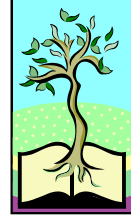


## Digital Poetry Books:

Grade : 3-adult learning

An integrated lesson plan covering 1 session of approximately 2 hours.



### Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

### Lesson Overview

Poetry is a process. The words contained in a poem must have meaning to the writer, which goes beyond letters on paper. They should hold imagery as their goal. This is all a concept that must be developed. However, students at all grade levels have the ability to read and write poetry of various kinds. Using a word processor and a digital program, students can create digital poetry books. In this process, they are gaining a greater connection to those elusive, imagery words.

## Lesson Objectives

**Lesson Project: Create a Digital Poetry Book**

**Project Objectives:** When students complete this project, they will be able to...

- Create poetry
- Use a basic knowledge of the writing process
- Use a Digital Camera to take creative photos
- Use Microsoft Photo Draw (or similar photo suite) to manipulate photos
- Use Microsoft Publisher for the creation of a booklet

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

Reading:	Identify the basic concepts of poetry
Writing:	Use the writing process to create poetry
Technology:	Apply the basic features of Microsoft Publisher (using templates; changing font size, style and color; etc) and the basic features of Microsoft Photo Draw to create digital poetry books.

## State/National Standards

### Reading and Writing Skills:

1. Students read and understand a variety of materials.
2. Students write for a variety of purposes and audiences.
3. Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

## Websites

**Required:**

<http://www.tecnet.or.jp/~haiku/>

Click a thumbnail and enjoy a haiku verse with an illustration written and drawn by children.

Support:

<http://www.zianet.com/cjcox/edutech4learning/onlinewritingresources.html>

Tools for the teacher, help students get published- find worksheets- valuable writing sites.

[http://www.kagawa-jc.ac.jp/~steve\\_mc/haiku.html](http://www.kagawa-jc.ac.jp/~steve_mc/haiku.html)

### **Bilingual Haiku Scroll**

Haiku poems that have been published in Japanese, English, or both together. They represent a unique genre inasmuch as they were imagined and composed in Japanese, in 5-7-5 syllables with a seasonal reference, then an English version was composed that could either stand alone as an independent poem or help bilingual readers understand the underlying message more deeply.

## **Pre-requisites**

Basic knowledge of Microsoft applications (i.e. opening a program, etc.)

## **Required Materials**

- Examples of age-appropriate or student-created poetry
- Examples of manipulated photography

## **Handouts**

All handouts are included at the end of the lesson plan.

- Example photo/poetry combination sheets

## **Required Equipment/Technology**

- 1 computer with Microsoft Word and Microsoft Photo Draw for every group of 4 or 5 students.
- Digital camera with its software installed.
- Printer.

## THE LESSON

**Note:** Students do not learn from what you do but from what you have them do.

### Preparation

Activity	Time Estimate	Instructor Notes
Show & Tell: Poetry	15 –20 min	<b>The purpose of poetry is imagery. However, we have to develop the skill of imagery. The poetry handouts at the end of this lesson have photos contained in them. If you can, try printing these pages in color and laminating them. The students begin to develop poetic imagery by sharing the poetry combined with photos, and get a feel for the work they are about to produce. Point out the style of poetry, but stress imagery! The purpose of this lesson is not the creation of perfect stanzas or meter, but to use poetry creatively.</b>

### Presentation

Activity	Time Estimate	Instructor Notes
The Writing Process	30 min	<b>The most descriptive way I have found to teach the writing process is with the word POWER: P= Planning (brainstorming, etc.) O= Organizing (loose outlines) W= Writing (write the rough draft) E= Editing (scratch out, add to) R= Revision (re-type edited paper, print final draft)</b>  <b>To tie the writing process into the idea of writing poetry, try using some examples of your own. Try crafting a poem, and save the pages of each step you go through. The idea that even a teacher has to use the writing process will make an impact.</b>
Digital Poetry	30 min	<b>As a class, go over the project checklist. Make sure that the students understand every step that will be taken. Use examples- the use of technology will likely not be difficult. The expression of creativity can be. The examples might be things like how to create effects using photos you have uploaded, or how the poem you have used as an example in the writing</b>

		process might look best when added to a picture.
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## Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
Write		The students should take time to create at least 3 poems. You may assign several days for this. The students should be allowed- within reason- to find their own comfortable place for creating their writing. Guide them through the writing process where necessary, remembering that they know the process- they simply have to use it.
Take photos	30-45 min	The students should pair up into groups of 4 or 5. These will remain their group through the rest of this lesson. Each group of students take turn with the digital camera to take 1 picture for each of their poems. They should feel that the picture represents the poem in some way. <b>*Alternately, these two steps- Writing and Taking Photos- could be swapped, and the poetry would be based on the photos taken.</b>
Create and Print	30-45 min	Student groups upload the photos and type their poems onto the computer. Each student is responsible for the creation of their own poetry. They will import the photos to their poems, and manipulate the photos as they like. The poems must use font, color, size, and formatting of text in creative ways to enhance the presentation of their poetry. As a group, the poems will be printed and compiled into a group booklet, with a title of their choosing.

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

- Did I address the instructions on each activity to meet the needs of the students?
- Did I allow enough time for each lesson?
- Was I knowledgeable with lesson to make everything clear to the students?

## Performance and Practice (Student)

- Did the lesson provide a high enough interest to the students?
- Were the students feeling overwhelmed?
- Was the lesson plan and related activities flexible for the needs of all students and learning levels?

## Technology

- Were the students comfortable using the technology from the lesson?
- Were the required sites accessible and understandable to the student?
- What is the “Real World” connection using this type of technology?

## **Handouts**

The following pages contain the handouts associated with this lesson plan.

1. Poetry Examples (5 pages)



A string pulled back  
A streak of wind whistling  
Through the air.

*by Shana Solowitz*  
Grade 5

White dusty clouds  
across smooth darkness  
thoughtful surface  
*by David Anderson*  
Grade 4





## Activity Checklist

	<b>Show &amp; Tell:</b> Show the students examples of haiku. Share what different poems mean to you- is there a childhood memory you can share? <b>Don't forget the PowerPoint that goes with this lesson.</b>
	<b>Develop a Word List:</b> Whether you choose to use the printable poetry sheet, develop your own database, or have the students create one, creating an image word list is a good idea. Start with a picture, or a concept, and help the students both compile a list and define the words on that list with a dictionary.
	<b>Poetry Database:</b> Decide to use the printable sheet, create your own database for the students to open and print, or help students create their own database. The students should be actively involved in selecting words for the database, if at all possible. They need to feel a connection to the idea of selecting words for use in poetry.
	<b>Print and Cut:</b> Regardless of the poetry sheet origin, have the students review the words on the computer. They should then be allowed to help print the magnetic sheets, and cut the words out.
	<b>Create Poetry:</b> Help the students create haiku with their magnetic poetry. If time allows, adding drawings, pictures, or clipart to the haiku will reinforce the idea of creative imagery.

## Lesson Rubric

Score	Description
<b>4</b>	<ul style="list-style-type: none"> <li>~ Focused on the lesson and project.</li> <li>~ Good understanding of imagery.</li> <li>~ Used traditional haiku format (3 lines).</li> <li>~ Participated and cooperated with their group very well.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>~ Focused on topic.</li> <li>~ Average understanding of imagery.</li> <li>~ Used traditional haiku format (3 lines).</li> <li>~ Participated and cooperated with their group well.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>~ Somewhat focused on topic.</li> <li>~ Poor understanding of imagery.</li> <li>~ Little attempt to use traditional haiku format (3 lines).</li> <li>~ Participated and cooperated with their group well.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>~ Not focused on topic.</li> <li>~ Poor understanding of imagery.</li> <li>~ No attempt to use haiku format.</li> <li>~ No or very little participation and cooperation with group.</li> </ul>