

Teaching Poetry Writing to Young Learners in the 21st Century	ASSIGNMENTS	ASSESSMENTS	NYS Standards, Key Ideas and Performance Indicators	Seat-time Equivalent
Week 1				
Essential Questions: <i>What is poetry? Why write a poem?</i>				
Outcome/Goal: <i>Navigate the system, become familiar with the modalities of the course and start discussion by defining poetry.</i>				

<p>Objective 1: Students can navigate and interact using the Moodle system.</p>	<p>1. Find and read instructions, watch webcast. Click to play and watch intro. video. Post a comment after you've watched it. Locate and read the Syllabus, Roadmap & Policies, then post that you've read them. If you have any questions or concerns, post them with your statement.</p>	<p>A) Student should have posted a comment under the intro video. B) Student has posted, stating they have read the documents.</p>		<p>30 minutes</p>
<p>Objective 2: Participants interact with instructor and each other, using Moodle forums.</p>	<p>2. Post your response to the ELECTRONIC NAME BADGE (My questions will include <i>"What is your definition of Poetry?"</i>). Pick someone else's post and respond to it.</p>	<p>A) Participant has posted their Electronic Name Badge, answering the required questions. B) Has posted a comment on another person's ENB.</p>		<p>15 minutes</p>

<p>Objective 3: Participants list a definition of poetry, that can be taught to their students.</p>	<p>3. Read the following 3 very complex and wordy definitions, from Wikipedia, Mirriam Webster's Dict. And Oxford Dictionary. Create your own best, yet simplest explanation of what poetry is, for your student's. Use as few and as simple words as possible in your definition. Post, read and comment on each others' posts.</p>	<p>A) Participant has posted a definition of poetry. B) Has posted a comment on another person's definition.</p>	<p>ELA Standard 1; KEY IDEAS - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p> <p>P.I. 2-4.S.3 Use age-appropriate vocabulary</p>	<p>30 minutes</p>
--	--	--	---	-------------------

<p>Objective 4: Students can explain motivations for writing poetry.</p>	<p>A young student approaches you and asks you the following questions: "Why do people write poetry? What is the purpose of a poem? Why do I need to learn it? What is poetry good for?" Write your responses to each of these questions, as you would explain it to one of your current students (make it age appropriate to your situation). Read and comment on one of your classmate's answers.</p>	<p>Participant has written an answer for each of the questions and commented on another person's answers.</p>	<p>ELA Standard 1; P.I. - Explain a line of reasoning L.C. (Literacy Competencies) Use age-appropriate vocabulary to communicate ideas</p>	<p>30 minutes</p>
<p>Week 2</p>				
<p>Essential Questions: <i>How do you write a poem?</i></p>				
<p>Outcome/Goal: <i>Students discuss and learn the rules of certain forms of poetry.</i></p>				

<p>Objective 1: Students activate and list their own prior knowledge of the poetry forms.</p>	<p>1. Choose ONE of the forms (listed herein) and post anything you know about it. Then read what has been posted about each form, and make a response to one post from <u>each</u> form.</p>	<p>A) Student should have posted on one of the forms. B) There are 5 forms being addressed in the course. Student should have commented on one of their peers posts, from each of the 5. There should therefore be 5 comments posted by the participant.</p>	<p>ELA STANDARD 1 - P.I. Interpret information by drawing upon prior knowledge and experience ELA Standard 3 - P.I. Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing</p>	<p>30 minutes</p>
--	---	--	---	-------------------

<p>Objective 2: Teachers produce age appropriate examples of poems, that they can use to illustrate the rules of each form.</p>	<p>2. Through independent research, find and post <i>one</i> good age appropriate example of <i>each</i> form, that can be used to show your students. They should be age appropriate to your teaching situation. Post a comment on one other student's example.</p>	<p>Each participant should have posted an example of a poem, in one of the forms. We can then discuss whether it is age appropriate, but as long as they have posted a poem, they have met the objective of the assignment. Participant has commented on one other student's post.</p>	<p>ELA STANDARD 1 - KEY IDEAS: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources P.I. Acquire information and/or understand procedures ELA STANDARD 2 - KEY IDEAS - Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. P.I. 2-4.R.6</p>	<p>30 minutes</p>
--	--	--	--	-------------------

	<p>3. Look at the examples of poems posted by your peers and copy and paste one of each that you like most, into a Word document, entitled "<i>Poetry Examples</i>". Upload the Document onto this forum. You have created a valuable resource for future lesson planning!</p>	<p>Teacher should have uploaded a Word Document. It should contain one poem of each of the 5 forms.</p>		<p>60 minutes</p>
<p>Objective 3: Students have a set of defining rules for each form, that they can use and refer to with their students.</p>	<p>5. Read the following document on rules, then post a response. Then research and create a set of simplified rules that can be used with your students and post them.</p>	<p>Participant has commented on the Rules. And posted their simplified version of the rules of the forms Haiku, Diamante, Cinquain, Couplets and Quatrains.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. P.I. - Define the characteristics of different genres, with assistance</p>	<p>30 minutes</p>

Week 3				
<p>Essential Questions: <i>What are the "rules" and forms of poetry?</i></p>				
<p>Outcome/Goal: <i>Students write their own original poems.</i></p>				
<p>Objective 1: Participants can create an original poem, together in a group.</p>	<p>Participants compose an original poem together in a group, in one of the forms. May use wiki, google doc, emails or other method of online collaboration. Group members use different font colors to show their contribution to the group Poem.</p>	<p>Each group should have a poem posted. Will not be judged on the poem yet, just that they have posted one. We will discuss the extent to which each group's poem adhere's to the rules of the form.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. P.I. - 2-4.W.1 Begin to develop a voice in writing</p>	<p>30 minutes, <i>due to group nature of the work.</i></p>

<p>Objective 2: Participants can construct an original poem, independently.</p>	<p>Choose another of the forms and compose an original poem in that form. Then post a comment on another student's poem.</p>	<p>A) Student's poem should have conformed to the rules (i.e. syllables, rhymes, etc) of that form. If not, student must revise and repost. B) Student should have responded to another participant's poem.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. P.I. - 2-4.W.1 Begin to develop a voice in writing P.I. - 2-4.W.8 Develop an idea within a brief text P.I. - Write original literary texts that use vivid and playful language</p>	<p>30 minutes</p>
--	--	---	---	-------------------

<p>Objective 3: Student can state the reason for using "rules" in poetry.</p>	<p>A student asks you "Why are there rules in poetry? What is the point of that? Why not just write freely all the time as in free verse?" Think about that, do research if you feel like it and come up with your response to that student. What will you tell her/him? Post your answer and post comments on 3 of your classmates answers.</p>	<p>A) Student has posted a response to the questions and B) has posted comments under 3 other participants' responses.</p>		<p>30 minutes</p>
<p>Week 4</p>				
<p>Essential Questions: <i>How can poetry express things that cannot be expressed in other kinds of writing?</i></p>				
<p>Outcome: <i>Students are introduced to some literary devices (aka "elements of poetry"), as they start to examine how this style of writing differs from prose.</i></p>				

<p>Objective 1: Participants identify, explain and give original examples of rhyme, alliteration, metaphor, simile and onomatopoeia and discuss how these devices can be useful.</p>	<p>1. Find and simplify definitions of Rhyme, Alliteration, Metaphor, Simile and Onomatopoeia. Simplify so your students will easily understand them. Post your version of the rules or explanations of each of these literary devices.</p>	<p>Participant should have provided their simplified definition of each of the 5 elements.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. P.I. - Identify literary elements, such as setting, plot, and character, of different genres, with assistance</p>	<p>30 minutes</p>
---	---	--	---	-------------------

<p>Objective 2: Students list exemplary examples of writing that can be used to illustrate each of the literary devices, when teaching to their Grade Level.</p>	<p>2. Find and post a good example of each of these elements. A good example is simple, age appropriate and if possible brilliant, within those restrictions. Read and comment on one other Teacher's examples.</p>	<p>A) Participant should have one example of each of the 5 elements. B) Participant should have posted a comment on at least one of his/her peer's posts.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. P.I. - Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance</p>	<p>30 minutes</p>
<p>Objective 3</p>				
<p>Week 5</p>				

<p>Essential Questions: <i>Does a poem have to "make sense" to the listener/reader? To the author?</i></p>				
<p>Outcome: <i>Participants examine some essential elements that will bring poetry to life for their students.</i></p>				

<p>Objective 1: Students can write using each of the elements/devices.</p>	<p>1. Write a line or two (doesn't have to be a complete poem) that illustrates each of the previously explained elements. Read and comment on at least one peer's examples.</p>	<p>A) Participant should have a post with 5 original attempts at the elements/devices. Not graded on success of the attempts. Will discuss and edit/improve on them afterwards. B) Has posted a comment on at least one peer's examples.</p>	<p>STANDARD 2 - KEY IDEAS - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. - P.I. - 2-4.W.1 Begin to develop a voice in writing L.C. - Begin to use literary devices such as simile and figurative language</p>	<p>30 minutes</p>
---	--	--	---	-------------------

<p>Objective 2: Students can explain how each of these devices can be an asset in creating style, feelings or meaning when constructing a poem.</p>	<p>2. Write a list of each of the 5 devices. For each, explain the style, sound, feeling, meaning or imagery created by using this device. Read and comment on at least one peer's explanations.</p>	<p>A) Participant should have a written explanation of the style, sound, feeling, meaning or imagery created by each of the 5 devices. B) Has commented on one person's explanations</p>	<p>ELA SANDARD 3 - KEY IDEAS - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based. P.I. - Use relevant examples, reasons, and explanations to support ideas</p>	<p>1 hr.</p>
<p>Week 6</p>				

<p>Essential Questions: <i>How can a multi-media approach enhance the process of teaching/learning to write poetry? Why is publishing so important to learning? How can creative methods of publishing help illustrate the feelings or the message of a poem?</i></p>				
<p>Outcome: <i>Participants have knowledge of ways to incorporate multi-media approaches to teaching and publishing poetry.</i></p>				

<p>Objective 1: Student is aware of several ways to publish student poetry.</p>	<p>1. Watch the following video-slide show of numerous examples of poems published in different ways. Comment on the method of publishing you liked the most in the video. If there are some other ways to publish a poem, that were not covered in the video, that you know of or have actually done yourself, talk about them in your post.</p>	<p>Student has commented about at least one method shown in the video.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. P.I. - 2-4.W.13 Use word processing- P.I. - Use a computer to create, respond to, and interpret literary texts L.C. - Use legible print and/or cursive writing L.C. - Use a variety of media, such as print and electronic, when writing L.C. - Exhibit personal voice when writing L.C. - Publish writing suitable for a variety of</p>	<p>30 minutes (slide show is 5 minutes itself)</p>
--	---	--	---	--

<p>Objective 2: Students will generate a list of publishing methods that they can use in their teaching environment.</p>	<p>Create a "Top 5 List" of methods of publishing student poetry, the best ways to publish -or- methods that you feel you can apply in your particular teaching situation. You can also include methods that you aspire to and will try to facilitate in the future. For each one, explanation of why you chose that method. Read and respond to one of your classmates "Top 5's".</p>	<p>A) Student has a list of 5 methods of publishing, based on the video, methods provided by their peers, or their own ideas. B) There should also be an explanation of why each one made the list. C) Participant should have commented on one classmates Top 5 List.</p>	<p>Same as above</p>	<p>15 minutes</p>
<p>Objective 3: Participants will experience publishing a poem using one of the methods.</p>	<p>Participants will choose one of the methods of publishing in their Top 5 and publish the poem they wrote in the earlier assignment. Post a comment on one other persons published poem.</p>	<p>Participants get credit for successfully publishing their poem in one of the methods in their Top 5.</p>	<p>Same as above</p>	<p>30 minutes</p>

<p>Objective 4: Students will discuss reasons for publishing student work.</p>	<p>4. What are the reasons for publishing student work? If you had to pick one that was the most important, which reason would it be? Post your "Most important reason to publish student work" with a short explanation as to why you feel that one is the most important. Then read and comment one other person's choice.</p>	<p>A) Participants will post up their reason. B) It should be accompanied with an explanation of why it was chosen. C) Participant should have commented on another teacher's post.</p>	<p>ELA STANDARD 2 - KEY IDEAS - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. L.C. - Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet</p>	<p>30 minutes</p>
---	--	---	--	-------------------

<p>Objective 5: Participants will develop lesson plans on the elements of poetry presented in the course and share them with each other.</p>	<p>5. Create a Lesson Plan for one of the Literary devices discussed, that addresses different learning styles and incorporates a multi-media approach. Post up your Lesson Plan. Leave a comment on at least one of your peer's Lesson Plans.</p>	<p>Each teacher must have posted at least one lesson plan and commented on someone else's plan. The lesson plans will not be deconstructed but must address different learning styles and incorporates a multi-media approach, to be acceptable for the assignment..</p>	<p>All ELA STANDARDS listed thus far are incorporated in the Lesson Plans for teaching Elementary students</p>	<p>1 hour</p>
<p>Objective 6: Participants will develop lesson plans on the poetry forms presented in the course and share them with each other.</p>	<p>6. Create a Lesson Plan for one of the poetry forms discussed, that addresses different learning styles and incorporates a multi-media approach. Post up your Lesson Plan. Leave a comment on at least one of your peer's Lesson Plans.</p>	<p>Each teacher must have posted at least one lesson plan and commented on someone else's plan. The lesson plans will not be deconstructed but must address different learning styles and incorporates a multi-media approach, to be acceptable for the assignment..</p>	<p>All ELA STANDARDS listed thus far are incorporated in the Lesson Plans for teaching Elementary students</p>	<p>1 hour</p>
<p>Week 7</p>				

<p>Essential Questions: <i>How should poetry be assessed? Can it be quantified to formulate a grade?</i></p>				
<p>Outcome: <i>Students will have a better idea of how to apply Standards to student work, assess progress and assess their own assessment strategies. Participants debate the merits and ills of grading poetry. (Open ended, no one right answer).</i></p>				
<p>Objective 1: Teachers will know how the State Educational Standards are being addressed in their lesson plan.</p>	<p>1. Read the following NYS Standards for Language Arts. You must find at least one Standard that is addressed in your lesson. You may find more than one. Post as many as you can find which are addressed in your lesson plan, explaining which part of your lesson is informed by that Standard. You must have at least one, but the more the better.</p>	<p>Student has explained how one or more of the Standards informs their lesson or is addressed by the lesson.</p>	<p>All the ELA Standards addressed in this course are addressed.</p>	<p>1 hour</p>

<p>Objective 2: Student will know how to rate their students work.</p>	<p>2. Do you think a poetry can be / should be graded? Why or why not? Post up your answer and opinion. If you feel it cannot or should not be graded, how will you assess and rate your students' progress or mastery of writing poetry?</p>	<p>Participant has submitted a post, answering the questions and explaining his / her views.</p>	<p>All the ELA Standards addressed in this course are addressed.</p>	<p>30 minutes</p>
<p>Objective 3: Teachers will have a Rubric for judging and rating their student's poems.</p>	<p>3. Use the instructions of your assignment and the Standard(s) addressed, to come up with a Rubric for judging and rating students' poems. Read and offer constructive response to at least one of your classmates' Rubric.</p>	<p>A) Student has posted a Rubric to be used to grade student poetry B) has posted a comment on peer's Rubric</p>	<p>All the ELA Standards addressed in this course are addressed.</p>	<p>1 hour</p>
	<p>4. Read comments and decide how you can improve upon your Rubric. Post about changes made. Attach updated Rubric.</p>	<p>Rubric is reviewed again.</p>		<p>15 minutes</p>
<p><i>COURSE EVALUATION</i></p>				<p>15 minutes</p>