

A. I have created a lesson plan, designed for 3rd graders, that incorporates technology into the teaching of poetry. Most students grow up with a dislike for poetry. As a lover of poetry and I future teacher I hope to influence my future students and show them that poetry should not be feared! Some ideas from my lesson can be attributed to <http://4teachers.org/testimony/sommer/index.shtml>.

B. According to the Grade Level Content Expectations for the 3rd grade, a student at this level should be able to “write poetry based on reading a wide variety of grade-appropriate poetry” (GLCEs). By allowing the students to hear, and rate poetry, my hope is that they can generate their own original poems.

D. The students will be asked to listen to and think about poems being read to them. Then, using an online program found on artpad.com, the students will interpret the poetry through drawings. Hopefully, this will get the students to think about the imagery within poems. The students, after having listened to more poems, will then be asked to write their own poems; supplemented by drawings they create using the same program.

E. This lesson plan requires classroom computers. It is not necessary for each student to have his/her own computer, but there should be a few available so the students do not have to wait too long so they can have a turn. First, using Artpad.com, a website that allows users to virtually paint a picture, the students will draw a picture while I read them the poem *The Red Wheelbarrow* by William Carlos Williams. They will draw whatever comes to mind, and then we will have a discussion focusing on the imagery in the poem. This program allows the student to pick the color, size of the brush and transparency of the swipe. When the students are

completed with their drawing, they can replay it and watch their drawing come to life. As they replay their work, I will read the poem once more. Second, I will show a few youtube videos of different poems being read. I provide the students with a complete print version of the poem as well, so they can read along while listening. I will use the poems *Crocodile's Toothache* by Shel Silverstein, *The Birds' Bath* by Evaleen Stein and *Daddy Fell into the Pond* by Alfred Noyes. After having listened and read more poetry, I will have the students attempt to create their own poems. They can use artpad.com once again, but instead of drawing, they will chose the text option. They can type their poems, and then I will have them draw visuals to supplement their words. I will give the option, for those who chose, to submit their poems to www.poetry4kids.com. If the students are proud of their work, I want them to have access to resources, such as this site, so they can share it!

C. #4. This lesson plan incorporates digital tools and resources to promote student learning and creativity through the use of the art pad online program and the youtube videos. The art pad allows the students to demonstrate their own understanding/interpretations of the poetry. It also allows them to create their own poetry and drawings to accompany the poems they create.

#5. This lesson plan enables all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. This lesson awards the students with much creative freedom, allowing them to be more independent with their writing. By giving them lots of freedoms while they create their poetry, I hope to influence their thinking

about this genre of writing.

#6. Not all students learn best sitting and listening to a teacher lecture. This lesson plan addresses students' diverse learning styles, working strategies, and abilities using digital tools and resources. I think that students will be more eager to participate because of all the technology incorporated into this lesson.

F. I will know that the students have reached the appropriate level of competency by the way they articulate how what they have drawn relates to the poems read.

G. I will know that the students have reached the appropriate level of competency by the way they articulate how what they have drawn relates to the poems read. G. Using the GLCEs, I will assess the student's ability to form a poem accordingly. Making sure the student "exhibits personal style and voice to enhance the written message" (GLCEs). But because poetry is something that is not written in order to be awarded a grade, this lesson does not necessarily require the use of an A to E grade scale. If a student is actively participating, and is able to adequately explain his/her work, I will, within reason, consider the work to be well done.