

Tennessee Tech University  
LESSON PLAN TEMPLATE

Name: Haleigh Baker

Date: 4/11/14

Lesson Title: Types of Literature

Grade Level: 4<sup>th</sup>

Curriculum Standards	Central Focus Question/Big Idea/Goal	Rationale/ Theoretical Reasoning
<u>CCSS.ELA-LITERACY.RL.4.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<u>Central Focus Question:</u> What are the major differences between poems, drama, and prose? <u>Big Idea:</u> A poem is written in verses with a rhythm and meter, a drama has a cast of characters, a setting, descriptions, dialogue, and stage directions, and prose is written in sentences and organized into paragraphs. <u>Goal:</u> For students to develop a love and appreciation for the different types of literature.	<u>Rationale:</u>  Many students know that poems, drama, and prose, have differences, but they do not know what the differences are when referring to their structural elements. For example, many students believe that if it rhymes, it is a poem, and if it doesn't, then it is not a poem. Also, many students believe that drama and prose have characters, but they don't realize that poems may have characters too. With that being said, students don't realize that the characters are revealed differently in a drama, than they are in a poem or prose. Knowing the differences and the structural elements will help the students become better readers and critical thinkers.  <u>Theoretical Reasoning:</u>  Multiple Intelligences: This lesson was created to reach a number of multiple intelligences present in Howard Garner's Theory of Multiple Intelligences. The lesson specifically addresses verbal/linguistic, intrapersonal, and interpersonal learning styles in order to help students with varied learning styles
<u>Lesson Objective(s)</u>  1. Students will name the structural elements of poems, drama, and prose. 2. Students will recognize and define the vocabulary words associated with poems, drama, and pose. 3. Students will explain the major differences between poems, drama, and prose.		
<u>Vocabulary/Academic Language (Language Function)</u> <u>Vocabulary:</u> Verse- Groups of lines in a poem, also known as stanzas. Rhythm- The regular pattern of stress in words. Meter- An organized rhythm that is repeated. Setting- Where and when a story takes place. Dialogue- What characters say or think to themselves. Stage Direction- Instructions about how actors should move and speak on stage. Description- An account that presents a picture to a person who reads or hears it. <u>Academic Language:</u> Poem Drama Prose Sentence Paragraph Cast of Characters Literature Prewriting  *Students will have an opportunity to work with the vocabulary words during the structural elements word sort and throughout the rest of the lesson.		

Assessment/Evaluation:
<p><u>Formative (Informal):</u></p> <p>Throughout the lesson, the teacher will monitor the students' understanding in a variety of ways. During the set, the teacher will use the structural elements word sort to find out what the students already know about poems, drama, and prose. This pre-assessment requires students to think about what they already know, which brings their knowledge about the difference between poems, drama, and prose, and their structural elements to the surface. The teacher will also call on a few students to share their reflections in order to assess the students' current understanding. During the structural elements presentation, the teacher will ask probing questions to assess the students' current understanding of the vocabulary terms. Then, during the scavenger hunt activity, the teacher will observe each students' paper. The teacher will give the students feedback on their scavenger hunt based on each structural element of that type of literature highlighted and/or explained. Also, the teacher will ask the students probing questions. During the groups' presentation of their type of literature, the teacher will assess each groups' explanation of their type of literature, to see where their current understanding is of the difference between poems, drama, and prose. Finally, the teacher will observe the students to see if they change their word sort and which cards they change. After the students have had the opportunity to change their word sort, the teacher will give them feedback based on if they got their sort correct.</p> <p><u>Summative (Formal):</u></p> <p>The teacher will check for mastery by collecting the types of literature scavenger hunt worksheet and the author checklist. The teacher will look at each scavenger hunt worksheet to check for mastery of the vocabulary terms. The teacher will look at the author checklist to check for mastery of naming the structural elements of poems, drama, or prose. It is considered mastery, if the student gets an 85% or higher on the literature scavenger hunt worksheet and the author checklist.</p>
Instruction:
Total Lesson Time: 30 minutes
<p><u>Set/Motivator:</u></p> <p>Structural Elements Word Sort- (7 min.) To begin the lesson, the teacher will break the small group up into sets of two (see grouping section). Then, the teacher will have each pair of students do a word sort (formative) of the different structural elements of poems, drama, and prose (see vocab section). Each set of students will be given a chart that has three columns, with one column titled poems, one column titled drama, and one column titled prose (a copy of the chart is located at the end of this lesson). Next, they will be given a set of structural element cards (a copy of the cards is located at the end of this lesson), and the students will have to sort them into the correct column, depending on which type of literature they belong to. For example, if the card has the word</p>

Grasp the difference between poems, drama, and prose, and their structural elements. Gardner, H. (2000). Intelligence reframed: Multiple intelligences for the 21st century. New York: Basic Books. (see Adaptation section for more info)

**Vygotsky:** Vygotsky's theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky's Sociocultural Theory by having the students work in groups during the structural elements word sort, and the types of literature scavenger hunt. Also, Vygotsky's theories explain the zone of proximal development (ZDP). ZDP is the distance between the actual development level and the level of potential development, which is determined through problem solving in collaboration with more capable peers. This lesson incorporates ZDP when the students are working in groups. (see grouping for more information)

Vygotsky, L.S. (1978). Mind in society. The development of higher psychological processes. Cambridge, MA: Harvard University Press.

**Bloom's Taxonomy:**

The teacher is using Benjamin Bloom's Taxonomy by asking knowledge, analysis, and application questions, rather than yes or no questions. These types of questions

“verse” written on it, the student will put the card in the column that is labeled “poem.” The teacher will have the students write a three sentence reflection about why they sorted the cards the way they did. The teacher will have the students explain their reasoning for each column in one sentence. Since the students will be sitting on the floor, the teacher will pass out clipboards for the students to use during the lesson. (see objective 1).

Instructional Procedures/Learning Tasks:

**Part II Structural Elements Presentation- (5 min.)** After the students have completed their reflections, the teacher will ask them to put their word sort to the side. Then, the teacher will explain the different structural elements of poems, drama, and prose that the students got wrong or struggled with in the word sort activity. The teacher will present the information to the students by using a PowerPoint. In the PowerPoint the teacher will have the name of each structural element, its definition, and an example of each. Since the teacher will use the word sort as a pre-assessment, he or she will only go over the structural elements that were missed, or ones the students struggled with.

(See objective 2)

**Part II Types of Literature Scavenger Hunt- (10 min.)** Once the teacher feels comfortable that the students understand the different structural elements of poems, drama, and prose, she will introduce the scavenger hunt activity. The teacher will hand one group an example of a poem, one group an example of a drama, and one group an example of a prose ( a selection of literature is located at the end of the lesson). The teacher will have the groups go through each example and highlight and/or write notes to identify each structural element of their type of literature. The teacher will explain to the students that their job is to become an expert on their type of literature and example of the type, and that they are going to have to present their information to the other pairs. The teacher will invite the other groups to ask any questions that they have about the type of literature to the group experts. If a group forgot to mention anything about their assigned type of literature, the teacher will step in and add the information.

(See objectives 1 and 2).

**Part III Go Back and Check- (3 min.)** After the students have completed the types of literature scavenger hunt, the teacher will give them an opportunity to go back to their word sort and change the location of any structural element card that they would like. The teacher will also, allow the students to go back, and change anything on their reflection that they would like to. Finally, the teacher will reveal how the chart should look.

(See objective 3).

Questions and/or activities for higher order thinking:

**Knowledge:** What is the difference between poems, drama, and prose?

**Analysis:** Why do you think poems are not written in sentences and paragraphs?

**Application:** what would happen if the stage directions were taken out of a drama?

**Analysis:** Why do you think prose does not need a cast of characters listed at the beginning?

these types of questions allow students to use a higher order of thinking, which helps them to understand the difference between poems, drama, and prose, and refer to their structural elements.

Bloom’s Taxonomy. (n.d).

Retrieved from [http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

**Marzano’s Nine Essential Instructional Strategies:**

Identifying Similarities and Differences- Having students compare and contrast things helps them to understand more complex ideas. In this lesson, to help students understand the differences between poems, drama, and prose, the teacher will have the students complete a word sort activity of the different structural elements of each type of literature. (See structural elements word sort)

Reinforcing Effort and Providing Recognition- If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student’s performance improves, offer praise. In this lesson, the teacher will observe each group during the types of literature scavenger to discuss problems and come up with solutions as a group. (see types of literature scavenger hunt)

Setting Objectives and Providing Feedback- Setting objectives and providing feedback provides students with a sense of direction. The teacher sets objectives for the students when creating this

**Analysis:** Why do you think it is important to include when the story takes place as well as where?

Closure:

**Author Checklist-** (5 min.) To close the lesson, the teacher will have the students complete an author checklist (a copy of the checklist is located at the end of this lesson). The teacher will explain to the students that they are an author, and their publisher has just come to them to say that they have to write a poem, drama, or prose. Next, the teacher will tell the students to make a checklist of what structural elements they will have to include in their piece of literature. The students will also have to circle the type of literature that they chose, at the top of their checklist.

(Summative assessment)

Materials/Resources:

- Structural elements word sort chart per pair
- Set of structural element cards per pair
- Clipboard per student
- Piece of notebook paper per student
- Structural elements PowerPoint
- Scene one of The Power of W.O.W.!
- Page 1 and 2 of Me and Uncle Romie
- “The Song of the Night”
- Highlighter per student
- Pencil per student
- Author Checklist per student

Adaptations to Meet Individual Needs:

**Gardner’s Learning Styles:**

Verbal/Linguistic- Throughout the lesson, students will be working with words, reading, and writing to display their knowledge to the teacher.

They will be doing an activity where they have to sort words into categories, reading a poem, drama, or prose to find structural elements, and writing a checklist to present their knowledge of the structural elements of a poem, drama, or prose.

Intrapersonal- Students will be working individually when they are creating an author’s checklist for a poem, drama, or prose.

Interpersonal- Students will be working in groups during the structural elements word sort and the types of literature scavenger hunt, where they will have to discuss the problems as a group to come up with solutions.

**For both ELL and SPED students:** The teacher will assign a buddy who works well with others and is willing to help. Also, the teacher will use visuals whenever it is possible.

**Visually Impaired:** The teacher will provide the students who are visually impaired with their own copy of the structural elements presentation, and the teacher will allow them to sit wherever they need to see the presentation. Also, the teacher will allow his or her partner to read any material out loud to the visually impaired student, during each activity.

**Struggling Reader:** The teacher will assign a buddy who works well

lesson, and provides feedback during the lesson’s formative assessments. Also, students will receive feedback throughout the lesson, during the types of literature scavenger hunt, and when they receive their author’s checklist the next day. Information taken from

<http://www.middleweb.com/MWresources/marzchat1.html>

**Technology in the Classroom:**

Crystal A. Gasell has found in her research that technology integration in the classroom has many benefits. There is an overwhelming amount of evidence that supports that the use of technology in the classroom raises student achievement. In this lesson, the teacher will be using technology during the structural elements presentation. (see structural elements presentation)

Information taken from [http://edtech2.boisestate.edu/gaselllic/metportfolio/assignments/Synthesis%20Paper\\_Gasell.pdf](http://edtech2.boisestate.edu/gaselllic/metportfolio/assignments/Synthesis%20Paper_Gasell.pdf)

**Word Sort:**

Katherine Scrapper has found in her research that word sorts are useful for students because they target the specific stages of the student’s development. This targeting will allow the students to better comprehend the words and their meanings. In this lesson, the students will do a word sort with the vocabulary terms during the set. (see structural elements word sort)

with others, is willing to help, and is a strong reader. Also, the teacher will allow the buddy to read an material out loud to the struggling reader, during each activity.

**Grouping:** Since the students will be working in pairs during the structural elements word sort and the types of literature scavenger hunt, the teacher will group by mixed ability levels in order to encourage mastery of skill (s). One group will have a high student and a low student, one group will have a high student and a middle student, and one group will have a medium student and a low student.

Management/Safety Issues:

Since the partner pairs will be sitting in a circle on the floor, the teacher will have each pair sit with their back to the other groups, which will insure that the groups will not be able to cheat during the word sort activity. Also, the teacher will explain to the students that they will need to raise their hand if they have a question or a comment to insure that the other students and the teacher will be able to hear each students question or comment, and that the correct student will have the chance to answer the question that is directed towards them. To add to that, the teacher will explain to the students that they are in a small group, and that they are real close to each other. So, the students only need to talk loud enough for the group members and the teacher to hear.

To avoid a safety issue, the teacher will remind students that they can pinch their fingers when they are clipping papers to a clipboard. The teacher will make sure that they know to be careful with them, and that they are not to play with the clip.

Reflections/Future Modifications:

Overall, I thought the lesson went really well. I liked how I grouped the students. I thought the mixed ability grouping really worked out well. I also liked the word sort I had the students do at the beginning because I could tell that it got them in the right mindset for the lesson. I thought I could have explained the directions better for the scavenger hunt activity because not every student completed the activity. All the groups were highlighting the different structural elements, but they weren't labeling what they highlighted, which was an important part of the activity. I feel like the students learned what I intended for them to learn because of the discussions after the scavenger hunt and the information they included on their author checklists.

My next steps instructionally will be for the students to take their checklists, and write a poem, drama, or prose. The author checklist will be their prewriting stage. I will have the students use the checklist as the revising stage of the writing process by checking off each structural element that they have included in their writing.

Information taken from  
[http://www.novi.k12.mi.us/downloads/pv-fourth\\_docs/sorting\\_20111018\\_143635\\_14.pdf](http://www.novi.k12.mi.us/downloads/pv-fourth_docs/sorting_20111018_143635_14.pdf)

## Types of Literature

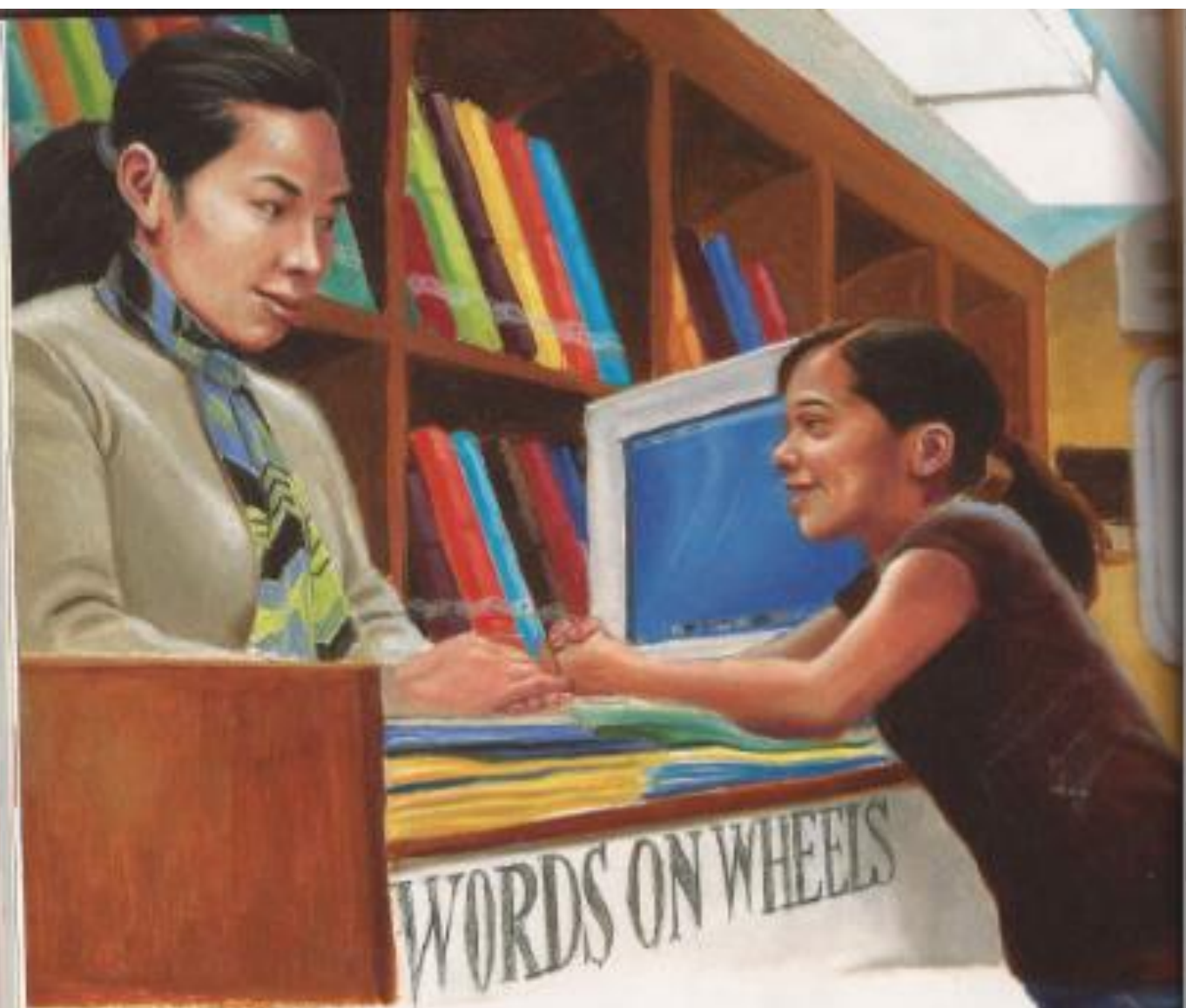
Poems

Drama

Prose

Meter	Cast of Characters	Sentences
Rhythm	Stage Directions	Paragraphs
Verse	Setting	Characters
Descriptions	Dialogue	





#### CHARACTERS

Ileana	Shane	Mr. Diaz
Jake	Jason	Mrs. Nguyen
Erica	Camera Operator	
<i>Maria Kopanas, television news reporter</i>		

#### ACT ONE

##### SCENE ONE

*Time: Present*

*Setting: Inside a bus used as a bookmobile—a traveling library—in a Dallas, Texas, neighborhood. Mrs. Nguyen (WIN) sits at the checkout counter. Ileana steps inside and sets a heavy stack of books on the counter.*



Mrs. Nguyen: Hi, Ileana! How did you enjoy the books?

Ileana: I liked everything but the Greek mythology. (Pause) I loved that!

Mrs. Nguyen: (Smiling); I almost misjudged you. Which myth was your favorite?

Ileana: The one where King Midas turns everything to gold. That wish didn't work out too well.

Mrs. Nguyen: (Sighing); I wouldn't mind having the Midas Touch today.

Ileana: Why? Is something wrong?

Mrs. Nguyen: (Forcing a smile); Nothing you need to worry about. By the way, we just got the latest Sam Thorne mystery. It's called *The Case of the Pet Store Burglaries*. I won't give away who the prime suspect is . . .

Ileana: I think you're changing the subject, Mrs. Nguyen.

Mrs. Nguyen: (Looking down regretfully) I'm afraid Words on Wheels won't be back after next week.

Ileana: What?? Why not?

Mrs. Nguyen: Words on Wheels is a pilot program. The prior plan—for this past year—was for the library to fund W.O.W. But the year's almost up. Now there's no more money to pay for gas or to buy new books. I'll have to go back to the downtown branch.

Ileana: But that's too far away! The only time my grandmother can use a computer is when the W.O.W. bus comes. And I'll never get to see you, Mrs. Nguyen. Can't the library give you some more money?

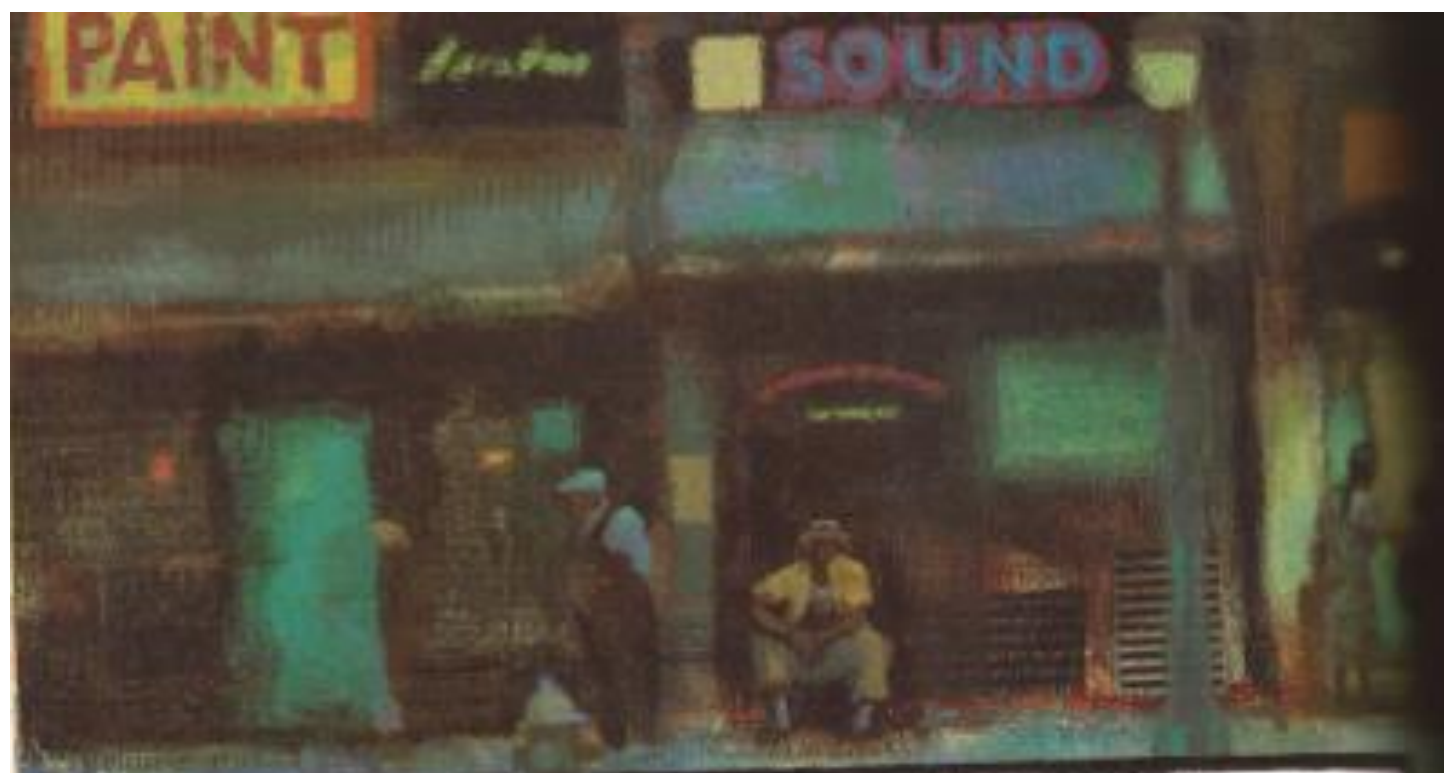
Mrs. Nguyen: The library does its best to assist us, but the money doesn't go as far as we'd like. We rely on community support, and people just don't seem to be interested in contributing to W.O.W.

Ileana: I have some money saved. You can have it—all of it.

Mrs. Nguyen: (Smiling sadly) That's very generous, Ileana, but I'm afraid it would take King Midas to save W.O.W., and I doubt if he's going to show up.

#### ANALYZE THE TEXT

**Allusion** What does the allusion to the Midas Touch add to the play?



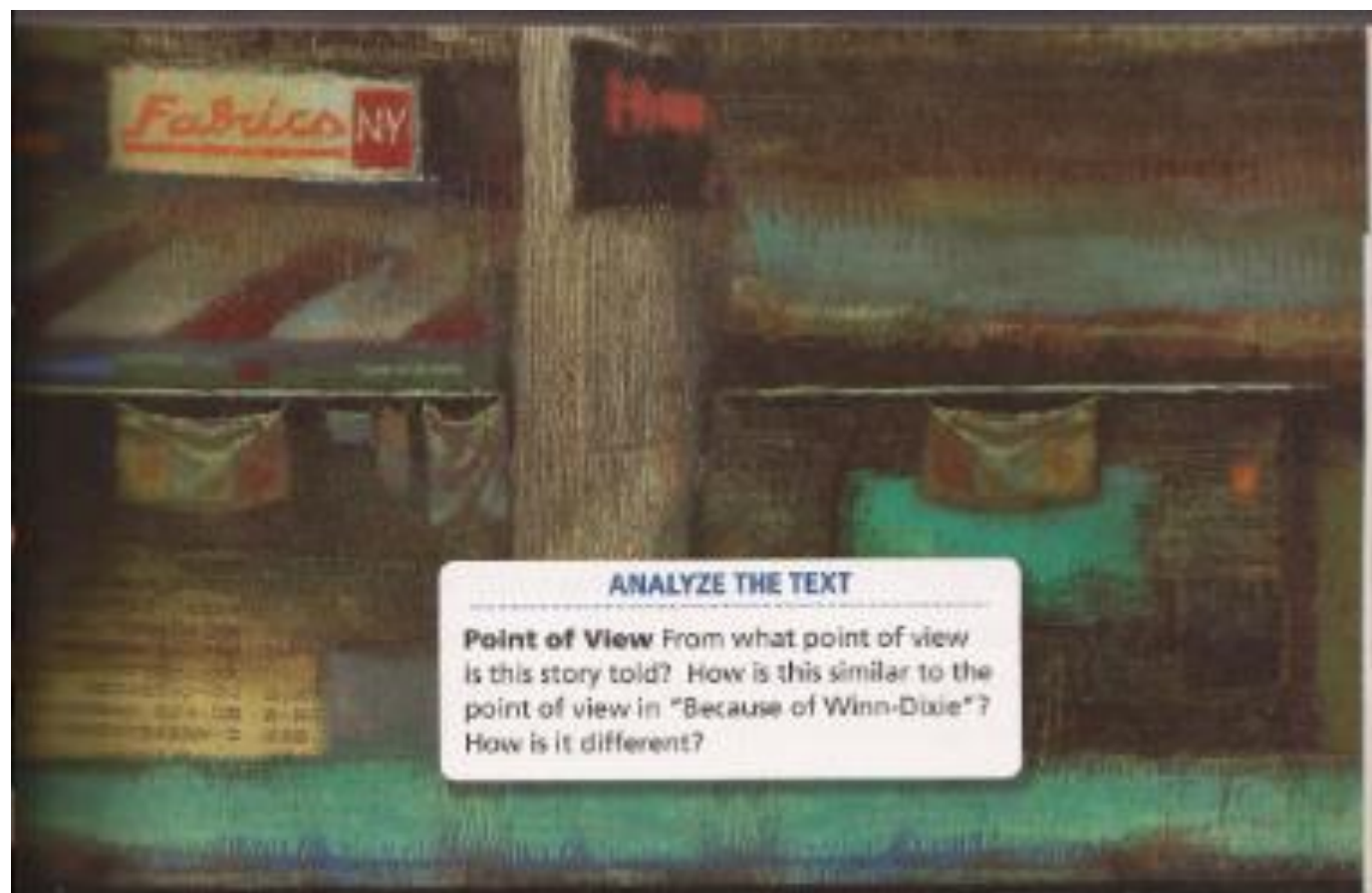
James waits nervously on a passenger train bound for New York City to visit his Aunt Nanette and Uncle Romie. He's never met them before, and he's a little **concerned**. James has left behind his home in North Carolina, and though he misses his friend B. J., his dad, and his mom (who will soon have twin babies), James hopes he will have fun on this summer vacation, especially since his birthday is coming up.

**T**hen I saw it . . . New York City. Buildings stretching up to the sky. So close together. Not like North Carolina at all.

"Penn Station! Watch your step," the conductor said, helping me down to the platform. I did like Daddy said and found a spot for myself close to the train. Swarms of people rushed by. Soon I heard a silvery voice call my name. This had to be Aunt Nanette. I turned and saw her big smile reaching out to welcome me.

She took my hand and guided me through the rushing crowds onto an underground train called the subway. "This will take us right home," she explained.





#### ANALYZE THE TEXT

**Point of View** From what point of view is this story told? How is this similar to the point of view in "Because of Winn-Dixie"? How is it different?

Home was like nothing I'd ever seen before. No regular houses anywhere. Just big buildings and stores of all kinds—in the windows I saw paints, fabrics, radios, and TVs.

We turned into the corner building and climbed the stairs to the apartment—five whole flights up. *Whew!* I tried to catch my breath while Aunt Nanette flicked on the lights.

"Uncle Romie's out talking to some people about his big art show that's coming up. He'll be home soon," Aunt Nanette said. She set some milk and a plate of cookies for me on the table. "Your uncle's working very hard, so we won't see much of him for a while. His workroom—we call it his **studio**—is in the front of our apartment. That's where he keeps all the things he needs to make his art."

"Doesn't he just paint?" I asked.

"Uncle Romie is a collage artist," Aunt Nanette explained. "He uses paints, yes. But also photographs, newspapers, cloth. He cuts and pastes them onto a board to make his paintings."

## The Song of the Night

I dance to the tune  
of the stars and the moon.  
I dance to the song of the night.

I dance to the strains  
of a cricket's refrain.  
I dance to the fireflies' light.

I dance to the breeze  
and the whispering trees.  
I dance to the meteor's flight.

I dance to the beat  
of the summertime heat.  
I dance to the pulse of the night.

*by Leslie D. Perkins*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Author Checklist

Directions: You are an author, and your publisher has just come to you to say that you have a new job assignment. You have to write either a poem, drama, or prose, but before you can start, you have to make a checklist. On your checklist you have to circle the type of literature you are writing, and include the structural elements of your type of literature in the form of a checklist.

I am going to write a...

Circle One:      Poem                      Drama                      Prose

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