

**ED 321 LESSON PLAN**

**“Bio Poem”**

**Outcomes:** (WI Teacher Standards #1, 2)

- **State or district standard:**
  - B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.
  - D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- **Instructional objective(s):**

Students will create a bio-poem that describes important aspects of the student’s character.
- **Target (Characteristics of a High Performing Classroom):**
  - 1 – Active Engagement of Student Learners
  - 4 – Strategic Instructional Choices
  - 7 – Collaboration with Colleagues

**Materials Needed:** (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.
  - “A Poem about You” handout
  - Pen / Pencil
  - White Copy Paper
  - Construction Paper (assorted colors)
  - Glue / glue sticks
  - Markers (if needed)

**Total time needed:**

50 minutes

**Procedures:** (WI Teacher Standard #7)

- **Introduction:** (5 minutes)

Remind students that they just started their unit on poetry. What is a bio-poem? See if students can connect the two words: bio and poem. The teacher will discuss the definition of a bio-poem, a poem written about self. The poem emphasizes personal character traits, feelings, goals, etc. Tell students that today they will be creating their own bio-poems.

- **Steps for instruction:**

5 minutes: Tell students that they will be filling out the “Poem about Me” handout. Explain “Poem about Me” handout. Give examples if needed. Tell students that they will use the completed handout to create their own 11 line poem on a piece of white copy paper, using their best writing. Show students teacher-created bio-poem. Students must show their completed handout to the teacher before they can begin working on their final draft. Once they have completed their poem, we will glue them to colored construction paper and post them in the room or outside in the hallway. Students may use artwork to enhance their paper. Ask / answer any questions the students may have about the assignment.

Set behavior expectations: This is an individual assignment. Students may talk amongst each other for ideas.

35 minutes: Pass out poem handout to each student. Students will work independently on their bio-poem.

- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3) There are no students in this classroom needing additional assistance.

- **Closure:** 5 minutes: Ask students how they felt about creating a bio-poem? Did the handout help with the organization of ideas? Tell students that they can view their classmates’ poems once they have been hung-up.

### Assessment:

Teacher observation and questioning techniques will be used throughout the project to assess the student's understanding of the lesson objectives and progress. The formal assessment of the project will be a rubric designed to assess the use of creative writing.

