

RUNNING HEAD: Technology Collaborative Unit

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Technology Collaborative Unit

SCHL 5110
Integrating Instructional Technology within School Libraries
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University of Colorado Denver

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Name: Mallory Goetz	School: Smiley Middle School
Subject/Grade: 7 th Grade Language Arts	
Length of Lesson: 3 weeks	
What other curricular areas will the unit cover? Language Arts, Technology	
Stage 1 – Desired Results	
<p>Standards Met: CMCS 7th Grade: Colorado Model Content Standards for Oral Expression and Listening #1 Formal presentations require preparation and effective delivery</p> <ol style="list-style-type: none"> a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4) c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6) d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.) <p>Colorado Model Content Standards for Reading #1 Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts</p> <ol style="list-style-type: none"> b. Use Craft and Structure to: <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4) • Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5) <p>#3 Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts</p> <ol style="list-style-type: none"> b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5) <ul style="list-style-type: none"> • Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a) • Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b) <p>Colorado Model Content Standards for Writing and Composition</p>	

2 Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

- a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
- Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers)
 - Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre
 - Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts
 - Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections
 - Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a)
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)
 - Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
- b. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas

#3 Editing writing for proper grammar, usage, mechanics, and clarity improves written work

- 3d Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
- 3e With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
- 3f Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)

AASL 21st Century Standards

#2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.3.1 Connect understanding to the real world.

#3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

#4 Pursue personal and aesthetic growth.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

Understandings:

Essential Questions:

<p><i>Students will understand that...</i> Poetry is a form of written expression. Narrative poetry tells a story by using narrative elements. Poets use literary devices to enhance meaning. Blogging is a way of publishing and sharing their writing. Writing is a process. Performing poetry is a way of sharing writing.</p>	<p>How can I express myself and my views through writing?</p>
<p><i>Students will know...</i> What a literary device is. What a blog is. Why authors use literary devices. How to effectively perform a poem.</p>	<p><i>Students will be able to...</i> Write a narrative poem. Perform a poem. Use and identify literary devices in poetry. Use a blog.</p>
Vocabulary	
<p>Content Literary Device Metaphor Simile Repetition Refrain Stanza Line Personification Onomatopoeia Foreshadowing Symbol Imagery Rhythm Tone Narrative Gesture Facial Expression Intonation Emphasis/Stress</p>	<p>Cross-content Blog Post Comment Insert a picture Permission to use Copyright</p>
<p>Stage 2 – Assessment Evidence</p> <ul style="list-style-type: none"> • <i>What will you accept as evidence that shows the students understand the concepts?</i> • <i>Attach assessment rubric</i> 	
<p>Performance Tasks: Students will blog at least 4 original poems with pictures on the class blog. Each poem will contain literary devices. At least one poem will be a narrative. Students will perform a poem in front of the class.</p>	<p>Other Evidence: Identifying Literary Devices worksheet Discussion of poems read in class</p>
Stage 3 – Learning Plan	
<p>Learning Activities (Teacher Librarian is Responsible for):</p> <p>Preplanning: Creating unit timeline. Setting up KidBlog.org for the classes. Create blog mini-lesson and a mini-lesson on how to use Google images to search for images with no copyright restrictions or that give "permission</p>	<p>Learning Activities (Teacher is Responsible for):</p> <p>Preplanning: Creating activities where students practice using literary devices. Create poem performance rubric.</p>

<p>to use.”</p> <p>Day 1: Create MIMIO slides for literary devices notes. Students will take their notes from these slides, taught by classroom teacher.</p> <p>Day 2: Pull poems and poetry books for teacher and student use.</p> <p>Day 3:</p> <p>Day 4: Choose 3 poems for student use on Day 6.</p> <p>Day 5:</p> <p>Day 6: Create rubric for poem blog</p> <p>Day 7: Pull art books for Day 9</p> <p>Day 8: Assist in monitoring students outside and helping with Haiku confusion/questions.</p> <p>Day 9:</p> <p>Day 10:</p> <p>Day 11: TL teaches students how to use Kidblog.org by teaching them how to log-in and modeling and then assigning a practice post. TL provides lesson on, due to copyright, how to use Google images to search for pictures that give “permission to use.” Teachers how to add “permission to use” picture to blog post.</p> <p>Day 12: Blogging Day. TL reminds students to use the blogging directions handout, to search for pictures using a Google Images permission to use search and to comment on others’ work in constructive ways. TL roams</p>	<p>Day 1: Introduces the lesson with a round of Poetry Telephone (students are in groups of 4. Each student gets a Poetry Telephone handout. Each student writes the first line of poetry and passes their sheet to the left, they each write the second line and pass to the left, etc. This continues for 15 lines.)</p> <p>Day 2: Teach literary devices with examples and definitions. Students take notes on a graphic organizer and add words to the word wall.</p> <p>Day 3: Read “Little Red Riding Hood and the Wolf” by Roald Dahl. Whole class instruction to identify the literary devices in this poem.</p> <p>Day 4: Teach what narrative poetry is. Read “Fifth Grade Autobiography” by Rita Dove. In small groups identify the literary devices and discuss if this is a narrative poem.</p> <p>Day 5: Read “Autobiography in 5 Short Chapters” by Portia Nelson. Use this as a mentor text for students to write their own autobiography in 5 stanzas. They will be asked to use at least 1 literary device.</p> <p>Day 6: Working in pairs and using a graphic organizer students will be asked to take 3 poems and identify any literary devices used.</p> <p>Day 7: Using “Spell of the Yukon” By Robert Service as a mentor text, students will write a poem for their country for Cultural Fair (an event at our school run by Social Studies and supported by all other content areas). Students must use 2 literary devices in this poem.</p> <p>Day 8: Teach Haiku mini-lesson. Using a variety of Haikus (including traditional and modern) as mentor texts, students will go outside with their Haiku graphic organizer/template and create 3 Haiku poems</p> <p>Day 9: Using the painting <i>A Bar at the Folies-Bergère</i> by Edouard Manet and the poem “Serve” by Amanda Blake as mentor texts for students to write a poem inspired by art. They will use the Art Poetry handout to assist them and breakdown the process and will use at least 2 poetic devices.</p> <p>Day 10: Helps students revise poems. Gives students parameters for blog project and presentation</p> <p>Day 11: Assists in computer lab</p> <p>Day 12: Blogging Day. Teacher roams and helps approve posts.</p>
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<p>and helps approve blog posts.</p> <p>Day 13:</p> <p>Day 14: Help students in small groups or one-on-one with practicing their poems.</p> <p>Day 15: TL helps grade poem presentations. Provides tea and cookies for Poetry Café.</p> <p>Afterwards: TL helps grade poem blog according to rubric.</p>	<p>Day 13: Mini-Lesson on how to perform effectively. Students choose a poem to perform.</p> <p>Day 14: Students practice presenting their poem. They are given peer feedback. Students self evaluate their projects with the student self-evaluation rubric.</p> <p>Day 15: Poetry Café Day. Students present poems. Teacher grades presentations.</p> <p>Afterwards: Teacher grades poem blogs according to rubric.</p>
<p>Accommodations/Differentiations:</p> <p>All directions, rubrics, and tasks will be given in both written and oral formats.</p> <p>Abbreviated assignments and extended time will be given to students who need it.</p> <p>Small groups will be used for poem writing.</p> <p>One-on-one help will be provided both in and after class.</p> <p>Poem starters will be provided for students who have difficulty starting a poem.</p> <p>Cloze-type poem structures will be provided for students who need further support than the poem starters.</p> <p>All IEP accommodations will be followed on an individual student basis.</p>	
<p>Materials/Resources:</p> <p>Springboard Level 2 book</p> <p>Assorted poetry books</p> <p>Google Images, permission to use search</p> <p>www.kidblog.org/MsGoetzClass</p>	

Handouts:

Name: _____ Period: _____ Date: _____

Poetry Telephone

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

Line 7: _____

Line 8: _____

Line 9: _____

Line 10: _____

Line 11: _____

Line 12: _____

Line 13: _____

Line 14: _____

Line 15: _____

Literary Devices Graphic Organizer:

Poetic Devices at Work

Poetic Device	Definition	Example from a Published Poet	Personal Example
Metaphor	A figure of speech that makes a comparison between two unlike things in which one thing is said to be another.		
Simile	A figure of speech that makes a comparison between two unlike things using the word <i>like</i> or <i>as</i> .		
Imagery	Word pictures created by descriptive, sensory, or figurative language.		
Symbol	Any object, person, place, or action that has meaning in itself and that also stands for something larger than itself — such as a quality, belief, or value.		
Stanza	A group of lines, usually similar in length and pattern, that form a unit within a poem.		

Poetic Device	Definition	Example from a Published Poet	Personal Example
Tone	The attitude the writer takes toward the subject, characters, or audience.		
Refrain	A regularly repeated word, phrase, line, or group of lines in a poem or song usually at the end of a stanza or between stanzas.		
Rhythm	The pattern of stressed and unstressed syllables in a poem.		
Foreshadowing	Hints about what will happen later in the text.		
Onomatopoeia	The use of words that imitate the sounds of what they describe, such as <i>buzz</i> , <i>bang</i> , <i>crash</i> , etc.		

Name _____ Date _____ Period _____

Haiku

Haiku is a form of Japanese poetry. It often centers on nature images. Haiku poems don't rhyme; they follow a pattern. The pattern for haiku is the following:

- Line 1: 5 syllables
- Line 2: 7 syllables
- Line 3: 5 syllables

How to write your Haiku:

1. Brainstorm words that are about nature. For example: rain, clouds, soft breezes.
2. Choose the words that you like from this list.
3. Count the syllables (beats) in the words. For example: rain-1 syllable, clouds-1 syllable, soft breezes-3 syllables.
4. Put them together with other words to follow the 5-7-5 pattern.
5. Draw a picture to go with your haiku!

Example:

Line 1:	Hard rain and dark clouds,	(5 Syllables)
Line 2:	Dream of spring, where soft sun shines,	(7 Syllables)
Line 3:	And soft breezes sing.	(5 Syllables)

Picture:

Line 1: _____

Line 2: _____

Line 3: _____

Picture:

Picture:

Name: _____ Date: _____ Period: _____

Art Museum Narrative Poem!

For this assignment you will choose 1 artwork that inspires you to write. Using this artwork, you will create a narrative poem—remember that a narrative is a story that has a beginning, middle and ending. You will need to include 2 literary elements in your poem and may choose from the list we have talked about.

Title of the artwork that inspired me: _____

Author of the artwork: _____

1. Write down all the imagery you find in the artwork. Remember this includes sight, smell, taste, touch, and sound!

2. Write, in paragraph form, the **story** that you see in the artwork. What do you think is happening, what might happen next, who are the characters?

Literary Element	Poem #1 Title: Examples from the Text	Poem #2 Title Examples from the Text
Metaphor		
Simile		
Imagery		
Symbol		
Stanza		
Tone		
Refrain/Repetition		
Foreshadowing		
Is this poem a narrative? Why or why not? Refer to your notes on pg 316 if you need help		

Student Examples:



The Amusement park

May 19, 2011 ~ 0 COMMENTS [Edit this Post](#)

Arrival

flashing lights

roller coaster

no fun, too slow

bad food not good

no power in the tower

clink clink clink

uhoh, here we

GO

the sun vanished

like a dieing candle

Faster, Faster

the wind protesting our flight

screaming in our ears

Click click

safely attached

to the spinney thing

spinning spinning

once, twice

forces gone

chest bloated

whats that

oh

I'm Puking

Autobiography Poem

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1) The rain bringing life

washing away grief

an opportunity

far away

no rain only cold

2) New home

tensions

pulling tugging

splitting

divorce

3) Moving moving

yet again

problems

goes here

not there

unfamiliar faces

4) Tugging pulling

rather painful

something gives

here it goes

satisfaction

with the removal of the tooth

and a little something else

5) Problems

people

so delicate

like a crystal glass

hard to deal with

hmm

hmm

what to do

where to go

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Sudan

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The land is dry. Seems almost dead.

The people run free and live life like its far from grand.

Because he know it is.

The land is dry& the food is gone.

The people cry & he peace has no more

The war goes on & on.

But the people continue to push for what they want

The people die young but they say souls live forever

Your name is sudan & the whole land is poor.

Life does not get eay.

With all your Deaths,drugs, and hate.

You live each day & continue on.

Forget about the past & keep pushing on.



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Haiku Peoms.

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The trees are real big.

They satnd tall & grow nice leaves

The help us breath air



The benches are black

The trees stand tall& trash falls

On the ground, They belong.



I stand kind of tall .

I let nothing knock me down.

I'm still standing tall



[Leave a Comment](#) 

Student Directions:

Poem Blog and Presentation Project!

- Using www.kidblog.org/MsGoetzClass you will post 3 of your poems that we wrote in class. Choose your best ones and make sure to proofread!

Poems to Choose From:

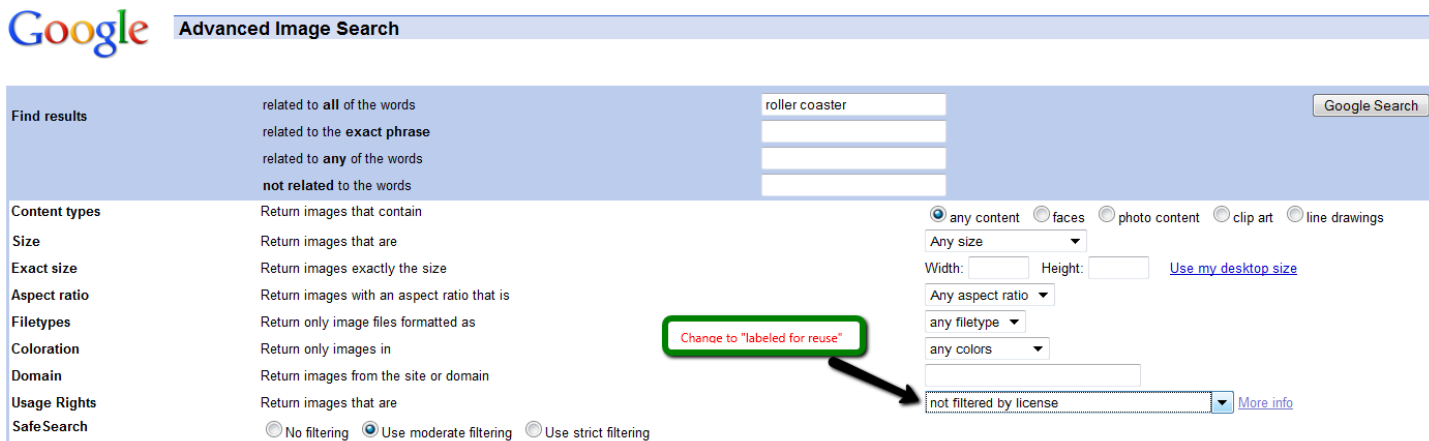
Poetry Telephone Poem
 Autobiography Poem
 Cultural Fair Poem
 Set of 3 Haiku Poems
 Art Museum Poem

- Post each of the 3 poems on the blog and add a picture to each post. Please find your pictures using a Google Images search. Remember to follow these steps in order to search for images that do not have copyright restrictions.

A.



B.



And then search for your pictures!

- After you have posted all 3 of your poems, please comment on at least 5 other posts by your classmates. Remember to use Constructive Criticism—comment on both something that is good and something that could be improved.
- Start thinking about which of your poems you want to read in front of the class during the Poetry Café.

Teacher Rubric:

Criteria	Poem Project Rubric		2-1 Point(s)
	4 points	3 points	
Poems posted on KidBlog.org Writing 2a-b, 3d-f	<ul style="list-style-type: none"> *posts 4 poems *Each poem contains more than 2 literary devices. *poems follow the structure of the poem type: i.e. the haikus follow all the haiku rules *1 or no grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> * posts 3 poems * each poem contains 2 literary devices * poems follow the structure of the poem type: i.e. the haikus follow all the haiku rules *few grammar, punctuation, or spelling errors 	Incomplete or Unsatisfactory
Pictures AASL 2.3.1, 3.1.6	<ul style="list-style-type: none"> *pictures add meaning to the poem *pictures were found using Google Images permission to use search *Each poem has a picture posted with it 	<ul style="list-style-type: none"> *pictures illustrate the poem *pictures were found using Google Images permission to use search *Each poem has a picture posted with it 	Incomplete or Unsatisfactory
Poem Presentation Oral Expression 1a-e AASL 3.2.1	<ul style="list-style-type: none"> *reads in a clear, loud voice *Memorizes their poem *Engages audience with gestures and facial expressions that add to the reading of the poem *Enunciates words—does not mumble—every word is understood *It is clear that student practiced their presentation and used peer feedback to make it better. 	<ul style="list-style-type: none"> *mostly reads in a clear, loud voice *Reads their poem, but looks up at audience frequently * Engages audience most of the time with gestures and facial expressions that correlate with the poem * Enunciates words—does not mumble—almost every word is understood *It is clear that student practiced their presentation. 	Incomplete or Unsatisfactory
Technology Skills and Digital Citizenship AASL 2.3.1, 3.1.2-6, 3.2.2, 4	<ul style="list-style-type: none"> *uses technology to express themselves in the real world *participates and collaborates as a member of a social and intellectual network of learners (constructively comments on 6 or more poem posts) * use information ethically and responsibly *Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 	<ul style="list-style-type: none"> *uses technology to express themselves in the real world *participates and collaborates as a member of a social and intellectual network of learners (constructively comments on at least 5 poem posts) * use information ethically and responsibly *Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 	Incomplete or Unsatisfactory

Student Self Assessment:

Criteria	4 points	3 points	2-1 Point(s)
Poem Project Rubric			
Poems posted on KidBlog.org	<ul style="list-style-type: none"> *I have 4 poems posted *My poems each contain more than 2 literary devices. *My poems follow the structure of the assigned poem type: i.e. the haikus follow all the haiku rules *I have 1 or less grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> *I have 3 poems posted *My poems each contain 2 literary devices *My poems follow the structure of the assigned poem type: i.e. the haikus follow all the haiku rules * I have few grammar, punctuation, or spelling errors 	Incomplete or Unsatisfactory
Pictures	<ul style="list-style-type: none"> *My pictures add meaning to the poem *My pictures were found using Google Images permission to use search *Each of my poems have a picture posted with it 	<ul style="list-style-type: none"> *My pictures illustrate the poem *My pictures were found using Google Images permission to use search *Each of my poems have a picture posted with it 	Incomplete or Unsatisfactory
Poem Presentation	<ul style="list-style-type: none"> *I read in a clear, loud voice *I memorize my poem *I engage my audience with gestures and facial expressions that add to the reading of the poem *I enunciate my words—I do not mumble—every word is understood *It is clear that I practiced my presentation and used my classmates feedback to make it better. 	<ul style="list-style-type: none"> *I mostly read in a clear, loud voice *I read my poem, but I look up at audience more than I look at the paper *I engage my audience most of the time with gestures and facial expressions that go with the poem *I enunciate my words—I do not mumble—almost every word is understood *It is clear that I practiced my presentation. 	Incomplete or Unsatisfactory
Technology Skills and Digital Citizenship	<ul style="list-style-type: none"> *I used the blog to express myself in the real world *I participated and collaborated as a member of a social and intellectual network of learners (I constructively commented on 6 or more poem posts) *I used information ethically and responsibly *I showed an extremely positive attitude toward using technology that supports collaboration, learning, and productivity. 	<ul style="list-style-type: none"> *I used the blog to express myself in the real world *I participated and collaborated as a member of a social and intellectual network of learners (I constructively commented on at least 5 poem posts) *I used information ethically and responsibly *I showed a positive attitude toward using technology that supports collaboration, learning, and productivity. 	Incomplete or Unsatisfactory

Total Points: _____/16

What brought my score down? _____

How will I improve my score before I am graded? _____
