

Language Arts - Poetry - 4th grade, 3rd quarter

Strand(s): Language Arts	SOL objectives: Language Arts: 4.7 Technology: 4.4.1	
1. DESIRED RESULTS		
<i>Enduring Understandings (BIG ideas)</i>		
Balance manifests itself in many ways. Poetry uses imagery to help make sense of (abstract) concepts. <i>*Balance: Connecting the Past to the Present</i> is the fourth grade theme for the da Vinci exemplary project at Barcroft Elementary School.		
<i>Essential Questions</i>	<i>Knowledge and Skills</i>	
<ol style="list-style-type: none"> 1. What is balance? 2. What are examples of balance? 3. How does imagery help give meaning to concepts? 4. How can I share my work with others in a different location? 	<p>Students will identify examples of balance. Students will write poetry using imagery as a major component. Students will share their work electronically with others in a different location.</p> <p><u>Vocabulary</u> Balance Manifest Imagery Remote location</p>	
2. ASSESSMENT EVIDENCE		
<p>Prior knowledge Visualization as a skill when reading Various types of poetry Exposure to email or internet</p>	<p>Ongoing throughout lesson</p> <ol style="list-style-type: none"> 1. Students using images that illuminate the concept of balance in their poems 2. Students creating a final product that can be shared electronically with others. 	<p>By the end of the lesson Poems finished and ready to be emailed as attachments to the webmaster for the school.</p>
3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)		
<p>Introduction (hook) Tell students that they will be writing poems to be published on the school website. Read a poem with your students. Have the students discuss what images are in the poem.</p>	<p>What students are doing Students brainstorm images of balance using the balance poem template as a guide. Students develop clear working of the images they select to include in their poems. Students produce a final poetry product.</p>	<p>Conclusion Working with the teacher, students email their poems to the webmaster. If your school has the ability to have classes publish their own webpages, students could type their poems directly into a web composer and upload the page to the school website.</p>
<i>Accommodations</i>	<i>Materials and Resources</i>	
<p>Extra support: Students might choose to draw examples of a balance and then work with a peer or teacher to put the drawings into clearly worded images. Enrichment or early finishers: Students choose one image to illustrate either using drawing tools or hand-drawing the image. Include the artwork with the poem. Various learning styles: Artistic, Linguistic Limited English proficiency: Use of picture dictionaries and bilingual dictionaries will be helpful for this activity. This template draws on the senses and requires students to write brief examples of balance, which should prove to be a fun and capable task for LEP students.</p>	<p>Balance Poem template Dictionary (Picture, Bilingual, Standard) Thesaurus Word Processing program Internet with email Optional</p> <ul style="list-style-type: none"> • drawing/painting program • scanner • web composer 	

<i>Related Technology</i>	<i>Literature Connections</i>
Technology: 4.4.1 Implement a project that can be electronically shared with others in a remote location (email with attachments, video, webpage)	Have a collection of poetry books or anthologies available for students to peruse. Encourage students to talk about how the authors use poignant images to communicate ideas.
4. WRAP-UP (5-10 min)	
<i>Assessment</i>	<i>Homework</i>
Work will be evaluated on clarity and creativity of images in poem, facilitation and use of written English, and transmission of work electronically to the webmaster.	
5. TEACHER REFLECTION	
<ul style="list-style-type: none"> • Were my students talking about poetry, imagery, and balance, or was I doing all of the talking and students were just listening to me? • Were my students engaged at the beginning of the lesson? • How much time did I spend reviewing homework, and how much time did I spend on new material? • Did the students respond to “How” and “Why” questions? • Did my students have an opportunity to discuss and/or write about poetry, imagery, and balance? • What changes would I make next time the lesson is taught? • What steps do I need to take next in this topic? 	