

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Poetry: Couplet Recognition and Creation Lesson # 1 Date: October 18, 2024
 Name: Lesson Plan for Couplet Poetry Subject: English Language Arts Grade(s): 7

Rationale:

This lesson is important because it allows a way for students to express themselves in written form that practices rhyming words in a sequential way. It gives students a venue for communicating complex ideas from their perspective requiring deep and critical thinking.

Core Competencies:

Communication	Thinking	Personal & Social
Communication can influence, entertain, teach, inspire, and help a person to make sense of the world and their experiences.	Students will think critically to develop ideas.	Students will identify their strengths and abilities.

Big Ideas (Understand)

Language and poems can be a source of creativity and joy.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Using oral and written text, students are expected to recognize and appreciate how rhymes in poetry reflect different purposes, audiences, and messages. 	<ul style="list-style-type: none"> Students are expected to know common practices in all standard punctuation use, in capitalization, and in Canadian spelling in presenting their poem in written form.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Write eight sentences of poetry in couplet form with the last word in each sentence rhyming in the order: AABCCDD Illustrate the poem with a picture 	<ul style="list-style-type: none"> Conversations with students to spark their critical thinking Observe students learning by how well they are working Understanding of how to recognize a couplet poem and be able to reproduce one with eight lines Student added their name legibly to their paper (complete/incomplete)

Prerequisite Concepts and Skills:

Students need to be able to sit and listen to examples of couplet poems without disrupting the class. Students need to be able to write coherent sentences and chose appropriate rhyming end words to tell their story.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.

- By reflecting on past experiences, knowledge, and interests for this poem development, students will learn to critically think about ways to make their story into a couplet poem which is understandable to others and reflect the thoughts the student is trying to convey.

Learning involves patience and time.

- It will take time for students to critically think and produce an 8-line couplet poem.

Resources:

- The First People's Principles of Learning:
<https://www.fnesc.ca/first-peoples-principles-of-learning/>

Universal Design for Learning (UDL):

This lesson is designed to engage the students in multiple ways to identify and understand the poetry type. It engages a wide variety of examples including historical writing, religious practice, current music, nursery rhymes, children's literature, & seasonal subject matter. The TC will engage the students with questions to get them thinking and accessing memories as examples are read. The TC will show examples of both proper and improper versions of couplet poetry. Clear instructions will be presented to the students so they can begin their own couplet poetry writing assignment. Students will be asked to produce eight lines of couplet poetry (AABBCCDD) and illustrate it with a picture that represents their poem. The teacher will offer a ten-minute brain break before the start of the lesson in the form of a colouring activity where they can choose from a variety of seasonal pictures. If colouring does not appeal to them, they can read by themselves quietly for 10 minutes.

Differentiate Instruction (DI):

Multiple visuals, audio, and text will be used including a colourful presentation format with pictures and examples, including those that may relate to the students and their age group to invoke interest in the topic (i.e. using song examples that are in couplet form to gain and invoke interest).

Resources:

- Visual: See Google presentation
- Verbal: https://www.youtube.com/watch?v=c8BAE_IDH1k

This lesson could be further adapted for students with audio or visual challenges by giving students a handout with examples of what a proper couplet poem looks like plus examples that are not couplet poems, adding more slides with details, and the class could be put into smaller groups as support for those students identified as needing individual/group reading & writing supports.

Materials and Resources

- Colouring sheets for brain break activity
- Access to Google presentations and the internet
- Scrap paper or Tecjoe tablets for drafts
- Pencils & erasers
- 25 "good copy" papers with lines on half the page and a blank spot on the top for an illustration
- Pencil crayons, crayons, & markers

Lesson Activities:

Teacher Activities	Student Activities	Time
Brain Break: <ul style="list-style-type: none">• Open the lesson with a colouring activity as a brain break• If students prefer, they can read quietly at their desks	<ul style="list-style-type: none">• The students pick a seasonal sheet to colour along with what they want to use to colour (pencil crayons, crayons, or markers) & colour quietly• Students pick out or retrieve a book to read & read quietly	10 minutes

<p>Introduction:</p> <ul style="list-style-type: none"> • Open the lesson in Google slides 	<ul style="list-style-type: none"> • Students quietly put away their colouring page or book 	<p>1 minute</p>
<p>Body: Introduce & connect Couplet Poetry</p> <ul style="list-style-type: none"> • Give a history of couplet poetry • Explain what couplet poems are • Give an example of couplet use by William Shakespeare (Sonnet 18) – Ask students if they see anything in the example – Ask students if it is a proper couplet & how they know • Play audio reading of Double, double, toil & trouble chant by William Shakespeare’s Macbeth while having the words up for the class to see https://www.youtube.com/watch?v=c8BAE_IDH1k – Ask if the students notice anything about the verse – Ask students if it is a proper couplet & how they know • Show the brief history and words to the children’s bedtime prayer – Ask students if they recognize the prayer and what makes it a couplet • Show slide with three sets of song lyrics – Ask students if they recognize them – Ask students if they are good or bad examples of couplets • Break down each set of lyrics into who performed them so students can understand that they have a relationship with couplets in everyday life – Show slides with Eminem, Lenny Kravitz, and Metallica – Ask students after each slide whether each set of lyrics are a good or bad example of couplet • Show an example of a nursery rhyme – Ask students if it’s a good or bad example of a couplet • Show two more examples of seasonal poems to show students what a proper couplet 	<ul style="list-style-type: none"> • Students will listen and put up their hands if they have questions 	<p>15 minutes</p>

<ul style="list-style-type: none"> • Put away markers, pencil crayons, crayons, pencils, & erasers • If students are finished, students are to hand in their good copy with their name on it • If not finished, Mrs. Murray will give students time during the next few weeks to complete the assignment – Due to be handed in by November 1st 	<ul style="list-style-type: none"> • Students will put away their pencils & erasers plus put away class supplies of crayons, pencil crayons, & markers • Students will put away their rough copies (& good copies) where they will be safe and accessible to work on later • Hand in any finished good copies to Mrs. Blackall 	8 minutes
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Organizational Strategies:

<ul style="list-style-type: none"> • Students participate in a brain break before the lesson to calm down (after recess) • At their desks, students will listen and engage in the lesson discussion • Scrap paper will not be distributed to students until it is time to pick a topic for their couplet poem • Students may use squeeze toys and fidget chairs if they are antsy • Students will do their poems in their designated seating

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • TC will move around the room & spend more time in close proximity to students having focusing difficulties • To get the classes attention, TC will use “No bees, no honey” in the fashion of her TM to which the class will respond “No work, no money” • TC will verbally acknowledge and thank students that are on task and will verbally address the students who are creating distractions • TC will make behaviour expectations clear at the beginning of the lesson – Sit & listen quietly, ask questions as needed by raising their hand and only speaking when the TC acknowledges them • If necessary, TC will separate students to other areas

Extensions:

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Reflections (if necessary, continue on separate sheet):

<p>To be done after the lesson.</p>
