

Shutterfly Photo Story Lesson Plan

SUBJECT: ENGLISH LANGUAGE ARTS

GRADE LEVEL: 8

LESSON TITLE: POETRY FROM THE HEART

Common Core/State Curriculum Standards:

English Language Arts/Writing

CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

ISTE NETS Student Technology Standards:

1. **Creativity and Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
4. **Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Learning Objectives:

1. Students will explore poetry and show an importance of creating clear visual images
2. Students will create a poem related to motion.
3. Students can transfer information from their folder to Shutterfly Photo Story.
4. Students will follow the checklist and rubric for designing the Shutterfly Photo Story.
5. Students will demonstrate collaboration, communication and critical thinking when working in groups.

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Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*

1. Students will have an understanding of poetry, critically thinking about the images and words that need to be used to describe a poem.
2. Students will accomplish collaboration and communication when editing and critiquing peer drafts.
3. Students will accomplish transference between what they have learned.
4. Students show that they have followed the checklist and rubric.

Instructional Strategies: *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

This project focuses on poetry. Now Students will express what they understand by creating a poem related to motion. Students would collaborate, use critical thinking skills, and communicate what they have gathered in relation to their team's chosen poem. Students will work in teams of 3-4.

How Students Will Use Shutterfly Photo Story:

Students will use Shutterfly Photo Story during this project-based lesson to demonstrate their understanding of poetry.

Required Materials/Lesson Length:

iPads and computers will be used create the written sections and the drawing of images for their poems. This lesson could last three weeks.

Checklist:

- ✓ *Do you understand the characteristics of poetry? If not, have you asked a teammate?*
- ✓ *Do your pages show correctly spelled words and clearly understood images?*
- ✓ *Is the information given in complete sentences?*
- ✓ *Have images and drawings enriched your poems?*

Resources: *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*

Poetry Books

10 Varieties of Gazelle: Poems of the Middle East – Naomi Shihab Nye
 Amber Was Brave, Essie Was Smart – Vera B. Williams
 Becoming Joe DiMaggio – Maria Testa
 Bronx Masquerade – Nikki Grimes
 Here in Harlem: Poems in Many Voices – Walter Dean Myers

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Poetry Books (continued)

Hummingbird Nest: A Journal of Poems – Kristine O’Connell George
Langston Hughes: Poetry for Young People – Langston Hughes
My People - Langston Hughes
Out of the Dust – Karen Hesse
Selected Poems of Langston Hughes - Langston Hughes
Shakespeare Bats Cleanup – Ronald Koertge
Sketches from a Spy Tree – Tracie Vaughn Zimmer
Something Permanent – Walker Evans
The Dream Keeper: and Other Poems - Langston Hughes
Who Will Tell My Brother – Marlene Carvell

Original materials: Student drawings and photos

Procedures/Activities: *(What will the teacher and students do?) (Prior Knowledge, Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

Prior Knowledge: Reflect over various genres and their characteristics studied in class. This will provide a foundation for the poetry unit.

Opening Activity: Begin lesson with a review of poetry: Poems are written as a form of expression. The expression can pertain to an emotion, or as a way to share the author's view of human nature. Explain to the students that they will be creating a poem project based on these two concepts: emotions and human nature.

Think/Pair/Share: Prompt the students to develop a list of emotions along with short phrases about human nature beginning with "People often..." and/or "Life often..." (For example, "Life's often unfair." Or "People often judge others before they know them.") (Slight variations from "People/Life often... should be accepted.") While sharing, compile a list on the board.

Students choose one human nature phrase and one corresponding emotion to focus their project on. Students write a paragraph explaining why they chose that pair and how they coincide.

Today we choose poetry teams of 3-4 members. Your team will work together on the poetry unit providing support to each other.

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Learning Activities:

1. To begin, students will share with the class their choice for emotion and human nature phrase. Student may receive feedback.
 - a. Students must complete the following task: Using people as subject, the environment, or objects, capture on their phone camera a series of seven final images that reflect the essence of their emotion/human nature phrase.
 - b. Students may brainstorm possibilities for their photographs with a peer support group. At the end of class, students should have a list of different ideas for ways to capture their "essence." Share as a class.
2. Next Class: Students return to class with their seven digital images.
 - a. Students work in groups of 3 or 4 to review the images. Students in the group deliberate and decide which image best represents the essence the student was going for in the photo.
 - b. By the end of class, each student must have decided on a final image to move to the next step with.
3. Begin class with a read-aloud of "Mother to Son" by Langston Hughes accompanied by a photograph of an old staircase.
 - a. Mother to Son – Langston Hughes

Well, son, I'll tell you: Life for me ain't been no crystal stair. It's had tacks in it, And splinters, And boards torn up, And places with no carpet on the floor— Bare. But all the time I've been a-climbin' on, And reachin' landin's, And turnin' corners, And sometimes goin' in the dark Where there ain't been no light. So, boy, don't you turn back. Don't you set down on the steps. 'Cause you finds it's kinder hard. Don't you fall now— For I've still goin', honey, I've still climbin', And life for me ain't been no crystal stair.
4. Explain the connection between the emotion (hope) and the author's note about human nature and the poem itself (People must not give up through difficult times). Students should discuss the connections within their group. Share as a class.
5. Explain that the next step will be to develop a poem, which encompasses the essence of the emotion and the phrase on human nature.
6. Before they begin, students must brainstorm a list of words, which reflect the essence of their emotion/human nature phrases that can be used in their poem. Once they have a list of six or so words, they can begin planning and writing their poems.
7. Students may work on poems for the remainder of class.
8. Students are given the checklist and go over what will be important to go into their poetry for their Shutterfly Photo Story poetry book.
9. Students are shown the poetry rubric and discuss the importance of doing their best work.
10. Students then draw images or manipulate photos.
11. Team members then help each other in choosing the images that will go in their book.
12. Once their poetry book is complete, students will record an audio narration of their poetry. Remember, when we read poetry out loud, it is meant to be read with **feeling** and **appropriate tone**.

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13. When books are completed and published, the teacher will schedule an author's celebration, inviting parents and students to share the books.

Closure:

We will have the whole class share and review the published books of poetry.

Reflection:

Discuss with the students how well they rate their understanding of poetry and the way it can convey emotion. Ask what they felt about the writing process, collaboration with others and the designing of pages. What was the most enlightening/difficult aspect?

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

This unit consists of a variety of poems of different readability levels. All students will be able to choose their own style as well as communicate their own life experiences to write their own poem for the end-of-unit project book. Graphic organizers and other organization tools will be available to all students throughout the unit.

The nature of the class provides help with specific student needs through individual talks with the teacher, collaboration with a partner or team. There are checkpoints throughout the lesson to make sure there is an understanding of what is required.

Special Education/ESL Accommodations & Modifications:

- Assign an aide to work with students
- Have students work closely with the teacher during design and creation of their poetry book

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

The poetry books will be shown to parents at the student-led conferences as well as being e-books available for other students in the school to view.

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

Checklist:

- ✓ Do you understand the characteristics of poetry? If not, have you asked a teammate? (10 points)
- ✓ Do your pages show correctly spelled words and clearly understood images? (10 points)
- ✓ Is the information given in complete sentences? (10 points)
- ✓ Have images and drawings enriched your poems? (10 points)

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Poetry Rubric

	Novice (1-2 pts.)	Proficient (3-5 pts.)	Advanced (6-8 pts.)
Ideas & Content	<ul style="list-style-type: none"> – Has no focus – Is random – Is unsure of direction – Does not include poetic sound devices 	<ul style="list-style-type: none"> – Focuses on a single idea – May lack continuity – May be understandable but still fuzzy – Uses some poetic sound devices that reinforce the theme 	<ul style="list-style-type: none"> – Presents a fresh, original idea – Focuses on an idea, feeling, or experience – Uses specific, concrete images – Captivates & involved reader – Includes many poetic sound devices
Organization & Fluency	<ul style="list-style-type: none"> – Uses sequencing that is illogical or not evident – Uses no variety in sentence and line length and structure 	<ul style="list-style-type: none"> – Uses sequencing that is logical – Follows poetry form with few or no errors – Uses some variety in sentence and line length and structure 	<ul style="list-style-type: none"> – Uses a logical and effective organizational strategy – Uses form to interpret idea creatively and effectively – Uses a variety of sentence and line length and structure
Word Choice & Voice	<ul style="list-style-type: none"> – Uses general or ordinary words – Attempts new words with limited success – May include words that are not appropriate – Doesn't make reader feel a part of the piece – Writes with minimal confidence and enthusiasm – Uses an inadequate style 	<ul style="list-style-type: none"> – Attempts to use descriptive words to create images – Tries to use words for specificity – Experiments with new and different words with some success – Writes somewhat honestly – Writes with a standard amount of confidence and enthusiasm – Writes with an adequate amount of style but may seem routine – May use more telling than showing 	<ul style="list-style-type: none"> – Uses precise, original, fresh words – Creates vivid images and intensely-detailed emotion – Paints a complete picture in the Reader's mind – Is exceptionally honest – Writes with confidence and enthusiasm – Uses an exceptional and unique writing style
Presentation & Mechanics	<ul style="list-style-type: none"> – Has limited quality of appearance – Contains numerous errors in spelling, grammar, and punctuation that interfere with reader's understanding – Uses title that doesn't match content 	<ul style="list-style-type: none"> – Has neat and legible appearance – Contains several errors that may or may not interfere with reader's understanding – Uses mainly grade-level appropriate spelling, grammar, and punctuation – Uses appropriate title, although it may be uninspired or routine 	<ul style="list-style-type: none"> – Includes features which enhance meaning – Has neat and legible appearance – Contains minimal errors that do not interfere with reader's understanding – Grade-level appropriate spelling, grammar, and punctuation – Uses original title, which captures the central theme of the piece