

**Lesson Plans by
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**English/Language Arts
6th grade
Poetry**

This lesson plan was a small part of an interdisciplinary lesson created by Mara-Lea Coston and Suzanne Smith for their 6th grade team at Southeast Middle School. The interdisciplinary lesson had many facets including (Language Arts) reading the novel, *HOOT*, by Carl Hiaasen; writing owl poems after a visit of live owls to the school; (Science) dissecting owl pellets; virtual dissection of owl pellets in the computer lab; (Social Studies) researching location of owls in South American countries in the computer lab; edible South America with flags listing owl that was indigenous to that country in South America; (Math) graphing the temperatures for four weeks of the two cities and states listed in the book *HOOT* and discussion of how those temperatures related to habitat conditions for the owls. Internet data was necessary.

The document camera was used in all areas of study during this unit, but I am sharing the lesson that related to the creation of poems about owls.

OWL Poems

Summary

Students will learn the elements of poetry and create an original poem that is about an owl or includes an owl. Students will gain a better understanding of the elements of poetry by using them. Students will create a one dimensional replica of an owl and write their poem on the art. Students will present their product to the class using a document camera.

Grade levels

6-8 (can be adapted for higher or lower grades)

Subject areas

Language Arts, Art

Time required

Three class periods, 50 min. each

Requires advanced teacher preparation time to collect poems on the internet or from poetry books available in the media center about owls or including owls.

Teacher can choose to set up an assembly program with a wildlife rehabilitation organization for a presentation with live owls. Teacher needs web addresses and technology available to present owl poems and pictures for instruction.

Setting

This lesson can be taught in a classroom or lab that has a document camera, a projector, and internet access.

Objectives

Students will be able to use elements of poetry, i.e. personification, metaphor simile, irony, alliteration, rhyme, rhythm, onomatopoeia, repetition, and descriptive language to create a poem about owls. Students will be able to present to an audience of their peers their final product.

Materials

- Poems from websites and poetry books about owls or poems where owls are included.
- Websites with pictures of owls
- (Optional) An assembly for students with live owls brought in by a local wildlife rehabilitation organization.
- Pencils, markers, crayons, scissors and glue
- One sheet of black construction paper for each student for the background.
- One yellow sheet of construction paper per four students to share for creating a moon or stars.
- Several shades of brown or white construction paper choices for each student to draw the owl on and as background for the writing of the poem.

Background

It is important that the students have been taught previous lessons on the structure and elements of poetry. They may have been taught poems by famous poets or exposed to poetry during a web quest poetry lesson. Prior knowledge is necessary for the student to decide if they want to write in a traditional form or in free verse.

Having an assembly where the students get to see and learn about live owls helps the students visualize the object of their poem. As soon as possible after the assembly is a great time to brainstorm a creative word list that they could draw from for their product.

Procedure

Day 1

1. Group or classroom assembly with the presentation of live owls.
2. After assembly, brainstorm a word list letting students write their descriptive word choices on a piece of paper under the document camera.
3. Using a computer connected to the internet or previously selected and printed poems placed under the document camera, share with students poems that are about owls or include an owl in the poem.
4. Have students create their rough draft of their original poem.
5. Homework for the day is to take your poem home, read it later in the evening and look for mistakes or ways to improve it. Prepare for peer evaluation.

Day 2

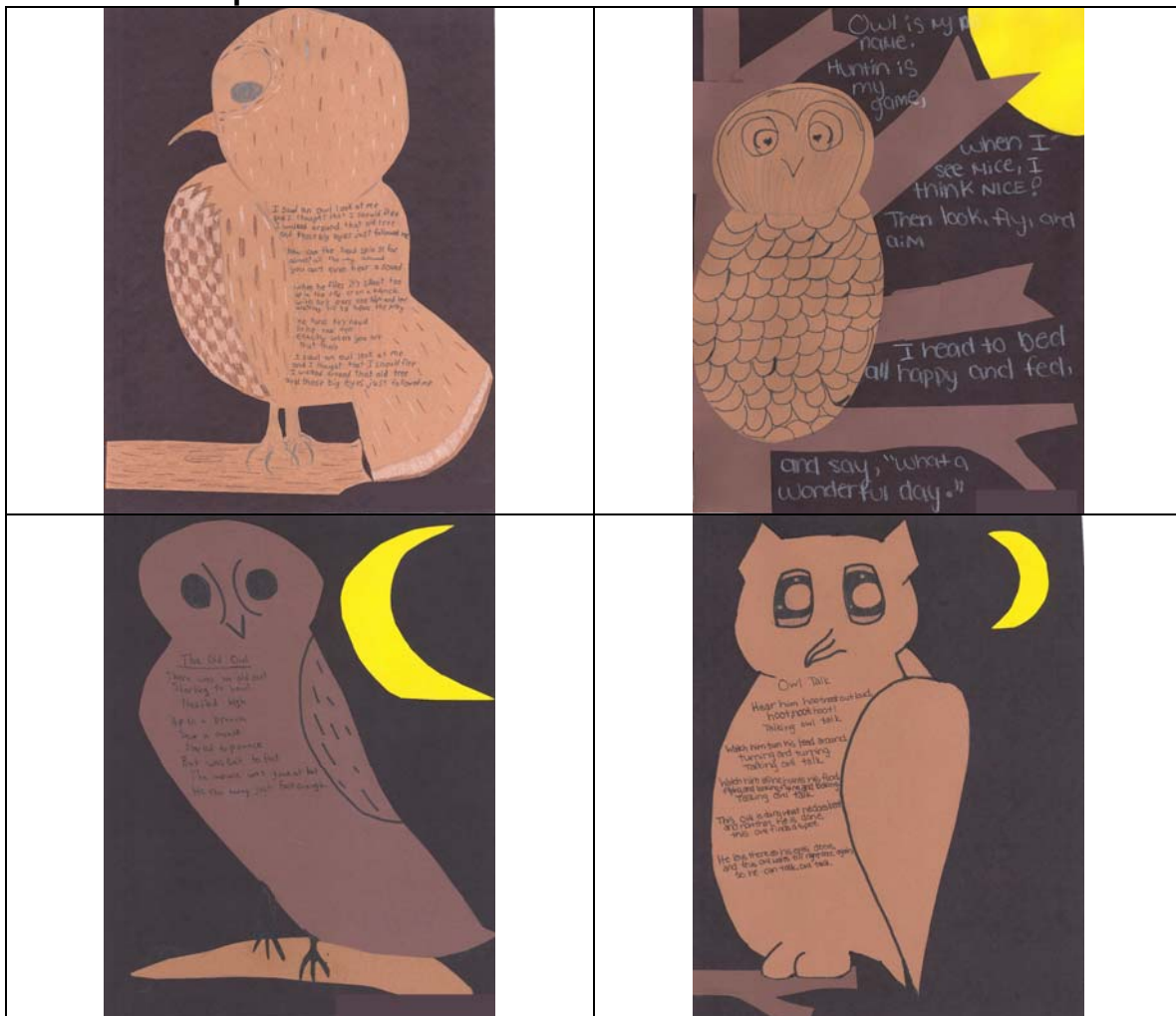
1. Review all the facts about owls, elements of poetry and descriptive word choices from the previous day.

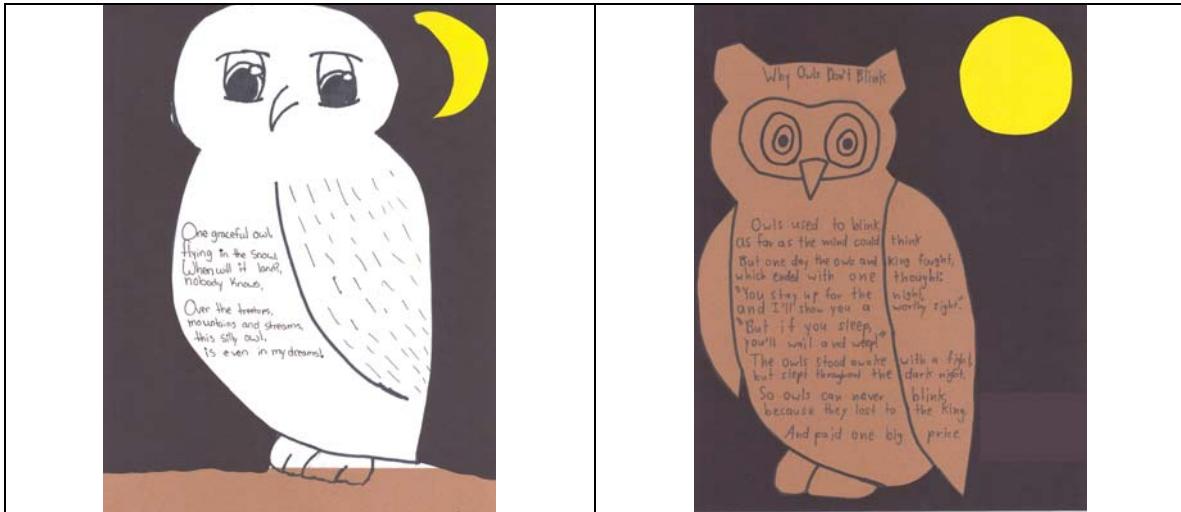
2. Have students find a partner and peer review their work. Set a timer and then have them choose a new partner for peer review. Do this procedure only a couple of times.
3. Have students go back to their seats, silently study the peer suggestions made and make any changes they want to get a finished and polished writing.
4. Demonstrate how to draw a simple owl using the document camera as your tool.
5. Pass out all supplies and have students choose the color of brown or white construction paper they want to use to create their owl.
6. Have students write their poems on the owl or the background before gluing.

Day 3

1. Using the document camera, have students present their final product to the class.
2. Have other students give (positive, only 😊) comments on the poetry elements that they see in the product being presented.
3. Display the final products in your classroom.
4. Encourage students to enter their poems in a poetry contest run by your local library or other safe organization.

Student Examples





Assessment

Create a rubric to assess the elements of this lesson that you think are valuable and meet the requirements of your state or local standard course of study.

Resources

Websites:

<http://www.owlpages.com>

This site is a great resource for any information or pictures that you need on owls.

<http://www.poets.org>

Teachers and students can research this site for poems about or containing owls.

<http://www.poetry4kids.com/index.php>

This site is a good place for younger students to be introduced to fun poetry.

<http://www.gigglepoetry.com/>

This is another good site for having fun with poetry.

<http://www.poetryarchive.org/childrensarchive/home.do>

You can research poems at this site.

Books:

Owl Moon by Jane Yolen and John Schoenherr—great book to read to the class with or without the live owl presentation. The art work in this book is amazing.