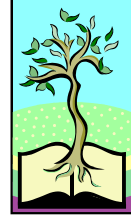# Poetry Pop-Up:
Grade : 3-Adult
An integrated lesson plan covering 1 session of approximately 2 hours.

Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

Poetry is a process. The words contained in a poem must have meaning to the writer, which go beyond letters on paper. They should hold imagery as their goal. This is a concept that must be developed. This lesson involves students in the process of selecting words, formatting them into a pop-up (accordion fold) book, and using adding clip-art or digital photography to the words. In this process, they are gaining a greater connection to those elusive, imagery words.

Lesson Objectives

Lesson Project: Create a Poetry Pop-Up Book

Project Objectives: When students complete this project, they will be able to…
- **Use the Thesaurus**
- **Release their creativity through poetry**
- **Use Microsoft Word for the creation of formatted poems with pictures**
- **Import pictures (clip-art or digital photography)**

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to…

Reading:	Find and use thesaurus entries
Writing:	Create simple rhyming sentences
Technology:	Apply basic Microsoft Word features (text formatting, etc.) to create pop-up book pages
Mathematics:	Use a ruler to create tagboard book covers

State/National Standards

Reading and Writing Skills:
1. **Students read and understand a variety of materials.**
2. **Students write for a variety of purposes and audiences.**
3. **Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**
4. **Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**
5. **Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**

Websites

Required:
http://www.rhymezone.com/

A very nice and user-friendly site! The search box at the top of the site's home page serves as a thesaurus, dictionary, and rhyme-finder. Just type in a word, click "Go Get It" and you're on your way!

Support:
http://www.briancurtis.co.uk/verse/
For the students who loved the first piece of Gladiator- The tale of Bigoon, visit this site. Brian Curtis- illustration & verse for children (the author's website, featuring none other than—GLADIATOR)

 http://www.geocities.com/lissareneev/modern_mother_goose.html
A very nice page with modern mother goose rhymes. One rhyme is a twist "My son Scooter… playing on my computer".

http://www.geocities.com/infonorway/art/literature/xanadu.html
Embark on a rhyming journey to the land of Xanadu. Several rhyming poems that form the story of three children and their fantastical journey.

Pre-requisites

Read at a 3rd grade level or above. Basic knowledge of Microsoft applications (i.e. opening a program, etc.)

Required Materials

- Examples of short rhyming sentences
- Tagboard or Poster Board (for templates)

Handouts
All handouts are included at the end of the lesson plan.

- Rhyming Examples
- Photography/Clip-Art Examples
- Pop-Up Book Worksheet
- Example Pop-Up Book

Required Equipment/Technology

- 1 computer with Microsoft Word for every group of 2 or 3 students.
- Printer.

THE LESSON

Note: Students do not learn from what <u>you</u> do but from what you have <u>them</u> do.

Preparation

Activity	Time Estimate	Instructor Notes
Show & Tell: Haiku	15 –20 min	**The purpose of poetry- including haiku- is imagery. However, we have to develop the skill of imagery. The haiku handouts at the end of this lesson have photos contained in them. If you can, try printing these pages in color and laminating them. The students begin to develop poetic imagery by sharing the haiku combined with photos.** **Point out the style of haiku, but stress imagery! The purpose of this lesson is not the creation of perfect stanzas or meter, but to use poetry creatively.**

Presentation

Activity	Time Estimate	Instructor Notes
Develop a Word List	20 min	**Begin teaching the use of a thesaurus with words you have provided. Then involve the students in adding more words to these, creating a word sheet. These words will then be used in the poetry database.**
Poetry Database	30-45 min	**Gather the students into groups of two or three. When creating the groups, think about the strengths of students you place together. This type of activity enables students to help one another, without singling out individual students' weaknesses.** **For the database activity, you might decide to create the database yourself, and only have the students fill the database in.** **When the database has been created, show the students how to navigate the database, entering in the words from their Word Sheet.** *** When entering words, require that all words be written in CAPS LOCK- learning disabled students recognize upper-case letters more easily.**

Practice and Performance
(Students help you perform the project steps. You help them perform project steps.
They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
Print	10 min	**The student groups should work together to print their database onto the magnetic sheet. They will then cut the sheet, separating each word into blocks.**
Create Poetry	30 min	**Now for the fun part- let the students create their own poetry. A fun idea would be to allow the students a magnetic area to post their masterpiece, or to create an "Artist Showcase". This would involve framing the finished poem, along with a photo that the student felt represented what their imagery was about.**

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- Did I address the instructions on each activity to meet the needs of the students?
- Did I allow enough time for each lesson?
- Was I knowledgeable with lesson to make everything clear to the students?

Performance and Practice (Student)

- Did the lesson provide a high enough interest to the students?
- Were the students feeling overwhelmed?
- Was the lesson plan and related activities flexible for the needs of all students and learning levels?

Technology

- Were the students comfortable using the technology from the lesson?
- Were the required sites accessible and understandable to the student?
- What is the "Real World" connection using this type of technology?

Handouts

The following pages contain the handouts associated with this lesson plan.
1. Example Poetry Pop-Up Book   (8 pages)
2. Poetry Pop-Up Book Instruction Handout   (5 pages)

Example Poetry Pop-Up Book Instructions:

The best way to teach is by example. Use these sheets as an example pop-up book.

1. Print 2 copies of each sheet.

2. Prepare one copy into a completed pop-up book, following the instructions on the handout.

3. You will use this prepared copy to demonstrate the finished product.

4. The second copy allows you to prepare the book along with your students.

Leaping

Frog

Phebe Durand
Mountain Plains Distance Learning Partnership 2002

Sleeping

o o w n
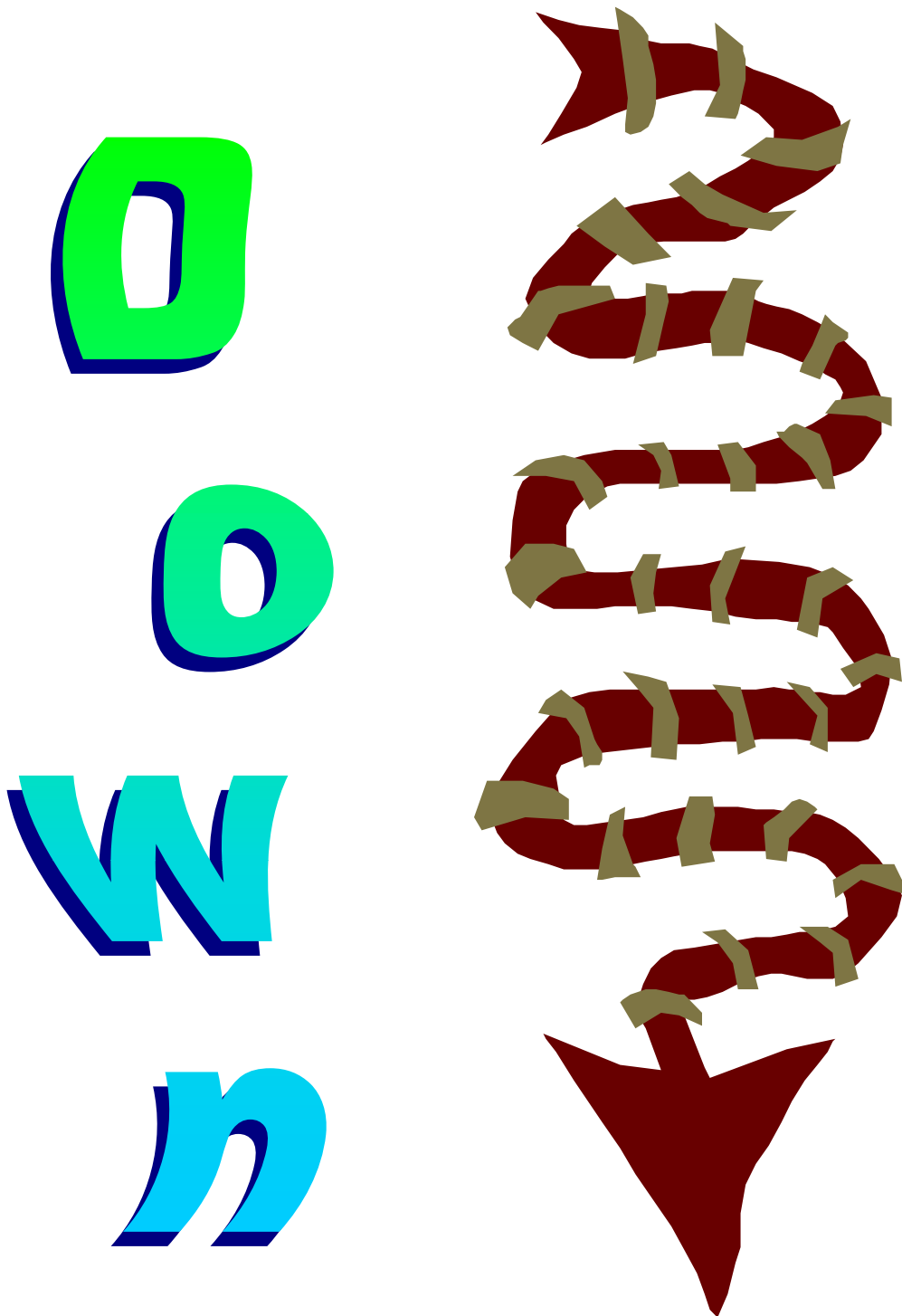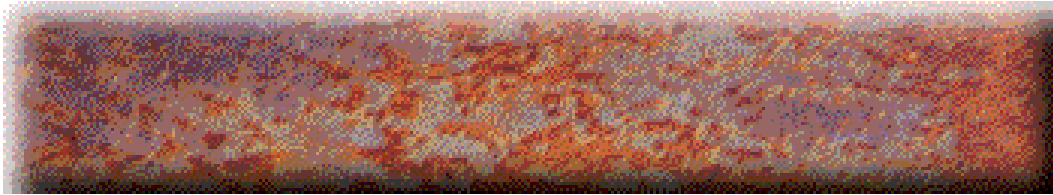
Brown

Log.

Poetry Pop-Up Book

Materials

Heavy-weight Scrapbooking
paper
(cut 5 ½ x 5 ½ inches for
covers)

Scissors   Paper punch
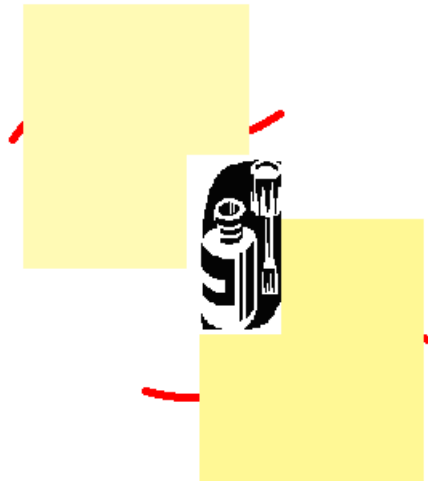Ribbon   White Glue
Rulers

Directions

1. Begin by rubbing glue on the back of each 5 ½ x
   5 ½ piece of scrapbooking paper to make the
   covers of your book.
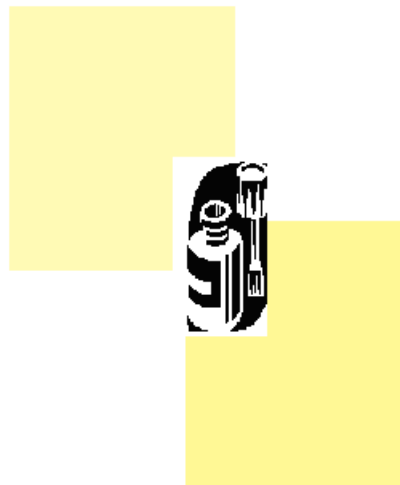
2. Place one strip of ribbon in the middle of each
   glued side cover.
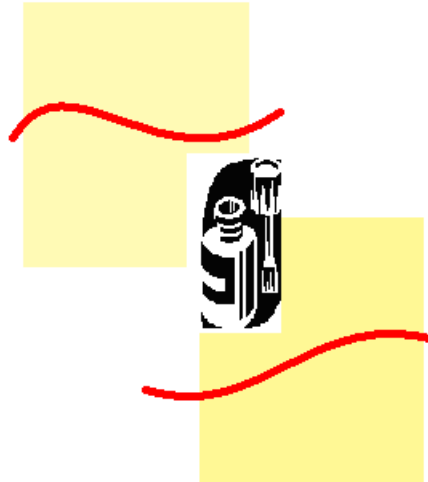
3. Cover the ribbon with another sheet of scrapbooking paper.

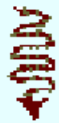4. Create a Rhyming Sentence using 7 Imagery Words. Use a Thesaurus.

Winding

Paths

Crying

5. Type the sentence in Microsoft Word. Each word should be on its own page.
6. Find Clip-Art or use a Digital Camera to make pictures for each word. Place the pictures on the page it belongs.
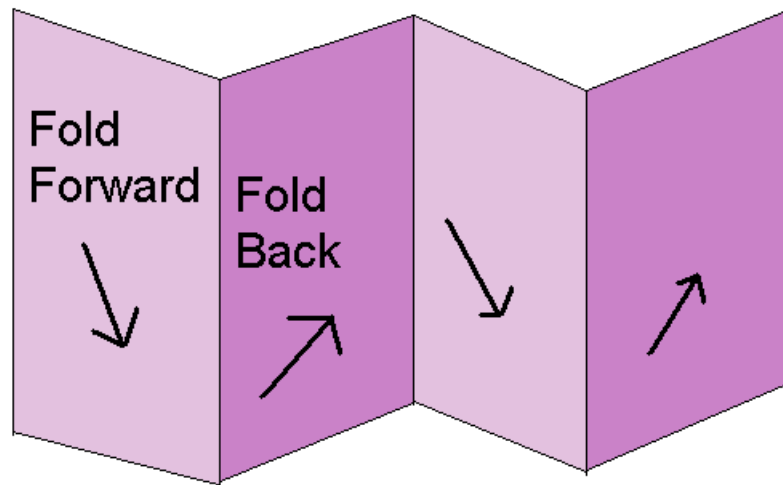
Winding

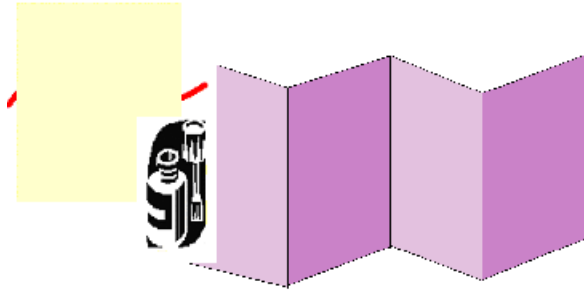Paths

Crying

7. Print out the Rhyme Pages.

8. Lay each Rhyme Page out. Glue the pages together, with one edge on top of the other.

9. Bend each page at the glued edge. Fold backward and forward until you reach the end.

10. Glue each blank end of the folded poetry pages to the covers.

11. **Success! Now fold your book together and tie it shut with the ribbons.**

Great Job!!!

Activity Checklist

	Show & Tell: Show the students the examples poetry pop-up book and other rhyming examples, like Shel Silverstein. Share what different rhyming poems mean to you- is there a childhood memory you can share? **Don't forget the PowerPoint that goes with this lesson.**
	Use a Thesaurus: Teach the use of a thesaurus while teaching how to rhyme, and the student will immediately see a use for the thesaurus. Explain similes, "word shadows" and how these shadows can make a simple word much more mysterious or fun.
	Create rhyming Sentences: Help the students create their own, 7-word rhyming sentence. It can be silly, but must connect in some way. In other words, it can not be seven completely disconnected words that happen to rhyme.
	Microsoft Word: The students should input the poetry in Microsoft Word themselves. For each word, they use a separate page and at least one graphic that represents the word to them.
	Create Pop-Up: Once the sentences have been typed, print the sheets and help the students create the Pop-Up Poetry book to show off their new talent.

Lesson Rubric

Score	Description
4	~ Focused on the lesson and project. ~ Good understanding of imagery. ~ Used a 7-word rhyming sentence. ~ Participated and cooperated with their group very well.
3	~ Focused on topic. ~ Average understanding of imagery. ~ Used a 7-word rhyming sentence. ~ Participated and cooperated with their group well.
2	~ Somewhat focused on topic. ~ Poor understanding of imagery. ~ Used a 7-word rhyming sentence. ~ Participated and cooperated with their group well.
1	~ Not focused on topic. ~ Poor understanding of imagery. ~ Less than 7 words or very little to no rhyming. ~ No or very little participation and cooperation with group.