# Lesson Plan

**Date:** [Date]  
**Class:** [Year]  
**Subject:** English

**Learning Intention:**  
I am learning to understand that poets use sound and word patterns in poems to influence reading poetry.

**Success Criteria:**  
- Identify sound and word patterns in poems  
- Read or recite a poem using sound and word patterns for effect

## Lesson Structure

<table>
<thead>
<tr>
<th>Stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Key Strategies/Adjustments</th>
</tr>
</thead>
</table>
| **Opening**| Read the first verse of a poem about a familiar object – model volume, pace and tone. Present poem on board with visual supports and point under words whilst reading. | Listen to the poem                                                       | Modelling  
Multimodal representations  
Visual cues  
Guided reading  
Prompting |
|            | Read poem again and ask students to listen for the poetic features covered in previous lesson – provide list of features and visual cues | Identify the title, what the poem is about, nouns/noun groups, and verbs, and state whether they like the poem and why with support of visual cues and sentence starters |                                                                                           |
| **I Do**   | Introduce the concept of alliteration – provide a student friendly definition and use think alouds to identify an example in the poem. | Watching, listening and providing choral responses as the teacher identifies and produces sounds. | Student friendly definition  
Modelling  
Think alouds  
Highlighting |
|            | Introduce the concept of rhyming – provide a student friendly definition and use think alouds to identify an example in the poem. |                                                                                           |                                                                                           |
| **We Do**  | Record co-constructed Frayer Models for addition to the learning wall. Highlight words as they are identified by students – use consistent colour coding throughout the unit to identify different poetic features. Provide focused explanation and explicit modelling as required. | Provide responses to construct a class Frayer Model for alliteration and rhyming. Identify examples of alliteration and rhyming in the presented poem. | Cooperative learning  
Frayer Models  
Feedback and correction  
Highlighting  
Focused teaching |
| **You Do** | Present the second verse of the poem. Provide focused and intensive teaching. | Identify examples of alliteration and rhyming via one of the following means:  
- Typed sheet highlighted individually  
- Typed sheet highlighted with a partner  
- Listening to a recording and verbally stating  
- At guided group with teacher | Choice  
Multimodal  
Variety of scaffolds  
Cooperative learning |
|            | Highlight found examples on the board and capture highlighted poem for learning wall. | Share found examples of alliteration and rhyming. | Learning wall |

**Commented [LS1]:** AAP: I am learning to identify and use rhyme  
**Commented [LS2]:** Proloquo2Go: Teacher to model key words on device  
**Commented [LS3]:** AAP: Student to indicate if they like or dislike the poem and/or parts and objects within the poem  
**Commented [LS4]:** Proloquo2Go: Teacher to model key sounds and words on device  
**Commented [LS5]:** AAP: Identify key sounds and words on Proloquo2Go and/or point to them represented on the board in word and picture form  
**Commented [LS6]:** AAP: Targeted questioning  
**Commented [LS7]:** AAP: Indicate if words rhyme and match rhyming words using picture cards  
**Commented [LS8]:** AAP: Share example of matched pairs

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School Inclusion: From Theory to Practice  
www.school-inclusion.com  
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