

# Using Technology to Differentiate Instruction

## Lesson Plan Outline



1. Lesson Title: Poetry Podcast

2. Date of Implementation: April

3. Lesson Author(s): Tara Bendekovits, Denise Nolder, and Cindy Pizzoferrato

4. Subject Area(s): Language Arts

5. Grade Level: 3rd

6. Approximate Time Needed: 3-5 days

7. PA Content Standard(s): 1.1 Genre  
1.4 Types of writing  
1.5.3 Quality of writing  
1.6 Speaking and listening

8. Objectives/Lesson Outcomes:

1. The students will write a poem to correspond with a specific picture.
  - a. Photos may be taken with a digital camera
  - b. Photos may be create in Tux Paint
2. The students will add text to their photo and give it a title.
3. The students will create a poem (ie Haiku, limericks) and practice reading it fluently.
4. The students will use Photo Story to record their voices reading their poems.

9. Materials and Resources Required:

A. Technology (include location and equipment):  
Digital camera, desktop, Photo Story, Tux Paint, microphone

B. Printed Materials:

Examples of different types of poetry

Poetry Planning Sheets (to assist in writing their poems)

#### **10. Lesson Procedures:**

##### **Using digital camera:**

1. Using a digital camera the students will take a picture of a sign of spring.
2. The students will study the photo and list words that describe the picture.
3. Introduce students to different types of poetry (ie Haiku, Limericks, Cinquain etc).
4. Teacher will model using the think aloud strategy the writing process for creating poetry.
5. The students will create their poem using a guided worksheet.
6. Introduce students to Tux Paint and have them create a picture to enhance their created poem. ( make sure to title the poem)
7. The students will practice reading their poem fluently.
8. Using Photo Story the students will add text to their photo and record their voices reading their poem.

##### **Using Tux Paint:**

1. Introduce students to different types of poetry (ie Haiku, Limericks, Cinquain etc).
2. Teacher will model using the think aloud strategy the writing process for creating poetry.
3. The students will create their poem using a guided worksheet.
4. Introduce students to Tux Paint and have them create a picture to enhance their created poem. ( make sure to title the poem)
5. The students will practice reading their poem fluently.
6. Using Photo Story the students will add text to their photo and record their voices reading their poem.

#### **11. Modifications for Differentiated Instruction:**

##### **A. Remediation:**

Create a planning sheet that students use rhyming words to complete the poem. Additional assistance when using Photo Story.

##### **B. Enrichment:**

Students will create a Photo Story using several photos to illustrate their poetry. For example students can add background music, transitions, and special effects.

## 12. Student Assessment:

4	3	2	1
<ul style="list-style-type: none"><li>-Focused on topic</li><li>-Good understanding of poetic devices</li><li>-Read fluently</li><li>- Poem shows creative, vivid language</li></ul>	<ul style="list-style-type: none"><li>- Focused on topic</li><li>- Average understanding of poetic devices</li><li>- Read fluently</li><li>- Some use of creative, vivid language</li></ul>	<ul style="list-style-type: none"><li>- Somewhat focused on topic</li><li>- Poor understanding of poetic devices</li><li>- Some fluency mistakes</li><li>- Little use of creative, vivid language</li></ul>	<ul style="list-style-type: none"><li>- Not focused on topic</li><li>- Poor understanding of poetic devices</li><li>- Several fluency mistakes</li><li>- No creativity or inappropriate use of language</li></ul>