

<ul style="list-style-type: none"> • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in poems • Construct meaningful personal connections between self, poems, and world • Transform ideas and information to create original texts 	<p>purpose and the audience, and demonstrate thought and care in organization</p>
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Participate in creating a nonet poem with the class • Pick a topic for their poem • Brainstorm things that pertain to their topic & be aware of the syllables needed for each line, decreasing as it goes from 9-1 (scrap paper can be used for this process) • Create their own nonet poem on the worksheet provided 	<ul style="list-style-type: none"> • Conversations with students throughout the creation of a nonet poem on the whiteboard • Observing how well students are working on their own poems • Understanding how to build a nonet poem of their own • Student legibly add their name to their paper (incomplete/complete) • Student completed a 9-line nonet poem in their own words correctly within the directions given for the amount of syllables needed for each line (Proficient)

Prerequisite Concepts and Skills:

Students need to be able to sit & listen to examples of nonet poems without disrupting the class.
 Students need to be able to write coherent sentences & choose appropriate words for their poem that tell their story.
 Students need to be able to brainstorm ideas for their topic & be aware of the syllables of those ideas (words)

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. By reflecting on past experiences, knowledge, and interests for the development of this poem, students will learn to critical think about how to make their topic into a nonet poem which is understandable to others and reflects the thoughts that the student is trying to convey all while using the correct number of syllables in each line as directed.

Universal Design for Learning (UDL):

Multiple visuals and text will be used, including a colourful presentation format with pictures along with multiple examples. Expectations for the final product will be posted on the screen throughout the lesson for easy reference. Students will be given a worksheet to use for their poem that has guidelines and references as to how to make their poem, so it is more accessible to a wide variety of students by utilizing written and visual prompts to help them in the process. The goal is to get all the students handing in a version of their own nonet poem within the class time. Adjustments could be made to those that finish quickly by getting them to do another version or add an illustration to their poem.

Differentiate Instruction (DI):

- Students will practice doing a nonet poem with the class first
- Students will be given extra time to complete their own nonet poem if needed
- The teacher will be available for questions and help with ideas if needed
- Students are given many examples so they can see how nonet poems are set up & written
- Students will be given clear directions on what is expected from them, and the instructions will remain up on the screen for the duration of the lesson
- Students will be given a template to use for their poem along with visuals on it as a reference as to how it should look & be constructed
- Early finishers can do a second nonet poem, do a word search, crossword puzzle, read quietly, play a card game, or run up & down the hill at the back of the school a few times to burn off any extra energy they may have

Materials and Resources

Materials:

- Copies of worksheet (x25)
- Copies of various word searches & crosswords (10 each)
- Pencils
- Presentation about nonet poetry including its history, how to write one (video), examples of them, time they have to complete the assignment, what is expected, brain break if needed, a projector, computer, speaker, and screen

Resources:

- Nonet poems by Luke Ovgard
<https://www.youtube.com/watch?v=e7XQB50mFkg>
- Writer's Digest University: Nonet Poems: Poetic Forms
<https://www.writersdigest.com/write-better-poetry/nonet-poems-poetic-form>
- Shadow Poetry: Nonet
<http://www.shadowpoetry.com/resources/wip/nonet.html>
- MasterClass: What is a Nonet Poem? How to Write a Nonet
<https://www.masterclass.com/articles/how-to-write-a-nonet>
- Children's Healthcare of Atlanta Strong4Life: Body Break Chair Triathlon
<https://www.youtube.com/watch?v=2DN9nsgrQ9s>

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction:</p> <ul style="list-style-type: none"> • Open the presentation with a HOOK asking the students to visualize a hot dog with their eyes closed • Ask if they can see it, smell it, taste it • Show the dog in the fan and ask if that's what they had in mind?! <p>Body:</p> <ul style="list-style-type: none"> • Introduce the topic • Introduce the benefits of nonet poetry 	<ul style="list-style-type: none"> • Students will listen attentively and stay in their seats • Students will put up their hands if they have an answer & wait for 	2 minutes

<ul style="list-style-type: none"> • Give an overview of what is coming up by showing the “what we will be doing” slide & give an overview of things that can be done if they finish early • Go through expectations for the class outlining problems that have been there in the past & what is expected from them • Introduce nonet poetry by asking students what it is? Have they heard of it? • Start by giving them a brief history on nonet poems • Explain what nonet poems are, what they look like, & how they are layered • Show the video on nonet poems from YouTube • Explain what characteristics nonet poems have (9 lines starting with 9 syllables & decreasing as the lines decrease so Line 1 has 9 syllables, Line 2 has 8 syllables, Line 3 has 7 syllables, etc.) • Show & read out an example of a nonet poem about pets • Show & read out an example of a nonet poem about the ocean • Show & read out one more examples of a nonet poem about a love letter • Show & read out a bad example of a nonet poem about a worm • Refresh students on syllables & how to count them • Show students the slide with the rules for syllables • As a class, practice how to count syllables with the words provided on the slide “Let’s do some syllable counting together....” • Guide the students into making a nonet poem together • Ask students to pick a topic • Write the topic on the board • Line 1: Ask students to fill in words to 9 syllables • Line 2: Ask students to fill in words to 8 syllables 	<p>the teacher to call on them before speaking</p> <ul style="list-style-type: none"> • Students will watch the video while reading the words on screen attentively • Students will raise their hand to offer topics to build a nonet poem together 	<p>8 minutes</p> <p>10 minutes</p> <p>10 minutes</p>
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<ul style="list-style-type: none"> • Line 3: Ask students to fill in words up to 7 syllables • Line 4: Ask students to fill in words to 6 syllables • Line 5: Ask students to fill in words to 5 syllables • Line 6: Ask students to fill in words to 4 syllables • Line 7: Ask students to fill in words to 3 syllables • Line 8: Ask students to fill in words to 2 syllables • Line 9: Ask students to fill in words to 1 syllable • Show off the student's hard work on the board and praise them for doing it • Show students the poem that I (the teacher) wrote • Ask students if they have any questions • Handout the worksheet to the students • Give students reminders to do their own nonet poem with their own words (no duplicates from any examples) • Give students a reminder to put their name on their worksheet • Go through the rules & suggestions to early finishers • Give the students a time that they have to complete their worksheet & hand it in to the teacher • Explain that there is an example up on the screen for them to look at if needed • Walk around the classroom observing students working and having conversations with them • While walking around, ask students questions to deepen their thinking 	<ul style="list-style-type: none"> • Students will ask questions that they may have by raising their hand 	<p>15 minutes</p>
<p>Closure:</p> <ul style="list-style-type: none"> • Time is up & it's time to hand in worksheets to the teacher • Instruct students to clean up their area including desks & floor • Ask students to put away anything that they don't need anymore 	<ul style="list-style-type: none"> • Students will hand in their worksheets to the teacher with their names legibly printed on them • Students will clean up their area as instructed 	<p>5 minutes</p>

Organizational Strategies:

- Lesson will be after lunch break in the afternoon so hopefully the students should be willing to sit and pay attention
- If students are talking & not paying attention, a silent hand up by the teacher will be used along with silence until the class settles (remind students of the rules & that talking while a teacher is up front, is not polite or acceptable)
- No couch time will be allowed until students have completed their assignments
- No Chromebooks will be allowed to be used by early finishers
- If students need a body break, an exercise will be used for the whole class at <https://www.youtube.com/watch?v=2DN9nsgrQ9s>

Proactive, Positive Classroom Learning Environment Strategies:

- Utilization of worksheets that have directions and clues will allow more inclusivity
- Observation of the students to ensure that they are listening so that they understand the subject area
- Observation of the students so they know what is expected of them to produce & hand into the teacher for marking
- Encouragement & guidance for students that are having trouble deciding on topics
- Making the presentation easy to follow & comprehensive with a lot of examples that are straightforward and relatable to their assignment
- Using a body break if needed during the lesson
- Providing activity choices for early finishers

Extensions:

- Extending the lesson could include the students producing more than one nonet poem with different subject matter
- The lesson plan could be altered by changing the topic of the nonet poems to be of a certain subject matter (i.e. Christmas, New Years, December, birthdays, or any other time of the year to add interest)
- If classroom management is an issue, the teacher will discuss the rules of the classroom to the students and explain to them why it is important to give respect to teachers and others (giving this at the beginning should help rather than trying to do it once there's issues)
- Giving students a body break (exercise) may alleviate any possible issues with focus & attention after the presentation and before they start to build their poems on their worksheets
- If the body break exercise from the internet is not enough to settle the class, the students can go outside and run up and down the back school hill twice (this class has a lot of boys that need to move so be adding body breaks into the lesson, it should aid in helping them settle in to do the writing portion of the lesson which is required)

Reflections (if necessary, continue on separate sheet):