

Lesson 2

English Language Arts Standards and Benchmarks:

Michigan Language Arts Standard(s) and Benchmark(s):

Content Standard 1: All students will read and comprehend general and technical material.

- Benchmark 1: Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

- Benchmark 1: Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.
- Benchmark 3: Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

Content Standard 3: All students will demonstrate, analyze and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

- Benchmark 3: Read and write fluently, speak confidently, listen and interact appropriately in situations, view knowledge and represent creatively.
- Benchmark 5: Employ multiple strategies to construct meaning while reading, listening to, viewing or creating text.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.

- Benchmark 1: Identify and use mechanics that enhance and clarify understanding.
- Benchmark 2: Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.
- Benchmark 5: Describe and use the characteristics of various oral, visual, and written texts, and the textual aids they employ to convey meaning.

Technology Standards and Benchmarks

Michigan Technology Standards and Benchmarks:

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- Benchmark 3: Retrieve and communicate information using a technological system.

National Education Technology standards:

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning.
- Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Objective(s):

- To introduce students to the literary device, imagery, as a tool for writers to create an image in the readers mind.
- Students will find examples of imagery in the text, and focus on one word that describes the image they see, and then write a cinquaine poem to elaborate on the imagery.
- Students will create a computer image using KidPix Delux3 to convey their impressions of the author's imagery by creating a picture, and inserting their cinquaine poem.

Materials:

- ✓ Yang the Youngest and His Terrible Ear, by Lensey Namioka
- ✓ Vocabulary and Imagery worksheets (attached)
- ✓ Elmo projector/monitor
- ✓ Pencils/Paper
- ✓ Post-it notes
- ✓ Laptop computers
- ✓ KidPix Delux3 software

Procedures:

Anticipatory Set:

Write a sentence on the board (using metaphors) that describes something familiar to students using imagery to create a mental picture for students. Give various examples of metaphors and explain how writers use them to indicate a comparison with the literal usage. Explain that writers use metaphors to create an image in the readers mind. Imagery is the literary device writers use to create vivid pictures for readers.

Literature Component:

1. Introduce the vocabulary for chapters one and two prior to reading Yang the Youngest and His Terrible Ear. Have students work in groups of four to complete the vocabulary worksheet after discussing the words as a group.

2. As we read chapter one and two of *Yang the Youngest and His Terrible Ear*, have students use post-it notes to mark passages where the author uses imagery to create a picture.
3. After reading the chapters aloud, discuss examples of imagery that students found within the text.
4. Have students list on their imagery worksheets all the examples they found of imagery from the reading.

Guided Practice/Modeling:

- Together as a class, discuss what a cinquaine poem is and show an example using the Elmo projector. Review the various components of a cinquaine, for example, nouns and adjectives, as well as the format.
- Chose an example of imagery from their list and as a class, talk about what comes to mind when we hear the example. After selecting an example, as a class, decide on one word that best describes the mental image we have from the author. Use that word to model for the class how to write a cinquaine poem, encouraging them to think of words that describe the word. Be sure to model using a thesaurus to find different ways of saying a word to help students develop a unique cinquaine.
- Once students write a cinquaine on paper, use the classroom computer, projected on the TV screen, and show them how to open KidPix Delux3, and how to create a background picture using different stamps and background options. Using the class example poem, show students how to create a textbox in KidPix so they can write the cinquaine on their project. Next, show them the various options available for them to decorate their work.

Independent Practice:

1. After each student writes a poem and has it checked by the teacher, he or she may take a laptop computer to his or her desk.
2. Independently, students can open and begin the KidPix project. Students who finish their projects quickly may assist other students with the technical aspects of the project. Encourage students to share ideas and methods they found effective when creating their project.
3. Have students save their projects to their personal school file and save their work on a floppy A disk.

Closure:

Have students show examples of their work on the computer projected class screen.