



## Fluency through Poetry and Technology

<b>Curriculum Area(s):</b> Reading	<b>Grade Level:</b> 7
<b>Time Required:</b> 5 – 45 minute sessions	<b>Instructional Groupings:</b> Partners
<p><b>Standards:</b> RL 7.5 Analyze how a drama’s or poem’s form or structure contributes to its meaning. RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
<p><b>Materials:</b> iPads, Internet</p>	
<p><b>Overview:</b> To read a poem with expression in order to convey meaning to the poem and to improve fluency through prosody.</p>	
<p><b>What will I differentiate?</b> Process will be differentiated by modifying the materials and through student groupings. Product will be differentiated by giving choices in final product.</p>	
<p><b>How will I differentiate?</b> Materials will be modified by providing groups with poems based on reading levels and interest. They are also given a choice on the poem. Partners will be determined based on student’s reading levels. A higher level reader will be paired with a lower level reader. Students can choose whether they read the poem live to the class or pre-record their poem and play it for the class as a voice-over.</p>	
<p><b>As a result of this lesson/unit, students will...</b></p>	
<p><b>Understand:</b> Can students improve their reading fluency by deciding where in the poem a reader should get louder, softer, pause, or use voice to convey meaning by reading the poem out loud?</p>	
<p><b>Know:</b> Navigation of iPad. Use PowerPoint. Record on iPad. Know how to edit documents by highlighting/adding notes with stylus/editing app.</p>	<p><b>Do (Skills):</b> Fluently read a poem. Find meaning in the text. Communicate an interpretation of the text to the audience. Read on level poetry with purpose, understanding, accuracy, appropriate rate and expression.</p>
<p><b>Pre-Assessment:</b> After students have chosen their poem, students will read the poem individually to the teacher. Teacher will note prosody by scoring on a rubric.</p>	
<p><b>Steps in the Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Chose a poem for whole-group lesson and display it on a projector.</li> <li>2. Read the poem out loud to students and then have students read it aloud together</li> </ol>	

with the teacher.

3. Explain to students that poets often use line breaks, punctuation, and empty space as cues for the reader to read their poem with expression. To read with expression means that readers use their voice to create sounds and silences that convey meaning. Ask students to identify places in the poem where the poet uses line breaks, punctuation, or capitalization to cue the reading of the poem. Highlight these places on the overhead.
4. After whole-group lesson, assign partners based on reading levels. Students will be given a list of resources to look for poems.
5. Students will use their iPads to look through these websites and choose a poem.
6. Students will read their poems to the teacher individually one-by-one. (*pre-assessment*)
7. Each student will have their poem on their iPad. Partners take turns reading the poem out loud slowly and with deliberate expression. The student not reading marks up the poem (use stylus to highlight, add notes, and edit) showing where his or her partner got louder, softer, paused, or used voice to convey meaning. (This process should be modeled before partners work independently.) After each student takes a turn reading the poem out loud, partners come to a consensus about how the poem is best read, and together mark up the text.
8. Students will use their iPad to create a PowerPoint presentation that visually shows the expression partners have agreed to read in their poem. (eg. Type the poem in PowerPoint using all capital letters, bold/underline text, massive font, italicized text, font color, different slides, long/short transition time, slides with no words, words placed in one corner, words sized to fill an entire slide, etc.)
9. Students will show their presentation and read their poem to the class or pre-record as a voice over to the presentations using the recorder on the iPad. Each individual student must read or pre-record the poem.

**Differentiation:** Students may choose to read their poems live to the class or pre-record their poems as a voice over to the PowerPoint presentation.

**Closure Activity/Wrap-up:** Students will read their poems and show their presentations to the class.

**Post-Assessment:** Teacher will note prosody during presentations compared to pre-assessment.

Additional Resources: Websites that provide poetry

<http://poetryzone.woodshed.co.uk/index2.htm>

<http://epc.buffalo.edu/e-poetry/>

<http://www.poets.org/>