

The Jester in



Lessons 1-8  
February 28th, 2013

By: Andrea Preston, Megan Plummer, Melissa Moore and Sarah Kay

## UNIT PLAN

<b>Unit Topic:</b> The Poetic Works of Shel Silverstein	<b>Grade:</b> 5 <b>Length of Lesson:</b> 40 mins	<b>Unit Theme:</b> Incorporated Balanced Literacy in Poetry, while maintaining the highest tier in Blooms Taxonomy
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**Unit Goals:** Students will be able to express themselves and their knowledge of poetry through the study of Shel Silverstein’s work

Lesson Title	Specific Outcomes	Methods/Activities/Procedures	Resources	Assessment Strategies
Lesson 1: <b>Voluminous Vocabulary</b>	<p>Students will be expected to:</p> <p>6.2 - Reflect on and give reasons for their interpretations of an increasing variety of texts</p> <p>7.1 - Recognize that facts can be presented to suit and author’s purpose and point of view - consider information from alternative perspectives</p>	<p><b>APK:</b> Students will match key terms for the unity with their definitions on the smart board. Students will be called by random selection, but be able to “Phone a friend” if they don’t know a term. (example of terms: rhyme, stanza, poet, etc.)</p> <ul style="list-style-type: none"> <li>• Whole group activity</li> <li>• Kinesthetic MI</li> <li>• Visual MI</li> <li>• Linguistic MI</li> </ul> <p><b>Development:</b> Students will first be introduced to the author Shel Silverstein. (poet, author, illustrator, creative, shown books) Followed by a read aloud of a few of his poems from his book <i>A Light in the Attic</i>, so that they become familiar with some of his work. <i>Story Impressions</i> : Eight Balloons (from A Light in the Attic)</p> <ol style="list-style-type: none"> <li>1. Students will be given a set of words (clues) in subsequent order on the board.</li> <li>2. They will then “guess” how the poem goes. They will write a poem (free verse) with the words on the board anticipating what Silverstein may have written.</li> <li>3. Teacher will then read Silverstein’s version of <i>Eight Balloons</i></li> <li>4. The students will then compare and share their poems Students will be offered the opportunity to share their poems and speak to similarities and difference between their poem and Silverstein’s in their table groups. All students will be encouraged to comment on how their poems were similar and different to Silberstein’s.</li> <li>5. We will then have a class discussion asking for examples of similarities and difference between their poems and Silverstein’s.</li> </ol> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Word Work</li> <li>• Linguistic MI</li> <li>• Auditory MI</li> </ul> <p><b>Closure</b> Students will be asked to reflect on their own writing process. They will complete an exit ticket explaining why their poem was similar or different to Silverstein’s.</p> <ul style="list-style-type: none"> <li>• Intrapersonal MI</li> <li>• Independent writing</li> </ul>	<p>Webster Dictionary</p> <p>Where the Sidewalk Ends- Shel Silverstein</p> <p>Falling Up- Shel Silverstein</p> <p>Everything on it- Shel Silverstein</p>	<p><b>Reflect on and give reasons for their interpretations of an increasing variety of texts</b></p> <p>Exit Ticket: Teacher will determine whether students were able to determine why their poem may have been similar or different to Silverstein’s.</p> <p><b>Recognize that facts can be presented to suit an author’s purpose and point of view</b> – consider information from <b>alternative perspectives</b></p> <p>Teacher will informally assess students’ comprehension of the author’s purpose and how similar words can result in different poems depending on ones experiences while observing table discussion and whole class discussion.</p>

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<p>Lesson 2: <b>Create a Creature</b></p>	<p>Students will be expected to:</p> <p>3.1 - Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation.</p> <p>8.3 - Make deliberate language choices, and appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing.</p>	<p><b>APK</b>            Read "The Wild Gazite", "Gumpelgutch" and "The Yipiyuk." (These are all poems about fictitious creatures)</p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Read Aloud</li> <li>• Visual MI</li> <li>• Auditory MI</li> </ul> <p><b>Development:</b>            Groups of 4 will create their own creature with the supplies provided. For example, a sock puppet, clay sculpture, drawing or painting. They will then be asked to write a group poem about that creature. After students write a poem about their creature, they will present it to the class along with the poem.</p> <ul style="list-style-type: none"> <li>• Small group</li> <li>• Oral Language</li> <li>• Visual MI</li> <li>• Interpersonal MI</li> </ul> <p><b>Closure:</b>            Students will write a short journal entry about the activity. See appendix 1 for sample journal questions. They will be asked to submit the journal entry at the end of the class. The journal will only be read by the teacher, whereas the whole class will read the poems. Also their group poems will go into the class poetry book.</p>	<p>Where the Sidewalk ends-            By: Shel Silverstein</p> <p>Gumpelgutch-            By: Shel Silverstein</p> <p>The Wild Gazite;            By: Shel Silverstein</p>	<p><b>Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation</b>            The teacher will monitor the small groups throughout the creation of the creature and poem. The teacher will assess the student's demonstration of awareness of the needs, rights and feelings of others during the presentations. The teacher will be consistently monitoring the student's conversations throughout the class, looking for appropriate speech and listening.</p> <p><b>Make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing</b>            The teacher will read the poems the students create as well as the journal entry to assess the language used and the imaginative writing. The teacher will also read both pieces to assess the purposefulness of the language and if the students are aware of the audience they are writing for.</p>

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Lesson 3: <b>Open Mind Portrait</b>	Students will be expected to:  1.4 - Listen critically to others' ideas or opinions and points of view.	<p><b>APK</b> Watch youtube video on Shel Silverstein's "Tickle Me, Pickle, Tickle Me Too". Engage students in how poetry can create images in ones mind.</p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Visual MI</li> <li>• Auditory MI</li> </ul> <p><b>Development</b> <i>Open Mind Portrait</i> (See appendix 1) Students will be divided into 5 groups depending on their reading level. Each group will get a poem (Benjamin Bunn, The General, Cloony the Clown, It's Hot, Captain Blackbeard Did What?). Teacher will explain expectations and write instructions to keep students on task. One group will do a guided reading with the teacher, while the other 4 groups read their poem. After reading the poem at least 2 times, the groups will then collaborate to draw the face of what they expect the main character to look like on a piece of chart paper. Once the physical features of the character have been completed, they will draw the back of the characters head. This side will be filled with thoughts, feelings, and events that may have influenced the character. Each group will have the opportunity to share their portrait with the rest of the class.</p> <ul style="list-style-type: none"> <li>• Small group</li> <li>• Guided Reading</li> <li>• Visual MI</li> <li>• Interpersonal MI</li> </ul> <p><b>Closure:</b> Class will write another stanza individually in their journals to Silverstein's <i>The Toucan</i>.</p> <ul style="list-style-type: none"> <li>▪ Linguistic MI</li> </ul>	<p><a href="http://www.youtube.com/watch?v=CNiaYHZme_U">http://www.youtube.com/watch?v=CNiaYHZme_U</a></p> <p>Where the Sidewalk ends By: Shel Silverstein</p> <p>A Light in the Attic- By: Shel Silverstein</p>	<p><b>Listen critically to others' ideas or opinions and points of view</b> The teacher will monitor the small groups. Teacher will look for students to listen critically and intently to others' ideas or opinions and points of view in order to create a group Open Mind Portrait.</p>

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Lesson 4: <b>Role-Play</b>	Students will be expected to:  2.4 - Engage in, respond to, and evaluate oral presentations	<p><b>APK</b></p> <p>Groups of four will work together to create a t-chart that compares respectful behaviour to disrespectful behaviour. Students will be asked to discuss what the two behaviours both sound and look like. Each team will discuss one of their examples with the class.</p> <ul style="list-style-type: none"> <li>• Visual MI</li> <li>• Interpersonal MI</li> <li>• Small Group</li> <li>• Whole Group</li> </ul> <p><b>Development:</b></p> <p>Students will be split into four different groups. Each group will read a different poem written by Shel Silverstein. They will be asked to prepare a role-play that demonstrates their understanding of the poem. They will be given art supplies and props to aid them in their presentation. Each group will then present their role-play to the class.</p> <ul style="list-style-type: none"> <li>• Small group</li> <li>• Whole Group</li> <li>• Visual MI</li> <li>• Bodily Kinesthetic MI</li> </ul> <p><b>Closure:</b></p> <p>Students will participate in a stars and wishes activity. They will be asked to identify three stars and three wishes for each presentation. See Appendix 3.</p>	<p>Sick By: Shel Silverstein</p> <p>Smart By: Shel Silverstein</p> <p>Noise Day By: Shel Silverstein</p> <p>Messy Room By: Shel Silverstein</p>	<p><b>Engage in, respond to, and evaluate oral presentations</b></p> <p>Students will participate in a role-play that demonstrates the meaning of a particular Shel Silverstein poem. Students will watch various role-plays performed by their classmates. They will be asked to evaluate their classmates by using the stars and wishes activity. They must identify three things that they liked about the role-play and three things that they wish they could know more about the poem that was presented.</p>

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Lesson 5:  <b>Rhyme! Reason! Action!</b>	Students will be expected to:  1.1 - Contribute thoughts, ideas, and experience to discussions, and ask questions to clarify their ideas and those of their peers.	<p><b>APK:</b> Read “The Unicorn” from “Where the Sidewalk Ends”</p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Read Aloud</li> <li>• Auditory MI</li> <li>• Visual MI</li> </ul> <p><b>Development:</b> Using the poem “The Unicorn” students will discuss the importance of rhyming in Silverstein’s poetry. The class will be divided into groups of 3 (numbering from 1-3). Each group will be assigned a common word that has many rhyming words that are noted in the poem “The Unicorn.” Students will have 5 minutes to come up with as many rhyming words to match the common word given to them. The group with the most rhyming words “wins”</p> <ul style="list-style-type: none"> <li>• Small group</li> <li>• Oral Language</li> <li>• Visual MI</li> <li>• Interpersonal MI</li> <li>• Kinesthetic MI</li> </ul> <p><b>Closure:</b> Students will have 10 minutes to write in their journals. They will write a reflection to “The Unicorn” rhyming at least three lines in their response OR Students will write a four line rhyming poem “<i>similar</i>” to Shel’s style of poetry.</p>	<p>“Where the Sidewalk Ends” - By: Shel Silverstein</p> <p>The Unicorn By: Shel Silverstein <a href="http://faculty.weber.edu/chansen/humanweb/projects/MeghanUng/theunicorn.htm">http://faculty.weber.edu/chansen/humanweb/projects/MeghanUng/theunicorn.htm</a></p>	<p><b>1.1 Students will participate in conversation and share their thoughts about Shel Silverstein’s poems. If they do not understand something that a student has said, or a rhyming word, they will be expected to ask their peers to clarify their ideas.</b></p> <p>The teacher will read “The Unicorn” Whole group to the class. The students will then recognize and discuss rhyming words that they have noticed. Ex. Tied, Cried</p> <p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Come up with at least 10 words that rhyme with the common word they have been assigned. Students will be expected to engage in conversation with their peers. Students will be encouraged to ask clarifying questions to have a more clear understanding.</li> <li>• Reflect on “The Unicorn” using rhyming words they remember from the poem OR write a three lined poem similar to Shel’s poetic style to show they understand his unique expressive style.</li> </ul>

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Lesson 6:  <b>My Favourite Poem</b>	Students will be expected to:  6.2 - Support their opinions about texts and features of types of texts  1.4 - Explain and support personal ideas and opinions	<p><b>APK:</b> Through a popcorn discussion we will compile a grand class list of Shel Silverstein's poems. This way the students will have some titles to choose from for the main lesson. If they end up drawing a blank during the development, they can refer back to the class list.</p> <ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Visual MI</li> <li>• Auditory MI</li> </ul> <p><b>Development:</b> Students will individually choose their favorite Shel poem. They will make a creative poem page. See appendix 2 for an example. Like the example, they will be asked to draw a picture to go with the their choice. The drawing will represent what they think about when they read their favorite poem. The class will then form groups of 4 and discuss their choice and explain their drawing.</p> <ul style="list-style-type: none"> <li>• Individual and Small Group</li> <li>• Independent Writing</li> <li>• Visual MI</li> <li>• Interpersonal MI</li> <li>• Intrapersonal MI</li> </ul> <p><b>Closure:</b> A journal entry will be written featuring why they chose the poem, what they specifically liked about the poem and why they drew that particular picture.</p>	Where the Sidewalk Ends By: Shel Silverstein  Falling Up By: Shel Silverstein  Everything on it By: Shel Silverstein	<p><b>Support their opinions about texts and features of types of texts</b> Small group discussions about why they chose the poems and why they drew the picture will serve as the assessment for this outcome.</p> <p><b>Explain and support personal ideas and opinions</b> The teacher will assess this outcome through the journal entries as well as through the small group discussions.</p>

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<p>Lesson 7:</p> <p><b>Create Your Own Poem</b></p>	<p>Students will be expected to:</p> <p>10.2 - Demonstrate an increasing understanding of the conventions of written language in final products.</p> <p>-Use basic spelling rules and show an understanding of irregularities.</p> <p>-Use appropriate syntax in final products.</p> <p>-Use references while editing.</p>	<p><b>APK:</b></p> <p>Students will independently make a web that describes a particular interest or an experience that they have had. An example web will be projected on the board for them to follow. See Appendix 4.</p> <ul style="list-style-type: none"> <li>• Independent Writing</li> <li>• Visual MI</li> <li>• Interpersonal MI</li> </ul> <p><b>Development:</b></p> <p>Students will discuss their web with a partner. Once they have had a chance to explain their thoughts orally, they will be asked to independently write a poem on the web that they have created. They will be provided with a dictionary and a thesaurus to help them with writing conventions.</p> <ul style="list-style-type: none"> <li>• Small group</li> <li>• Independent Writing</li> <li>• Verbal Linguistic MI</li> <li>• Interpersonal MI</li> </ul> <p><b>Closure:</b></p> <p>Students will be given the opportunity to volunteer to read their poems aloud to the class. Students will then give their web and their poem to the teacher as an exit ticket. These poems will be included in the final poetry book.</p>	<p>Elmo will be used to project a sample web on the board.</p> <p>Dictionary will be used to help students with spelling.</p> <p>Thesaurus will be used to help students find synonyms.</p>	<p><b>Demonstrate an increasing understanding of the conventions of written language in final products.</b></p> <p>Students will be assessed on the mechanics of the poems that they have written. Spelling, punctuation, capitalization, grammar and syntax will be assessed. Students will be given the opportunity to use various resources such as a dictionary and a thesaurus throughout the writing process. Students will be assessed on their progression from the drafting process to the final copy.</p>



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Lesson 8: <b>Shelebration!</b>	<p>Students will be expected to:</p> <p>6.1 - Describe, share, and discuss their personal reactions to a range across genres, topics and subjects.</p> <p>2.1 - Contribute to and response constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners.</p>	<p><b>APK:</b> Read “The Dirtiest Man in the World” and “Smart”</p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Read Aloud</li> <li>• Auditory MI</li> <li>• Visual MI</li> </ul> <p><b>Development:</b> After reading two selections from “Where the Sidewalk Ends” to <i>Shelebrate</i> the completion of the unit, each student will be expected to choose their favourite poem from the book to read aloud to the class. Costumes and props can be designed and are encouraged. Students can also share a poem of their own if they choose to do so. These poems will be collated into a class anthology.</p> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Shared Reading</li> <li>• Shared Writing</li> <li>• Auditory MI</li> <li>• Visual MI</li> <li>• Kinesthetic MI</li> </ul> <p><b>Closure:</b> Students will be expected to write a short 7 line poem to <i>Shelebrate</i> learning about Shel Silverstein. These poems will be submitted and collated into a class poetry <i>Shelebration</i> anthology that each student will receive a copy of.</p>	<p>“Where the Sidewalk Ends” - By: Shel Silverstein</p> <p>“The Dirtiest Man in the World” and “Smart”</p>	<p><b>6.1 Students will share and discuss their personal reactions to two of Shel Silverstein’s poems, “The Dirtiest Man in the World” and “Smart.”</b> Students will choose a Shel Silverstein poem from “Where the Sidewalk Ends” or they will write their own poem. Each student will be expected to read the poem to the class. There are very short poems available to students who are shy. *Differentiation Students will also be required to write a 7 line poem and will be asked to submit this to the teacher.</p> <p><b>2.1 Students will pay close attention to their peers when they are presenting their poems or reading their favourite Shel Silverstein selection. Students will be expected to be courteous and respect their classmates when they are reading their selections.</b> Students will keep their eyes on their classmates that are reading their selections of poetry. Each student will be required to have one “praise” for a students reading.</p>

Appendix 1:  
Required for Lesson 3  
Example of Open Mind Portrait



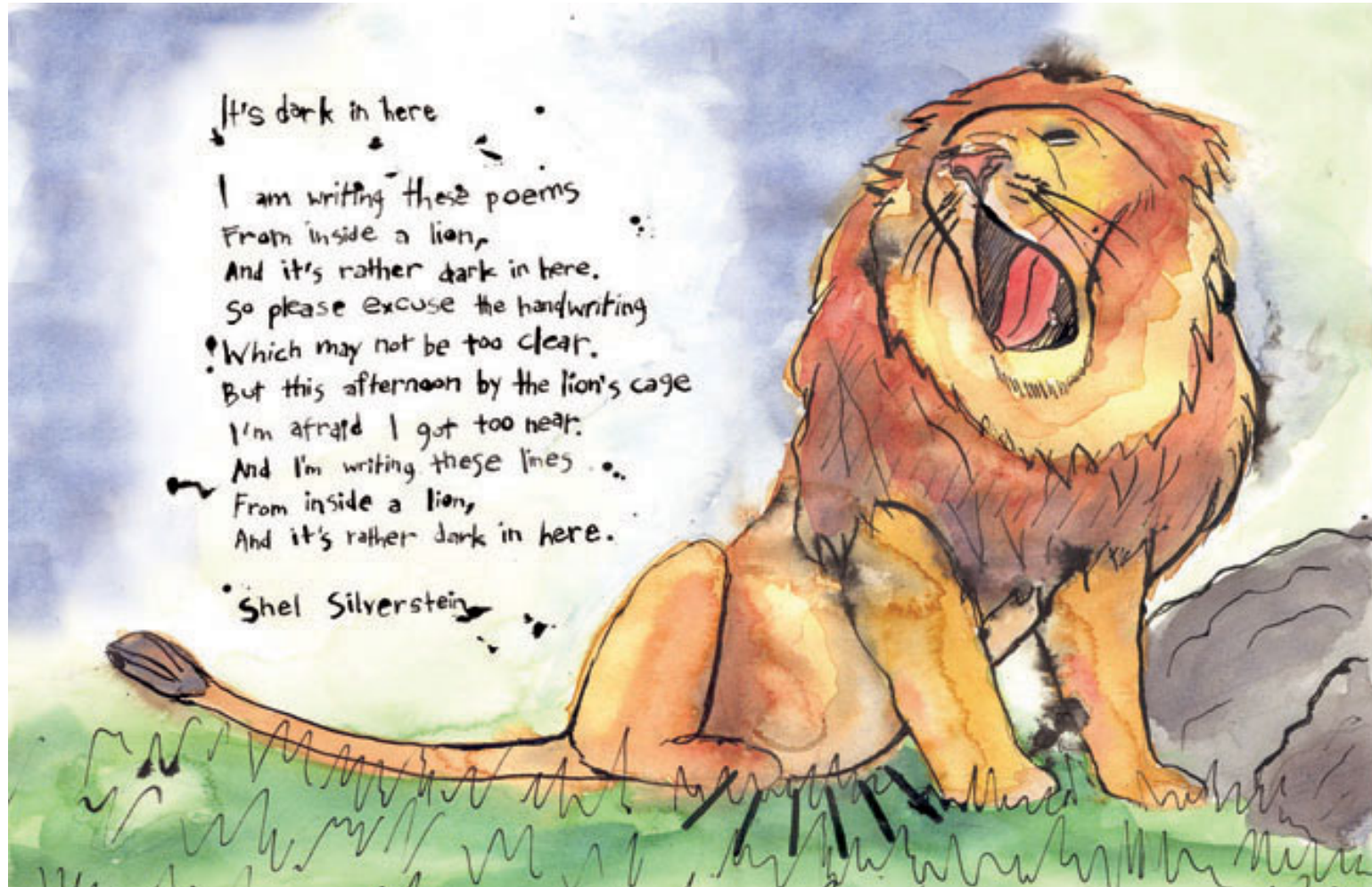
Appendix 2:  
Required for Lesson 7

1. Possible Journal options:

If the student cannot come up with a topic for their journal entry they can choose one of these options.

- Write about the creature you came up with, how did you think of it? Did you name it? What are some of its characteristics?
- How did you like working in your group, was it hard or fun?
- Did you enjoy writing your poem? What is it about? Was it easy or hard to write a group poem?

2. Example of a creative poem page



### Stars and Wishes Guidelines

Team: (Name of Presenters)

Name: (Name of Examiner)

#### Stars

Identify three things you liked about the role-play.



#### Wishes

Identify three things you would like to know more about the poem that was presented.



Appendix 4:  
Required for Lesson 7

