



How to Teach Poetry Teacher Lesson Plan #2

Course: How to Teach Poetry	Lecture 2: Classroom Walkthrough (2 of 15)
TEACHER GOALS	<ul style="list-style-type: none"> ● Learn what a typical boots on the ground Power Writers poetry class looks like and tips for creating your own poetry classroom ● When and how to best promote student interest in the classroom ● Introduce students to “close-reading” strategies (focus on all concepts, vocabulary words, geographical locations, names, etc.) ● How to conduct “Heavy-lifting” reading work (line-by-line close reading of a written piece) ● Writing prompts for students ● Concept of the “Class Reading Master” (student who has the duty of choosing other students in the class to recite their work) ● Help students create sophisticated commentary and constructive criticism (supportive, non-hypercritical, non-negative comments)
STUDENT GOALS	<ul style="list-style-type: none"> ● Become comfortable sharing written work due to the intimate environment created in the classroom ● Learn “close-reading” strategies ● Familiarity with “Heavy-lifting” reading work ● Learn how to appoint “Class Reading Master”
TEACHER DO NOW	<ul style="list-style-type: none"> ● Arrange desks/chairs in the classroom in a circle to create a warm, supportive, interactive space for students and teachers to communicate



	<ul style="list-style-type: none"> Hand out the chosen “Heavy-lifting” reading work (for practice, choose a poem from PowerPoetry’s Famous Poets section: http://www.powerpoetry.org/famous-poets)
STUDENT DO NOW	<ul style="list-style-type: none"> Skim “Heavy-lifting” reading work
MINI-LESSON/ACTIVITY	<ul style="list-style-type: none"> Students will take turns reading the “Heavy-lifting” piece aloud. Along the way, students/teacher will conduct “close-reading” of the piece, focusing on all details. Students will practice appointing a “Class Reading Master”
SUPPLEMENTAL MATERIAL	<ul style="list-style-type: none"> Any poem chosen from: http://www.powerpoetry.org/famous-poets
HOMEWORK	<ul style="list-style-type: none"> Students choose one article from a news outlet that they think could be suitable for a future “Heavy-lifting” reading activity.