

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

### **Title of lesson:**

**For the Love of Language: Using Found Text to Create Poetry**

**Suggested grade/age: 5th-12th grades**

**Approximate time needed to complete lesson: 2 or 3 class periods**

### **Learning objective(s) and significance of lesson:**

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

This lesson incorporates gradual release of responsibility; use of a mentor text; reading strategies (predictions, questions, summarizing); analysis of an author's craft; close reading of a text; focus on word choice.

In this lesson, I want students to get excited about what they are about to read. I want them to closely read a text and choose lines from the text that are "Wow" lines. I want them to use these lines to create poetry and discover the beauty and simplicity language can have.

### **Brief summary/outline of lesson:**

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

This lesson comes at the end of our unit in which we are studying Native American literature and at the end of the school year. To implement this into my classroom, I had to make sure my students had a solid background in Native American history. In addition, we had already examined author's craft and decisions authors make when writing, so they had that background as well.

I started with a writing prompt to get students to think about what qualities good writing has. Then, we made an anchor chart of those qualities. After that, we predicted what the story we were about to read was going to be about using Beers' strategy of "Probable Passage." We then did a first-draft reading of "How to Fight Monsters," to comprehend, then a second-draft reading where students underlined memorable "wow" lines that jumped out at them. Then, we took those lines and put them on the found poetry sheet. Next, we eliminated certain words, leaving us with the juicy, strong words in the edit column. These words became our poem.

### **Related Resources:**

(What technology, articles, books, or supplies do you recommend?)

I recommend a Promethean or Smart Board and a docu-cam

**Possible extensions or adaptations for different purposes/student needs:**

Teachers can easily adapt this by choosing a different text to use with their students.

**For additional information, contact: [jsecor74@gmail.com](mailto:jsecor74@gmail.com)**