

TAKE A LOOK AROUND YOU

Description of the task

In this task, students create a poetry-photo album using a presentation application. The theme of this album is centered on some aspect of their physical environment outside the school. Students work individually and in small groups at the computer.

Target group: adaptable to any level

Duration: 4-6 classes

Material: digital camera, presentation application (PowerPoint, ~~AppleWorks Slide Show~~, Key Note, etc.), notepads to record thoughts. ~~The task is presented here in AppleWorks Slide Show (see *How to set up your poetry-photo album using AppleWorks Slide Show*) and PowerPoint.~~

(09-05-15 update)

Other online presentation applications : Haiku Deck, Prezi, Google Slides.

Evaluation:

Cross-Curricular Competencies

To use creativity is targeted to see how well students express their ideas in new ways. The evaluation of the use of *Information and communications technologies (ICT)* in this task begins with the production of the slide show and focuses on the student's ability to create a poem-photo page in the slide show. The means of evaluation for both competencies is a Teacher Evaluation Checklist.

ESL Competencies

To write texts is targeted to evaluate the student's use of strategies. The means of evaluation is a Student Self-Evaluation Checklist.

Preparation of the activity

1) During class time, take an observation walk around your school and have students bring small notepads to draw and take notes in. Bring along a digital camera so students can take photos. When you return to class, discuss the different topics you have come up with.

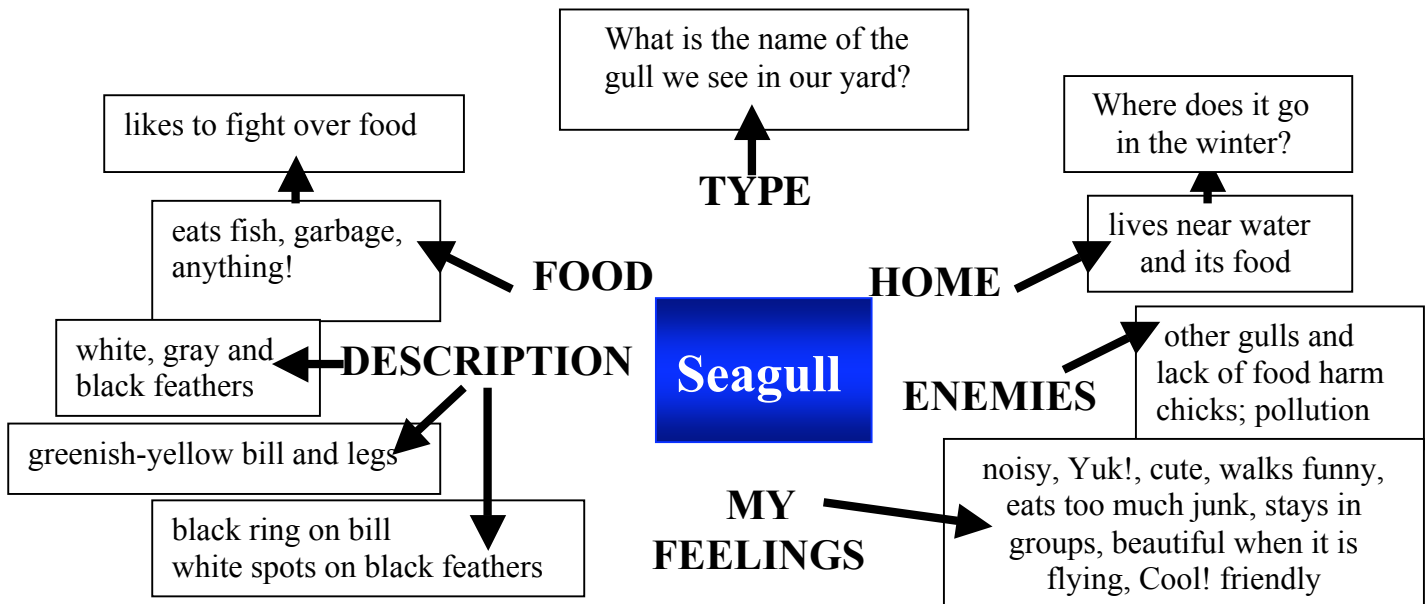
2) Select a topic that you found in your school's environment. Pick something obvious that you see everyday but look at it in a new way. Here are some ideas:

seasonal changes in a forest
birds in your schoolyard
trees planted by graduation classes
footprints in the snow
garbage in your schoolyard
images that cracks in rocks make

animals in your schoolyard
trees in your schoolyard
the school's neighbours
footprints in the mud
the school at nighttime
images that cloud formations make

3) Brainstorm with your students about what they felt, what they know, and what they need to know about their topic. This includes vocabulary. They may know that seagulls, for instance, eat dead animals and garbage, but they may not know the term "scavenger".

Draw a word web on the board with your topic in the centre. Write down everything you know and everything you want to know. Your students may need to do a little research to fill in the blanks.



Carrying out the activity

Poetry is about feelings. A student's response to a walk in the woods or seagulls flying in the schoolyard may not require any research. However, some students may need Internet time to look for information or vocabulary in order to write their poems.

Activity 1

You may have already read poems, chanted nursery rhymes or sung songs in your class. If not, it is important that you expose your students to some poetry before you ask them to write poetry. The more you do, the better the results. See the **Teacher's Page** for information and websites on different types of poems and how to write poetry in **About Poetry**.

Activity 2

After reading and enjoying poems your students can model, attempt a collective poem on the board where each group in your class gets to invent a line. Here is a word cinquain example (see **About Poetry** for more information):

Group 1 (chooses the topic)	<i>Seagulls</i>
Group 2 (describe)	<i>Noisy, screaming</i>
Group 3 (action)	<i>Fight over food</i>
Group 4 (feeling)	<i>Invade our recess fun</i>
Group 5 (another word for topic)	<i>Scavengers</i>

Activity 3

Next have students write their own poems. Include the stages of first draft, self and peer revision, and final copy.

Assimilation/Transfer of learning

Have students reflect on the strategies they used to get their ideas, to find the vocabulary they needed to express their ideas, and to structure their poems. Students then complete the **Student Self-Evaluation Checklist**.

Encourage your students to experiment with different poetry forms using topics of their choice.

Each student is now responsible for creating a page in the slide show. This involves selecting a photo or photos as a background, selecting type font and size for the poem, and planning the general layout of the slide.