), or from a number of other sources. Or, if you have the opportunity to invite a "real life" poet to your classroom or school at some point during the unit, it would be a wonderful experience for your students to hear a practicing poet share his or her work and to ask questions of the poet. Your school librarian might be able to help you investigate this option.</p> | <p>For students needing extra preparation, notify parents/guardians that a reading will take place and encourage extra practice at home to reduce performance anxiety.</p> |