

Teaching Poetry to Struggling Learners

Level: Intermediate ESE

Time Required	3-45 minute language arts class periods <i>Time should be adjusted accordingly based on the level of student ability.</i>
Goals/ Objectives	<ul style="list-style-type: none"> • The student will explore three forms of poetry. • The student will apply appropriate parts of speech to write a poem. • The student will explore rhythm and rhyming patterns.
Materials	<ul style="list-style-type: none"> • Poetry examples (see additional resources) • Poem templates for limerick, haiku, and cinquain • Poem reference sheet for teachers • Rhythm sticks, triangle, maracas or other small percussion instrument • Computer with MS Word • Projector • CD or Tape recordings of poems • Listening station
Procedures	<p><i>Introduce Poetry</i></p> <ol style="list-style-type: none"> 1. Introduce poetry by reading and discussing a poem of choice. 2. Ask students to describe the qualities of a poem. 3. Read a second poem of a different style and repeat procedure. 4. Read a poem that does not rhyme. Explain that not all poems have to rhyme. <p><i>It is helpful to provide books and Internet resources to explore during free reading time.</i></p> <p><i>Day 1: Explore Cinquains (20 minutes-adjust if necessary)</i></p> <ol style="list-style-type: none"> 5. Read example cinquain. 6. Explain that a cinquain follows a very strict format. 7. Refer to Poem reference sheet 8. Pass out poem template sheet to students 9. Display sheet using computer and projector. If a projector is not available, copy the template onto the board. 10. As a class, brainstorm topics. Remember that the first line is the title/ topic and is one word with two syllables. 11. After the topic is selected, continue brainstorming words that describe, show action, and express feeling. 12. Work together as a class to fill in the template. 13. A second example should be provided if students express lack of understanding or difficulty. <p><i>Day 1: Write Cinquain (25 minutes- adjust if necessary)</i></p>

14. Students should use template to write their own cinquain following the example procedure.
15. Students may share their poem with their peers at the end of the class.
16. Students who have not completed a poem may select a cinquain from provided books or Internet resources to share with the class.
17. Students should read poem with correct rhythm pattern.
18. Students who finish early or wish to have extra practice with rhythm should visit the listening station to hear recordings of poems being read.

Day 2: Explore Limericks (20 minutes- adjust if necessary)

19. Read example limerick.
20. Pass out rhythm instruments.
21. Practice hitting or shaking instrument to the syllables in student's name or name of school.
22. When students are comfortable using instruments and have demonstrated understanding of syllables, slowly re-read poem.
23. Have students play instruments along with the reading of the poem.
24. Ask students to count the number of syllables in each line.
25. Ask students to identify the rhyming words in the poem.
26. Explain that a limerick follows a procedure like a cinquain but is often comical and silly. Limericks sometimes use made up words or describe impossible events or actions.
27. Refer to Poem reference sheet
28. Pass out poem template sheet to students
29. Display sheet using computer and projector or copy onto board.
30. As a class, brainstorm ideas for a limerick.
31. Use instruments to count syllables in each line.
32. Remind students to check rhyming pattern according to template.

Day 2: Write Limericks (25 minutes- adjust if necessary)

33. Students should use template to write their own limerick following the example procedure.
34. Students may share their poem with their peers at the end of the class.
35. Students who have not completed a poem may select a limerick from provided books or Internet resources to share with the class.
36. Students should read poem with correct rhythm pattern.
37. Students who finish early or wish to have extra practice with rhythm should visit the listening station to hear recordings of poems being read.

Day 3: Explore Haikus (20 minutes- adjust if necessary)

	<p>38. Read example haiku. 39. Review syllables using instruments if necessary. 40. Explain that haikus are very short and usually describe something in nature but can be about anything. 41. Remind students that haikus do not rhyme. 42. Refer to Poem reference sheet 43. Pass out poem template sheet to students 44. Display sheet using computer and projector or copy onto board. 45. As a class, brainstorm ideas for a haiku. 46. Use instruments to count syllables in each line.</p> <p>Day 3: Write Haiku (25 minutes- adjust if necessary)</p> <p>47. Remind students that haikus can be difficult to write and not to be discouraged. If a selected word has too many syllables, refer to thesaurus (book or computer version) to find a word that has a better syllable fit. 48. Students should use template to write their own haiku following the example procedure. 49. Students may share their poem with their peers at the end of the class. 50. Students who have not completed a poem may select a haiku from provided books or Internet resources to share with the class. 51. Students should read poem with correct rhythm pattern. 52. Students who finish early or wish to have extra practice with rhythm should visit the listening station to hear recordings of poems being read.</p>
Technology Integration	<ul style="list-style-type: none"> • Students use color-coded template in MS Word to aid selection of correct part of speech. • Students use musical instruments to explore rhythm. • Students use the Internet to search for and explore other examples of poetry. <p><i>Where materials are available:</i></p> <ul style="list-style-type: none"> • Students write and recite poems using proper structure and rhythm, then create a podcast recording of the poetry reading. • Students may post poems to a class blog to be shared with and receive feedback from others. • Students may type poem directly into template on MS Word.
Benchmarks Met	<p>LA.3.1.5.2: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression and will adjust reading rate based on purpose, text difficulty, form, and style. LA.3.2.1.1 and LA.3.2.1.3: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection and will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama); and identify and explain how language choice</p>

	<p>helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language)</p> <p>LA.3.3.1.1: The student will use prewriting strategies to generate ideas and formulate a plan by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material).</p> <p>LA.3.3.3.3: The student will revise and refine the draft for clarity and effectiveness by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p> <p>LA.3.3.5.3: The student will write a final product for the intended audience and share the writing with the intended audience.</p> <p>LA.3.4.1.2: The student develops and demonstrates creative writing and will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</p> <p>LA.3.6.4.1: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes and will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, website).</p>
Accommodations	<ul style="list-style-type: none"> • Struggling students should be paired with a partner. • Extra examples provided • Flexible time limit • Oral responses/dictation allowed • Use of poem template – paper and computer versions • Flexible grading based on effort • Students should use corresponding colors to mark each word on their brainstorm sheet or computer file for easy reference (visual learners). • Students use rhythm instruments to help understanding of syllables (kinesthetic/tactile learners). • Students read/recite poems to explore and practice rhyming and syllabication (auditory learners). • Students use listening station to hear correct rhythm and rhyme of poems (auditory learners).
Assessment	<ul style="list-style-type: none"> • Graded out of 20 possible points <ul style="list-style-type: none"> ○ 5 points for participation in class brainstorming activities ○ 5 points for attempted completion of cinquain ○ 5 points for attempted completion of limerick ○ 5 points for attempted completion of haiku <p>Bonus points may be given to students who volunteer to read poems to the class. Value of points given at the discretion of the teacher.</p>
Additional Resources	<p>http://pbskids.org/arthur/games/poetry/what.html</p> <p>http://childrensbooks.suite101.com/article.cfm/write_a_haiku</p> <p>http://www.gigglepoetry.com/</p> <p>http://www.poetry4kids.com/index.php</p> <p>http://falcon.jmu.edu/~ramseyil/poeform.htm</p>

Additional Information

Children should be encouraged to learn at their individual pace. If three days is not long enough, a fourth day may be added. On the fourth day, children could select the poem they wish to complete and work on that for the class period. Students should be encouraged to explore poetry through books, the Internet, recordings, etc. Rhythm instruments should be made available during practice and writing.

Poem Reference Sheet: Teachers

Limericks are poems with five lines with a special beat and rhyming pattern: Lines one, two and five have nine beats and the last words rhyme. Lines three and four have six beats and rhyme with each other.

Example:

There once was an old man from Peru
His poor llamas came down with the flu
In the valley he passed
All the people who gasped
At the beast that was uttering "moo"

Haiku poems can be about anything. Unlike Limericks, Haikus do not rhyme. There are many different forms of Haiku, but this is the most basic: There are three lines. Line one has five syllables. Line two has seven syllables. Line three has five syllables.

Example:

Old tomcat sitting
Watching autumn leaves blow by
Wishing they were mice

Cinquains follow a formula. The first line is one word giving the title. It has 2 syllables. The second line has 2 words that describe the title. It has 4 syllables. The third line has 3 words that express an action. It has 6 syllables. The fourth line has 2 words that express a feeling. It has 8 syllables. The fifth line is 1 word. It has 2 or 3 syllables.

Example:

Bubbles
Delicate balls
Softly Floating above
Unbelievable happiness
Transparent

Poem Template

Limerick: Place one SYLLABLE per space.

BLUE space words must rhyme with each other.

YELLOW space words must rhyme with each other.

____ _ ____ _ ____ _ ____ _ ____ _ ____ _ ____ _ **BLUE**

____ _ ____ _ ____ _ ____ _ ____ _ ____ _ ____ _ **BLUE**

____ _ ____ _ ____ _ ____ _ **YELLOW**

____ _ ____ _ ____ _ ____ _ **YELLOW**

____ _ ____ _ ____ _ ____ _ ____ _ ____ _ ____ _ **BLUE**

Haiku: Place one SYLLABLE per space.

____ _ ____ _ ____ _ ____ _

____ _ ____ _ ____ _ ____ _ ____ _

____ _ ____ _ ____ _ ____ _

Cinquain:

GREEN (Title—1 word, 2 syllables)

BLUE (2 words, 4 syllables—words that **DESCRIBE**)

RED (3 words, 6 syllables—words that show **ACTION**)

YELLOW (2 words, 8 syllables—words that express **FEELING**)

GREEN (1 word, 2-3 syllables—words that describes the TITLE)