

Delicious Interactive Poetry Writing



Standards-Focused Classroom Series

The *Standards-Focused Classroom* series was created to provide educators with actual classroom examples of lessons that target 21st century learning standards.

Pre-viewing Discussion Prompt

1. How can you use poetry texts to teach foundational reading skills involving words, syllables, and sound?

Lesson Evaluation

Rate the lesson's effectiveness (1 = not effective; 5 = very effective), and use your results to facilitate discussion and reflection.

1. Student learning targets were clearly communicated.
1 2 3 4 5
2. Instructional activities led students toward meeting the objectives.
1 2 3 4 5
3. Students were actively engaged.
1 2 3 4 5
4. Teacher differentiated instruction.
1 2 3 4 5
5. Assessments effectively monitored student progress.
1 2 3 4 5

About this Segment

In this segment, Ms. Stephanie Buquoi and her 1st grade class at Shiloh Point Elementary in Cumming, Georgia, explore the poetic forms of haiku and cinquain and identify words that appeal to the senses in order to create poems of their own.

Post-viewing Discussion Prompts

1. If you were the instructional coach observing this classroom, what 2-3 strengths in this lesson could you help the teacher identify?
2. What evidence of critical thinking and problem solving did the students demonstrate?
3. What constructive feedback could you give this teacher?

Reflection Questions

After watching the video, participants can answer the following questions to reflect on new learning:

1. How could you include visual or experiential components in a lesson to build foundational reading skills?
2. What rules or guidelines are necessary to ensure students are on task when using technology (especially hand-held devices) in their collaborative groups?
3. What are the characteristics of effective group presentations to the rest of the class? How do you define these characteristics for your students?

Teacher Lesson Plan

Teacher: Stephanie Buquoi		School Name: Shiloh Point Elementary		Location: Cumming, GA	
Grade Level: 1		Content Area: ELA		Lesson Duration: 90 min., part 1 of 1	
				Lesson Date: March 26, 2013	
Summary/ Overview	In small groups, students will rotate through four stations to gather facts about a single subject. They will visit the four resource stations – book, poem, video, and web-based information – for 10-15 minutes. They will then compare and contrast the facts from these sources.				
Skill-Based Objectives & Deliverables	Students will be able to engage in collaborative discussion with peers about facts, identify and organize factual information, including similarities and differences between sources.				
Standard(s) Addressed	<ul style="list-style-type: none"> • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • Use the illustrations and details in a text to describe its key details. • Identify basic similarities in and differences between two texts on the same topic. 				
Materials & Resources	Storybook “Dig Hole, Soft Mole” by Carolyn Lesser, <i>National Geographic</i> video “Star-Nosed Mole Part 2,” poem “Star-Nosed Mole” by Leslie Bulion; chart paper; color-coded sticky notes, highlighters, anchor charts from previous learning, interactive whiteboard, student devices (iPad, Kindle, Nook, Nabi), desktop computers (used for video resource)				
Differentiating the Learning	Students will work in tiered learning groups. Co-teacher will monitor groups and scaffold learning as needed.				
Procedures	<ol style="list-style-type: none"> 1. <u>Activator</u>: Activate background knowledge by writing/drawing what students know about moles. 2. <u>Direct Instruction</u>: Reader’s workshop mini-lesson about understanding factual information in poetry, text, and video using visualization and clues in texts and illustrations. 3. <u>Questioning</u>: How might a mole explain what it does during a day in its life? How can we pick out the most important facts in a poem, text, or video? 4. <u>Activity</u>: In groups, students will read about, look at, and discover all they can about the star-nosed mole using four resources. Students will write facts on sticky notes and label on charts accordingly. 5. <u>Share and Demonstrate Understanding</u>: As a class, students share facts and charts and compare them using a Venn diagram. 				
Assessment	Monitor student discussion (thoughts and evidence); sticky notes in each group and underlined facts in poem; completed chart of “What Moles Do, Where Moles Live, What Moles Look Like”; Venn diagram comparing poem, video, and text.				

Resources from School Improvement Network

2nd grade: Poetry analysis and appreciation. Edivate. <http://www.pd360.com/-resources/videos/5465>

4th grade: Analyzing a character in prose, poetry, and drama. Edivate. <http://www.pd360.com/-resources/videos/5495>

Resources for Classroom Practice

George, K. (n.d.). Teaching writing: For teachers and parents. Retrieved March 2, 2015, from the Kristine O’Connell George website: http://www.kristinegeorge.com/for_teachers_and_parents.html