

ELL Poetry Lesson Plan

Teacher Name: Hordvik

Co-Teacher Name: McCune

Course/Grade: ELL/English

Date(s): April 5-9

Period(s): 7 & 8

Materials and Resources: iPads; Adobe Spark or Clips on iPad; Poetic Terms Power Point; written examples of poetry; visual examples of poetry; Poetic Terms worksheet; scaffold for "I Am From" poem; examples of "I Am From" poem

Accommodations: Closed captions whenever possible; written copies of visual poems; multiple examples of terms; graphic organizers; visuals

A+NTICIPATORY SET

Activate students' prior knowledge about poetry. What do they already know about poetry? Can they think of any examples? Where have they heard poetry? What makes something a poem? Show examples of poetry and not-poetry. What makes the difference?

LEARNING GOAL(S)

1. Students will know (knowledge): elements of poetry, including figurative language and sound devices. They will be familiar with some different examples of poetry.
2. Students will be able to (skill): write a poem and create a digital presentation of their poem.

PROCEDURES: GRADUAL RELEASE OF INSTRUCTION (Modeled, Shared/Guided, Independent)

Monday:

- Teachers will go over the elements of poetry -- figurative language and sound devices. Use PowerPoint with poetic terms. Each term has a definition, example, picture, and video example. (M) 1.1, 1.2, 1.3, 2.1, 2.4, 2.5
- Share examples in poems. share examples of digital/visual poems. (M) 2.5
- Discuss with students what makes them interesting? What techniques do the poets/creators use to draw attention to the language? (M) 3.3
- Students will find a poem they like to submit as an exit ticket.
- Students will play with Adobe Spark, iMovie, and/or Clips on their iPad to see what they can do with it. (I)

Tuesday (No School – ACT)

Wednesday:

- Students will complete the "Sarah Cynthia Sylvia Stout" worksheet to review poetic terms. (S/G) 2.1, 3.4, 4.1
- Teachers will present Adobe Spark and Clips, and how they can be used. (M) 4.2, 5.1, 5.2
- Create a visual poem as a class using the attached "I Am From" poem. (S/G) 5.3
- Students will use the poem they brought to class to create a visual poem. With help from teachers and other students, they will practice using Adobe Spark or Clips to create a graphic presentation of their selected poem. (S/G) 5.3

Thursday:

- Students will finish work on their presentation and share with class. (S/G) (I) 7.2, 7.3, 8.3
- Teachers will share another example of the "I Am From" poem along with an accompanying visual version of the poem. (M) 3.1
- Students will brainstorm ideas for an "I AM From" poem using the attached scaffold. Students will have a digital copy of the scaffold with space for answers. (S/G) 3.1, 3.2
- Students will write a rough draft of an "I Am From" poem using the digital template. (I) 5.3, 7.2
- If time, students will peer-edit poems with a partner. (S/G) 8.3

Friday:

- Continue peer editing. (S/G) 8.3
- Revise poem. (I) 7.1
- Use Adobe Spark or Clips to create a visual with poem. Teachers and classmates can assist with any tech tools concerns. (S/G) 5.2, 8.2
- Have final draft of visual poem ready to submit/present on Monday. (I)

SUMMARY

Students will complete a self-reflection answering the following questions: 9.3

- What did you like about doing this?
- What was difficult?
- What would you do differently next time?

I. Provide Multiple Means of Representation:

1. Provide options for perception-

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across language
- 2.5 Illustrate through multiple media

3. Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

II. Provide Multiple Means for Action and Expression:

4. Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5. Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6. Provide options for executive functions

- 6.1 Guide appropriate goal setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means for Engagement:

7. Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8. Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9. Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Online Resources

[YouTube video on Visual Poetry](#)

[Poetry Collection](#)

[Project Gutenberg Poetry](#)

[Pictures for Education](#)

[Academy of American Poets](#)

[The Poetry Foundation](#)

Teacher Model for "I Am From" Poem

By Kathy Christensen

I am from gray weathered barns
From spitting kittens to be caught and tamed
I am from soil black as asphalt, soft as sand
From dawdling pigs grunting disapproval
I am from land — fertile as young, old as time
Under the influence of Mother Nature

I am from Daryl and LaVonne
From farmers who only occasionally venture to town
I am from five siblings with one communal bathroom
From sisters who share rooms and secrets
I am from coffee cans of rusty nails littering machine sheds
And parents who left me orphaned in my thirties

I am from thick-glassed, near-sightedness
From humor in the face of tragedy
I am from potato salad and vats of vegetable soup
From Barbie dolls with stiletto heels
I am from private school with plaid skirts a decent length
From crooked bangs cut the day before school pictures

I am from wild roses subjugated to ditches
From hand-me-downs and "make-do"
I am from education as a land of opportunity
From reading as an escape
I am from girls driving tractors like men
And everyone pitching in
To save the family farm

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Name:

Brainstorm for "I Am From" Poem

Write ideas in random order that **describe** your life (both past and present), that represent you and/or your family:

PLACES:

- House (outside) shape, color, materials
- Yard, patio, garden, deck
- Neighborhood
- Streets

FAMILY

- Names of relatives/where they came from
- Physical appearances or resemblances
- Family "sayings"
- Traditions and get-togethers
- Brothers or sisters
- Food or dishes at family gatherings
- Routines
- Chores
- Rules
- Music heard while growing up
- Pets
- Family games
- Hobbies
- Items from childhood
- Room décor
- Regular family vacations
- Talents you've inherited

I Am From
By

I am from
From
I am from
From
I am from

I am from
From
I am from
From
I am from

(Optional)
I am from
From
I am from
From
I am from

(Optional)
I am from
From
I am from
From
I am from

Rubric

CATEGORY	3-4	Target	1-2
Content and Ideas		Writes a poem with at least 3 examples of poetic language; poem has a main/central idea.	
Organization		Writing follows format or pattern of assigned poem; poem is organized in at least 2 stanzas.	
Style/Conventions		Meets expectations for conventions: no more than three errors in capitalization, punctuation, grammar.	
Overall Visual Appeal		Project is attractive in terms of design, layout and neatness; includes at least three pictures.	
Communicating Something New		Created product is interesting, new, and/or original.	
Taking Risks		Tries new directions or approaches to the assignment in the final product.	

Reflection:

- What successes did you and your students encounter in relation to the UDL checkpoint strategies you added to the lesson?
 - I think it really helped to add some poetry that was written by people more like the students. Several of the poets whose poems we used were bilingual like the students. I think the use of contemporary music examples also helped the students relate to and understand some of the poetic techniques we were learning.
 - I think adding the digital worksheets to class made it easier for the students to understand what was expected of them. Since they had the template right in front of them, all they had to do was fill in the blanks. I think that helped it make it feel like writing poetry wasn't such a challenge.
 - The students seemed to really enjoy using Clips and creating videos. Some figured out some of the extra things you could do with the videos (change the appearance, add music...) before I even had a chance to demonstrate. The videos they created, even in just a short time, were really pretty neat! I think it gave the students some pride in their accomplishments.
- What challenges did you and your students encounter in relation to the UDL checkpoint strategies you added to the lesson?
 - I discovered that it is difficult to share an iPad screen as you are demonstrating the creation process. I tried several different methods, including through Team, Zoom, using my MacBook and my Surface. I eventually just had to walk around the room with my iPad to show the students different steps and assist them individually on their iPads.
 - The ELL class I worked with was a small class that had irregular attendance. Each day we had to spend some time getting students caught up with what they missed. The students were also more beginning English speakers than I had expected, so that also slowed some things down.
- Are there further revisions you plan to make with the lesson and what would they be?
 - If I were to do this again, I think I would try to make some video and/or worksheet tutorials to share with students who missed class.
 - I would definitely plan for more time to complete this unit. Since I was trying to complete it in time for this assignment, I feel like I might have rushed some parts that could have used more time. We also lost a day to the ACT this week that I had forgotten was happening, so that cut our time even further. I do feel like the students really got something out of this, but it would be better to spread it out over more days.
- Share an artifact of student learning in regards to the technology that was employed. (Pictures, files, screenshots, links, etc.)