



Poetry

A Vehicle to Improve Student Thinking, Writing, and Learning





Presented by:

- Joanne Arellanes
arellanesr@csus.edu
- Veronica Schwalbach
veronicaschwalbach@yahoo.com

7-8-9, *Poetry, Song, and Rhyme*
CRA
638 Camino De Los Mares Suite H130/476
San Clemente, CA 92673

2011





Outcomes

- How Learning Targets and Goal Setting Promote Efficacy (Autonomy)
- In Conjunction with Poetry
- Develop:
 - Critical Thinking: "Read Like a Writer"
 - Vocabulary Development
 - Improved Writing

Embracing Vocabulary

- Read a poem every day to your students to make oral/aural connections
- Keep lists of “sparkle words”
- Provide a plethora of exposure, not occasional forays (Kate Kinsella)
- Ultimately, hold kids accountable for using sparkle vocabulary

POET'S CHECKLIST



- Always start with ideas that sing in your heart.
- Choose sharp, juicy, whistling words.
- Rhyme is fine, but it must shine.
- Over and over and over—write, read, revise.
- See, touch, taste, smell, listen to your poem.
- Too sloppy? Recopy.
- Ideas dance on the polished page.
- Celebrate—you are a poet. Share, speak, sing.

BY Patricia Hubbard. Reprinted from *The Reading Teacher*, 56(6), p.814




Checklists

- First think: What do you want them to know and be able to do?
- Rubrics that show only the highest criteria for each trait.
- Help students break tasks into pieces
- Start with the most critical elements (learning target)
- Allow anyone to give clear feedback and next steps

SAT Reading, Writing Scores Hit Low

- “In many schools, especially those most impoverished, reading programs are not about building cognitive abilities or a love of reading. They are built around rote learning of language, and I think we are seeing the results of that.”

Kent Williamson, executive director NCTE

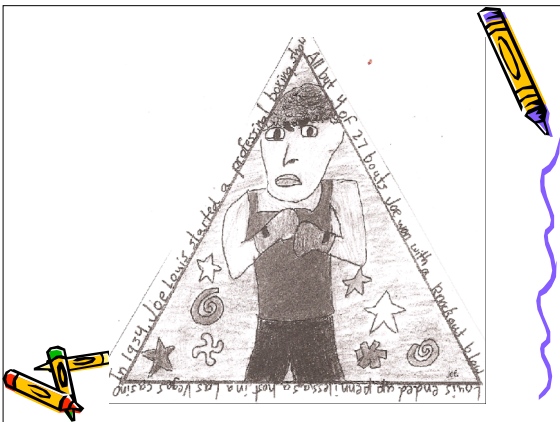
Wall Street Journal Sept. 15, 2011



Triangle Poem Checklist

- The last word in each line rhymes
- My poem tells something interesting or important about my topic
- My topic is named in at least one line of the poem
- My poem has three complete sentences that make sense no matter which line is read first
- Each line is written along one side of the triangle
- The picture fills the entire space inside the triangle and is completely colored
- The lines of the poem have been traced over with black pen
- My poem has correct: spelling
periods
capital letters





Bananas and Cream

Bananas and cream,
Bananas and cream,
All we could say was
Bananas and cream.

We couldn't say fruit,
We wouldn't say cow,
We didn't say sugar--
We don't say it now.

Bananas and cream,
Bananas and cream,
All we could shout was
BANANAS AND CREAM!
By David McCune



Targets in "Bananas and Cream"

- Develop rhythm and sensitivity to words in poetry (vocabulary)
- Use sorting and classifying skills to recognize and collect ideas that go together appropriately (critical thinking)
- Allows personal choice within format (leads to goal setting)



Format

____ and ____
____ and
All we could say was
____ and

We couldn't say ____
We wouldn't say ____
We didn't say ____
We don't say it now.

____ and ____
____ and
All we could shout was
____ and

** Consider substituting a sparkle word for "shout" such as "whisper," "sigh,"
"whine"to practice prosody



Acrostic Name Poems

Targets:

- 1) Brainstorm list of personal talents and interests (background knowledge)
- 2) Use precise descriptive verbs and adjectives (word choice)
- 3) Apply correct format and spelling (conventions)
- 4) Presentation enhances the poem (comprehension: highlights key ideas)



ABC LIST SCAFFOLD

- Separate handout to salt the mine/mind
- Moving down the continuum of accessibility.
- Allows students to begin the process more easily.



Scaffolding Example

- **A** always, art, artistic, a, an
- **B** believes, baseball, bakes, bats, better, bicycle, brilliant
- **C** creates, chocolate, camps, camping, candy, champion
- **D** dreams, dances, dancing, desires, determined, diving, draws, drawing
- **E** eats, excited about, eager to, earns, exciting, experiments with
- **F** football, feels, fantastic, fair, fast, father, first-rate, first-class, fishing, focused on, friendly
- **G** great, good, gathers, gentle, generally, gets, got, gives, goes, grateful
- **H** has, Halloween, hobby, hikes, hiked, hiking, hopes, hot dog, hamburger
- **I** ice cream, I, imagines, incredible, interested in, involved in
- **J** jeans, joyful, jumps, just about
- **K** keeps, kind, knows
- **L** loves, loving, likes, last (year, summer, etc.), lately, learning, library, likable, lived (looks, listens
- **M** makes, mother, math, macaroni, mainly, marvelous meet, met, might, musical
- **N** needs, nibbles, next, not, notices, normal
- **O** oh, one, operates, opens, outside
- **P** plays, partial to, passionate, patient, peaceful, people, plans, possibly, practices, puts, prefers
- **Q** quickly, quick, quiet
- **R** reading, raises, ready, reliable, respectful, responsible, rose, runs, ran
- **S** shares, soccer, swimming, swims, scores, sings, satisfied, sea, self-confident, shops, superior



Abigail

An adept artist I will become.
Babysitting a lovable pleasant baby is fun.
I am always caring and helpful to my friends.
Give money to the painted turtle for chronically ill children.
Always writing songs for the piano and recorder.
I will make a cookbook with delectable simple recipes for children to try.
Lovable and favorable for the world around me.



Acrostic Checklist

- Each line begins with a letter in my first name
- Each line of the poem tells something specific about me
- I have used precise verbs and adjectives to describe my interests and talents vividly
- All the words in my poem are spelled correctly
- The words in my poem are easy to read
- My poem is attractive
- One thing I want you to notice about my poem is _____
- One way I plan to improve my poem is _____



Apple Hill

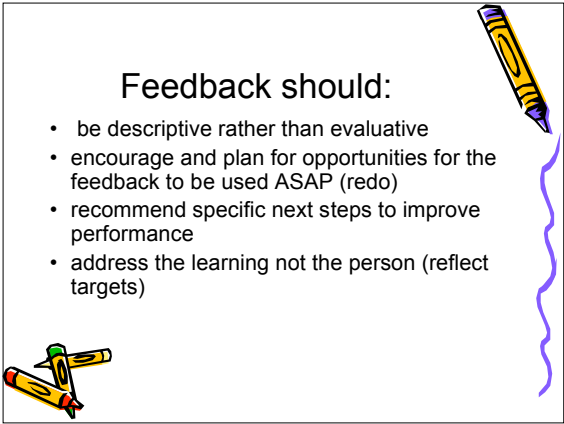
Apples ripening in the sun
Pie puffing up in the oven
Playing in the fall leaves
Lots of hot chocolate
Eating hot, crispy, fresh out of the oven pie

Hot soup warming me up
Indoor dinners with my whole family
Lunch on top of Apple Hill
Lovely Thanksgiving dinner



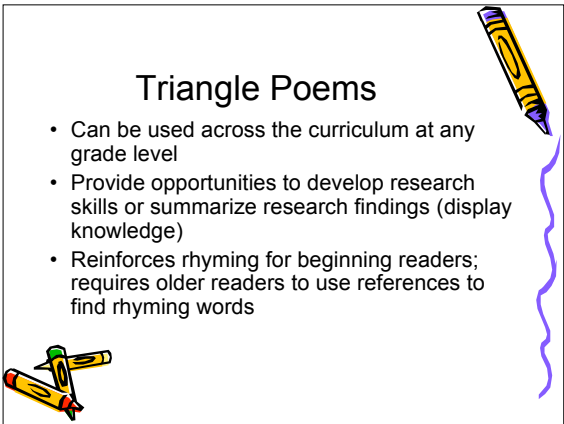
Feedback should:

- be descriptive rather than evaluative
- encourage and plan for opportunities for the feedback to be used ASAP (redo)
- recommend specific next steps to improve performance
- address the learning not the person (reflect targets)



Triangle Poems

- Can be used across the curriculum at any grade level
- Provide opportunities to develop research skills or summarize research findings (display knowledge)
- Reinforces rhyming for beginning readers; requires older readers to use references to find rhyming words

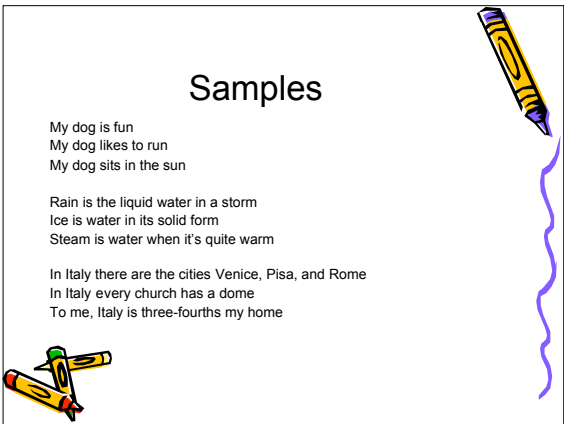


Samples

My dog is fun
My dog likes to run
My dog sits in the sun

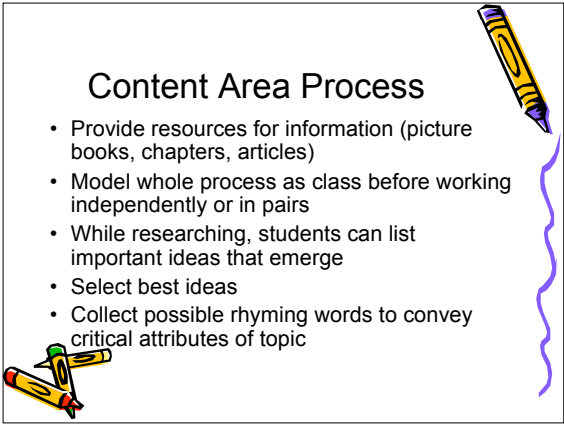
Rain is the liquid water in a storm
Ice is water in its solid form
Steam is water when it's quite warm

In Italy there are the cities Venice, Pisa, and Rome
In Italy every church has a dome
To me, Italy is three-fourths my home



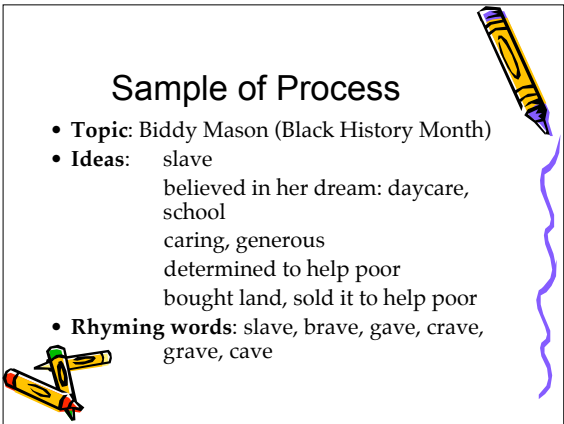
Content Area Process

- Provide resources for information (picture books, chapters, articles)
- Model whole process as class before working independently or in pairs
- While researching, students can list important ideas that emerge
- Select best ideas
- Collect possible rhyming words to convey critical attributes of topic



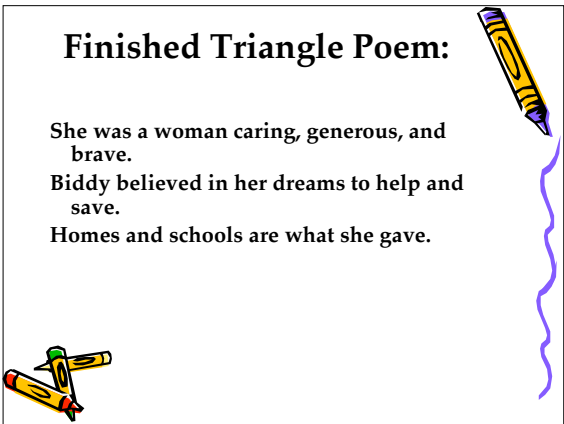
Sample of Process

- **Topic:** Bidy Mason (Black History Month)
- **Ideas:**
 - slave
 - believed in her dream: daycare, school
 - caring, generous
 - determined to help poor
 - bought land, sold it to help poor
- **Rhyming words:** slave, brave, gave, crave, grave, cave



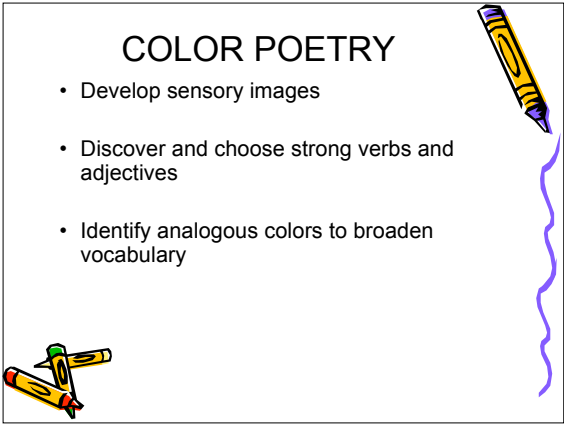
Finished Triangle Poem:

She was a woman caring, generous, and brave.
 Bidy believed in her dreams to help and save.
 Homes and schools are what she gave.



COLOR POETRY

- Develop sensory images
- Discover and choose strong verbs and adjectives
- Identify analogous colors to broaden vocabulary



Color Poetry Checklist

CONTENT:

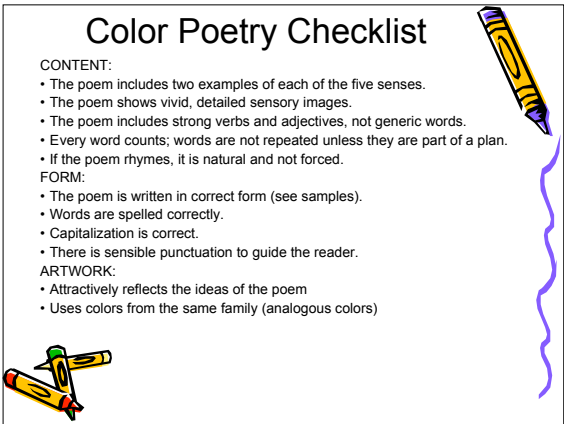
- The poem includes two examples of each of the five senses.
- The poem shows vivid, detailed sensory images.
- The poem includes strong verbs and adjectives, not generic words.
- Every word counts; words are not repeated unless they are part of a plan.
- If the poem rhymes, it is natural and not forced.

FORM:

- The poem is written in correct form (see samples).
- Words are spelled correctly.
- Capitalization is correct.
- There is sensible punctuation to guide the reader.

ARTWORK:

- Attractively reflects the ideas of the poem
- Uses colors from the same family (analogous colors)



Green

Green is the quiet of a secret garden
 The smell of mint,
 A cricket's chirp
 Pickles,
 And a leprechaun.

Green is the mountains and algae-filled ponds,
 Happiness and mold
 It's the feeling you get when you have the flu.

Green is sour
 It's broccoli and lizards, celery
 And loneliness.

Cold is green
 And frostbite
 Green is lime
 And crunchy salads.



Brown

Look at brown...

Sweet cinnamon sticks melting in hot cocoa.
 Hundreds of freckles sprinkled on a little girl's face.
 An old, dying, leafless tree in a forest full of evergreens in Winter.

Listen to brown...

A child jumping up and down in a large puddle of mud going
 "squish, squash, squish, squash!" just after a rain storm,
 The chopping of wood getting ready to go in the fireplace.

Touch brown...

The feel of the teddy bear you curl up with at night,
 The feel of sandpaper in my dad's workshop while building a birdhouse.

Taste brown...

Hot brownies that just came out of the oven and a glass of cold milk,
 Cinnamon toast on a Winter morning,
 Roasted marshmallows and sticky s'mores on a cool evening on a
 camping trip,
 The crunchy bacon with scrambled eggs at breakfast time.

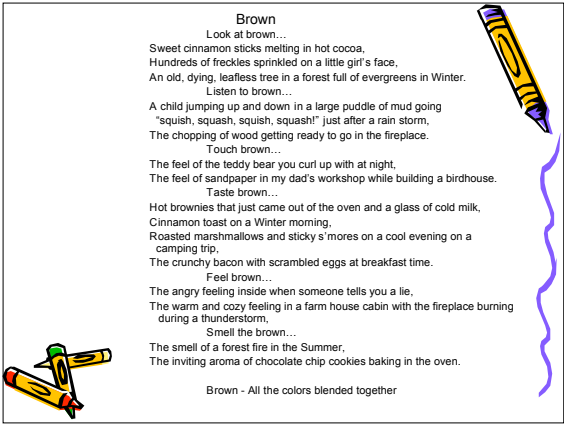
Feel brown...

The angry feeling inside when someone tells you a lie,
 The warm and cozy feeling in a farm house cabin with the fireplace burning
 during a thunderstorm,

Smell the brown...

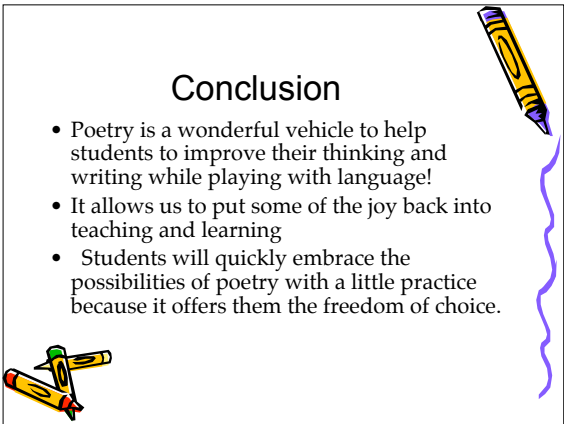
The smell of a forest fire in the Summer,
 The inviting aroma of chocolate chip cookies baking in the oven.

Brown - All the colors blended together



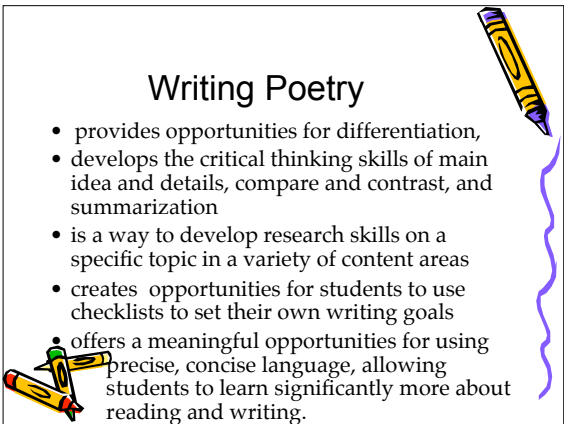
Conclusion

- Poetry is a wonderful vehicle to help students to improve their thinking and writing while playing with language!
- It allows us to put some of the joy back into teaching and learning
- Students will quickly embrace the possibilities of poetry with a little practice because it offers them the freedom of choice.



Writing Poetry

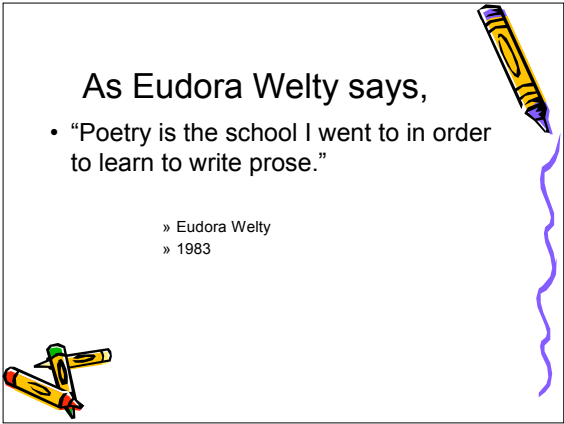
- provides opportunities for differentiation,
- develops the critical thinking skills of main idea and details, compare and contrast, and summarization
- is a way to develop research skills on a specific topic in a variety of content areas
- creates opportunities for students to use checklists to set their own writing goals
- offers a meaningful opportunities for using precise, concise language, allowing students to learn significantly more about reading and writing.



As Eudora Welty says,

- “Poetry is the school I went to in order to learn to write prose.”

» Eudora Welty
» 1983



So...

- Surround students with the sounds of poetry in all parts of the school day.
- Expose them to the soaring possibilities of language.
- And start them writing poetry!

