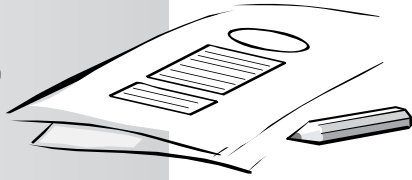


Section 2

Teaching Genres Using BEW



CHAPTER 9

Poetry is like an artist's drawing. The words of a poem paint a picture filled with imagery that communicates the poet's innermost feelings. It's writing that uses the poet's imagination to create an intimate emotional link between the writer and the reader.

Poetry Writing



What Is Poetry?

Poetry is written art! Successful poets give insight to their most intimate feelings. Poetry challenges the author's ability to write concisely, use rhyme, rhythm, alliteration, and poetic diction. The old adage, *Everyone's a poet*, is absolutely true. Everyone has a poem inside of them just waiting to emerge.

Key: Poetry can take many different forms, such as ballad, limerick, haiku, cinquain, and blank and free verse, to name only a few.

When you're out on the playground with your students you can *hear poetry in the making*. Could it be that young children arrive with an inborn instinct for creating and understanding poetry? When you're outside with your children as they jump rope, notice how their voices echo a rhythmic beat. You know, that sing-song sound of moving rope followed by little feet touching the ground perfectly timed with their patter songs. In poetry we call it *rhythm*. When children play, they make up their own songs and sayings—and poetry emerges. Children have the ability to let their imaginations run unfettered. They think nothing of taking a standard song or rhythm and making it their own by adding their own words. And it is here that poetry is born. Somehow, however, this natural affinity gets lost at the classroom door and writing poetry as an assignment becomes a chore.

Poetry Building Blocks

Our students enter our classrooms daily with the most critical building block of poetry: their own imagination. It is our job to help them capture the essence of that childhood imagery on paper. Table 9.1 highlights the additional building blocks for writing great poetry.

Common Student Mistakes: What Poetry Is Not

Misunderstanding of Rhyme

Not: Your poem doesn't make sense with the rhyming words you've selected.

Oh! You mean it doesn't have to rhyme?

Almost all children come to school with the belief that poetry *must* rhyme. This isn't surprising because most childhood poetry from Mother Goose to Dr. Seuss *does* rhyme. Many students think that's all poetry is. Students who are unfamiliar with blank verse will listen to a poem that's being read to them and say, "Oh that's not any good. It doesn't even rhyme." Students need to be taught that poetry comes in more shapes, sizes, and forms than any other kind of literature. Expanding students' view of poetry beyond the couplets of simple nursery rhymes is necessary to help them write better poetry and become better poets.

Table 9.1 Poetry Building Blocks

Genre purpose	To communicate the poet's innermost thoughts and feelings; writing that uses the poet's imagination to create an intimate emotional link between the writer and the reader
Building Block	<ol style="list-style-type: none"> 1. <i>Rhyme</i>: repetition of similar sounds at given intervals 2. <i>Meter</i>: a combination of stressed and unstressed syllables in a line of poetry 3. <i>Poetic Diction</i>: the poet's use of vocabulary and writing style to communicate meaning 4. <i>Form</i>: the arrangement of words on the written page such as line, verse, and stanza
Genre writing techniques (elements of poetry)	<ol style="list-style-type: none"> 1. <i>Similes</i>: making a comparison using the words <i>like</i> or <i>as</i> 2. <i>Metaphors</i>: comparison of two objects that are completely different 3. <i>Alliteration</i>: repeating consonants in words that are adjacent in a line 4. <i>Personification</i>: giving animals or inanimate objects human characteristics 5. <i>Rhyme Scheme</i>: understanding the pattern of rhyme in a type of poem and using that pattern when writing in that style
Genre Format and Voice	<ol style="list-style-type: none"> 1. Concise wording to communicate meaning 2. Understanding the various formats or forms of each type of poetry 3. Painting a mood or feeling with words

A Can't-Do Mind-set

Yes, you can write poetry!

I didn't think I could write it but I did.

You'll find many students that feel they just can't write poetry. They're really not even willing to try. Have you encountered these students in your teaching career? Students who have this type of attitude tend to be unaware of the variety of types of poems covered by the poetry genre. Well, unlock the poet inside of them by reading a wide variety of different kinds of poetry in class. They'll soon get beyond rhyming as the key characteristic of poetry!

So, Why Teach Poetry?

Poetry is definitely a unique genre to teach. If you're asking yourself, "Why should I teach poetry anyway?" the correct answer isn't because it's part of our state benchmarks. It turns out that unlike other genres, learning to write poetry has some definite advantages for our students that will enhance their general reading and writing abilities. Poetry helps our students

- Learn to choose specific, carefully thought-out vocabulary words
- Use voice in their writing across all genres
- Get in touch with their senses
- Write concisely
- Express their emotions through writing
- Learn about parts of speech in an interactive way using, for example, metaphors and similes

In addition, poetry is a great way to teach writing to our at-risk student population because poems are shorter than stories. Special needs, at-risk, and our ELL students often have a short attention span for reading. Poems are short and will hold their interest. The fact that poems can be short also helps with writing. Because of this, many of our special needs students can channel their creativity and find comfort in writing in this genre as opposed to others.

Teach the Genre Using BEW Phases

Three Steps in Phase I: Authentic Vocabulary

Step 1: Written Vocabulary Expression

Phase I in BEW describes methods for teaching authentic vocabulary. Don't forget to teach the BEW Big Ten words we described in the vocabulary phase (Chapter 1). Because there are many different types of poetry, this genre's vocabulary teaching unit can be very expansive and will vary depending upon the type of poetry that you are teaching. Only teach the specific vocabulary words that are relevant to the type of poetry that students are currently writing. Build on these vocabulary words throughout the year. The following includes examples of some basic poetry vocabulary words that every student should be familiar with.



Teaching Poetry Vocabulary Words

1. Genre

Say: “Today we will talk about poetry. Poetry is really like art. It paints a picture for you with words instead of colors. This genre appeals directly to your emotions and challenges you to share your feelings with your audience.”

Teach: Start your poetry unit instruction by reading various poems to your students. These poems should serve as a model for the type of poetry that your students will soon create. Some of your students may not have heard the type of poetry that you're teaching. Familiarize them with great poems.

Audience: When you write poetry, you hope that whoever reads the poem understands the picture that you paint with your words. This genre is really an interpretation of your own personal view of an event or sensation. That's what makes this genre special.

Teach: Poetry is your imagination run wild. It's your chance to turn everyday ordinary events into the extraordinary. You must let your imagination soar. Of course, children usually don't have much difficulty in this area.

2. Poetic diction

Teach: When you write a poem, you don't usually use as many words as you do when you write an essay, and you write these words in a certain style. So every word that you put in your poem has to be selected carefully, because it helps draw the picture you have in your mind.

Background: An important part of this lesson is helping your students visualize a picture of what they want to say in their poem, then describe in words what they see in their mind. This is *imagery*. Can they describe what it looks like, smells like, feels like? Can they do this in a way to match the rhyme and rhythm that needs to be in their poem? Finding just the right word is poetic diction.

Step 2: Conventions and Grammar Vocabulary

Each and every genre requires different building blocks. When you plan your poetry genre unit, recognize that there are many types of poems, each with their own requirements. This is what makes a poetry unit such a fun and enjoyable genre to teach. There are many different types of poetry, and the form involved in writing each type of poetry is unique. Will it have three lines like a haiku, or five like a cinquain or limerick? Will it have multiple stanzas and a refrain, like a ballad? A diamante poem, for instance, is written in such a way that it looks like a diamond when complete. Students must understand these elements to recognize poetry when they see it in written form.



Elements of Poetry

Teach: When we write poetry, we put our words together in very special ways to help paint a vivid word picture. We want our audience to see our topic the same way we do, so we have to say it in a special way. Your students will experiment with different words in their poems until they can find just the right word they need. There are many special ways to describe people and objects in poems. These are called *elements of poetry*.

Background: Teach the different elements of poetry to your students, modeling them and practicing them with your topic and type of poetry.

Similes: A simile is when one thing is compared with another thing using the words *like* or *as*. This can help the audience picture just what the author is picturing. For example, *The branches of the tree are like a gigantic umbrella*, or *The lake was as smooth as glass*.

Metaphors: Another powerful way to compare your topic with something else is to say it *without* using *like* or *as*. For example, *Your words were the sword that wounded my heart*. This is called a *metaphor*.

Alliteration: Sometimes you will want to write your poem in a way that some of the words stand out as more important than the others. You can do that with alliteration—when several of the key words in a line repeat the same sound. For example, *“I saw a simple seesaw.”*

Personification: You use personification when you write words that say that an animal or object does something as if it were a person. For example, *The wind whistled a sad song*.

Rhyme Scheme: While teaching elements of poetry, it's good to remind students about rhyme scheme, if that is part of their poetry type. Rhyme happens at the end of a line. If students study a model of their type of poem, they can label the rhyme scheme using an alphabetic abbreviation. A letter is used to represent a line. A repeated letter represents lines that rhyme. In a couplet, the rhyme scheme is *aa*, because both lines rhyme. For example, a couplet from Edgar Allan Poe's poem “The Raven” says, “Once upon a midnight dreary, as I pondered weak and weary.” After they have practiced the rhyme scheme, then they can work with their ideas and construct a poem with a similar rhyme scheme.

Step 3: General Vocabulary

The precision of the words used in poetry is an important element in this genre. All children can learn to use poetic diction when it is taught at their level. Using the Web of Words concept to expand your students' writing vocabulary is the answer. Create many Webs of Words with vocabulary built on your class writing topic. Student vocabulary and poetic word selection will be enhanced by this exercise. A

vocabulary-rich environment will give your students word selection choices when they need to find just the *right* word to write. The Web of Words can be used to build skills related to this building block of poetry. It helps students find and select the precise word phrases that are required for poetry (see Table 9.2).

Table 9.2 Poetry Word Choice and Vocabulary Builder

Building Block Element for Poetry Usage	Definition
Alliteration	This technique occurs when one of the leading sounds of a word is repeated, such as <i>Robert rabbit roamed around</i>
Assonance	This technique occurs when the vowel sound in the middle of a word is repeated in the middle of a second word, such as <i>tune</i> and <i>spoon</i>
Diction	Vocabulary usage and word order are key here. Diction changes the order of a sentence and makes it more complex. For example, look at the sentence: <i>He fell down while skating</i> . Let's use more expressive vocabulary and change the word order of this sentence to create a more interesting format. <i>While rambunctiously skating on the ice rink, he lost his balance, sliding fast and furiously to a dead stop at the wall</i> . Note the order change and new vocabulary used in sentence two. That's diction!
Imagery	<p>This technique asks the readers to form a concrete mental image of the event, person, place, or time that the author has described. Imagery is a visual image that the author paints, much like an artist. Look at this fourth-grade student example of poetry:</p> <p><i>Oh, the forest Quiet wonder, Woods and rivers, streams and flowers, Seas of leaves, petals and weeds.</i></p> <p>Now that's imagery.</p>
Irony	This technique says the opposite of what is in the speaker's mind. The audience usually knows what is meant. For example, an ironic statement might be, " <i>It's OK; I like to wear my dinner,</i> " by somebody who has just had their dinner dumped into their lap by a clumsy waiter.



ELL-BEW CONNECTION

Appealing to the senses is a great way for ELL students to connect to the world around them. Create poems that are related to the senses.

Five Steps in Phase II: Prewriting

You may be asking yourself: How do I motivate my students to write poetry? The answer is simple! Prewriting strategies are the key to having your students produce exciting poetry.

Step 1: Multisensory Experiences

Because there is a definite relationship between the poet's senses and the written poem, set the stage for these experiences. Create literacy boxes and bags that relate to your class poetry topics. Let your students share these experiences together. Turn the ordinary into the extraordinary through your senses.

Anyone ready for a field trip? Real-life field trips, especially to museums and parks, where art and nature can be experienced, are great ways to give students opportunities for adventure that can be written in poetic form. Awaken your students' senses by giving them a Sensory Log (see Student Worksheet 9.1 at the end of this chapter) to take with them on the trip. As they go from experience to experience, have them record their feelings and thoughts in the log while each experience is fresh in their mind.

Step 2: Wheel of Thought

If you're just beginning your poetry teaching adventure, try focusing on an element of nature as a beginning topic with your students. Nature provides a great basis for using creative language and imagery in poetic form. Not only that, everyone can relate to one element or another of nature. Begin your poetry Wheel of Thought by writing *Things of Nature* in the center circle. Ask your students to reflect on special times they've had with nature and then quickly record their ideas on the rays of the Wheel of Thought.

After you have helped them to develop their personal topic based on nature, let them write that topic in the center of their personal Wheel of Thought. They need to write their specific feelings or thoughts about that event or activity in the rays on the wheel. Ask them questions to stimulate their visual images and what they heard or felt.

Step 3: Genre Format and Voice

There are many types of poetry that are written by elementary and middle school students. Your school curriculum and state standards will act as a guide for teaching the types of poetry expected for your grade level. Genre format and voice instruction will depend on the type of poetry being taught. Each of the building blocks should be demonstrated to your students by reading them poems in each poetry type. Your students will then start to mimic these forms when creating their own poetry.

The specific genre format and voice taught will reflect the structure of the type of poem you're teaching. Adapt the BEW Professor Write teaching strategies according to the specific type of poem that you are teaching. For example, the format and structure given for a limerick will be different

from that of a ballad. See Table 9.3, which describes some of the different types of poetry taught in grades K through 8.

Table 9.3 Types of Poetry Taught in Grades K through 8

Types of Poetry	Unique Elements
Acrostic poetry	With this type of poetry, the first letter of each line spells a word vertically. This is a unique feature that students love to work with.
Ballad	The topic for this type of poetry is usually folklore or legends. Ballads also tend to be romantic. A ballad often has a stanza that is repeated, called a <i>refrain</i> . That is why ballads are frequently set to music. Ballads have a rhythmic meter that is most often iambic. Typically, the second and fourth lines rhyme.
Cinquain	This is an unrhymed poem. It's a great poem to teach parts of speech. Young poets can really have fun with this one. It has five lines, gradually increasing the number of words in each line from one to four with the last line back to one and with specific types of words in each line.
Clerihew	This type of poetry is about a person or character. It is a silly verse that usually has two couplets with an <i>aabb</i> rhyme scheme. The format is easy. <ol style="list-style-type: none"> 1. A person or character is named 2. A characteristic of the person is stated (end rhyme scheme with line 1) 3. A second characteristic is stated 4. A third characteristic is stated (end rhyme scheme with line 3) This is also a favorite of young poets.
Diamante	This is a very structured type of poetry with words that form a diamond shape when written on paper. This is also an excellent type of poetry to teach parts of speech to upper elementary and middle school students. It is a good format for contrasting two opposing words.
Didactic	This type of poem teaches a lesson.
Epic	This is a type of narrative poetry that tells a story about a hero.

(continued)

Fable	Everybody has heard of Aesop's Fables. These are great examples of fables to read to your kids. These poems are written to teach a lesson. The main characters of a fable are usually animals.
Free Verse	Beginning middle school poets quickly catch on to the methods for writing free-verse poetry. This type of poetry doesn't use rhyme or a patterned rhythm. The lines are written to match natural pauses in reading. It is rich in word choice, mood, and feeling.
Haiku	These are favorite poems for many grades. Their subjects are usually those of nature and the poem is written in the past tense. They follow a traditional Japanese pattern of unrhymed lines. The first line has five syllables, the second line has seven syllables, and the third and last lines have five syllables. There are seventeen syllables in all.
Limerick	A limerick is a funny poem that is typically nonsense. It has a specific rhyme scheme. The rhyme is <i>aabba</i> . It also has a distinctive meter.
Monorhyme	This type of poem is one that all children recognize and enjoy writing. It has an end rhyme scheme that is the same for all lines.
Ode	An ode is a lyric poem, usually of some length, that is written to praise a person or object. It has no fixed rhyme scheme, and it uses rich and intense expressions.
Quatrain	This type of poem has four lines (or four-line stanzas) with a special rhyme scheme (<i>abab</i>).
Song	This type of poetry is sung! It has lyrics or lines that are sung and a refrain that's repeated just like a song (see <i>ballad</i>).
Sonnet	This type of poetry is usually identified with Shakespeare. It has fourteen lines with an iambic pentameter meter and a distinctive rhyming scheme.
Tongue Twister	This type of poem is one young authors love to listen to. It has lines that are difficult to say aloud, because of its use of alliteration. Oh yes, and it doesn't have to rhyme.



Genre Format and Voice: Poetry Format

Materials: Show a poem of the type you want your students to write. Use an overhead projector to display that type of poem so that your students can see the written format.

Say: “Poetry has many different formats. Today we’re going to learn about basic poetry format or, simply, how it’s written. Just as narratives are written in sentences and paragraphs, poetry is written in lines.”

Teach: Students will need to understand that many types of poetry are written as lines across the page. Lines of poetry don’t have to be a complete sentence; they can be phrases or parts of a sentence. Each new line in a poem starts with a capital letter.

Your students already have an understanding of a paragraph in writing. Showing the connection between paragraphs in prose and stanzas in poetry will increase their awareness of this type of format.

Background: As you teach various types of poetry to your class, use the Professor Write strategies (teach, model, practice) to instruct the necessary vocabulary words for that type of poetry. For example, vocabulary related to lyric poetry will be different than structured cinquain poems. The vocabulary words that you teach will vary based on the type of poetry that you are teaching.

Say: “Lyric or verse poetry is often based on something called a *couplet*. This is a pair of lines that rhyme.”

Demonstrate: Read some examples of couplets that you’ve written, students have written, or others have published. Students will hear the concept of the end rhyme scheme when a couplet is read to them (see Student Worksheet 9.2 at the end of this chapter).

There are many, many different types of poetry within this genre. You will probably choose a type related to those you are reading in your literacy series or in your curriculum. Therefore, you will need to learn the specific conventions and grammar of that type of poetry. One thing is for sure, if you follow the teaching style outlined by Professor Write (teach, model, practice), your students will have a thorough understanding of each and every genre element that you teach!

Step 4: Blueprint Note Taking

No matter what type of poetry you’re teaching, have your students write down their notes in a poetry Blueprint. Specialty Blueprints, as well as a generic one, are included as Student Worksheets 9.3 through 9.6 at the end of this chapter.

Key: For samples of different types of poetry to share with your students, go to www.shdowpoetry.com/resources/wip/types.html.

Step 5: Talking Paragraphs

Yes, we recommend using talking paragraphs even with poetry writing. After students have written their ideas into notes on the Blueprint, they can practice putting them into lines and speaking them aloud to a peer. The peer can listen and give ideas regarding whether the word picture is a good one or whether it matches the rhyme scheme or rhythm that is needed with the style of poetry they are writing. The peer can clap the measure, for example, to check whether the number of beats is correct for a haiku or the number and type of words is correct for a cinquain. At this time, your students will *hear* their poems and revise them if needed. They only need to change their notes on the Blueprint, rather than rewrite a whole draft, which is the next phase.

Two Steps in Phase III: Writing

Step 1: Draft Writing

Using all their assembled notes, logs, and ideas, students should now compose their poems on paper in their Rough Draft Writing Folders. As with other genres, support each student in writing during this phase. Model writing a poem from Blueprint notes, whether it is one of your own or your student's. Writing will be a breeze.

Step 2: Title Writing

Titles of poems reflect the topic or the message the poet is communicating to the reader. A poem's title should mirror the uniqueness of the poem itself. The key in writing effective titles for poems is creativity. Students should write the titles for their selections last, because this will help them write titles influenced by the actual words of the poem. The BEW title-writing strategies (Chapter 3) work just as well for poems as they do for other writing selections.

Five Steps in Phase IV: Authentic Editing

Steps 1 through 3: Editing

Just as with the other three genres we include in this book, students should create an authentic editing rubric with you for the poems that they've composed. This rubric must include student entries in three important areas of assessment:

1. Vocabulary and Word Usage
2. Genre Format and Voice
3. Grammar and Conventions



ELL-BEW CONNECTION

ELL students require immediate feedback for correcting writing. Use the three steps of the BEW editing phase to provide them with this feedback.

The specific class-generated rubric will be constructed relative to the type of poem that is being written. For example, if your class is writing a cinquain, the genre format and voice category of the rubric must include items like: “Did I use five lines?” and “Do I have the right number of words in each line (1, 2, 3, 4, 1)? Does each line express the correct part of speech?” Students will mimic back to you all the genre format and voice elements and building blocks that you’ve taught them, and that they, hopefully, have included in their poems. This authentic editing rubric will change with each and every type of poetry that your class creates, according to its characteristics. This class-generated rubric will be used for self-editing, peer editing, and teacher–student conferencing. Each authentic editing rubric will reflect the type of poetry taught and will include the specific format and language that you have worked on with your students. This is critical for teacher assessments.

Step 4: Final Copy Writing

After the three steps of editing are complete, students will move on to writing their final copies. Many middle school and upper elementary students like to type and print their poetry on specialty papers. For example, one of our middle school students wrote a poem about mountain climbing and found paper with mountains highlighted in the background. This was the perfect artistic touch for portraying a mountaintop adventure. Let your students show their creativity in developing an artistic format for their final creations.

Step 5: Teacher Assessment

Assessment of this genre is somewhat different than the assessment of other genres. A great deal of the assessment will depend on whether the student followed the rules for the specific poetry type as reflected in the rubric. For example, did the poem have the correct number of lines and follow the correct form for that type of poem? Did the student follow the correct building blocks? However, because poetry is so artistic in nature, there are other elements that enter into the assessment. We recommend that you pay particular attention to the oral presentation of student poetry to assess the emotional impact that the poem has on both you and the students in the class. Any evaluation of poetry needs to rely at least partially on the instinctive appeal the poem has to the audience.

Student Examples

If you’re new to the venue of teaching poetry in the K through eighth-grade student arena, you must be wondering: What type of poetry can a student write? Well, the sky is the limit. Student poetry depends on your students’ ability to relate to their senses in a spectacular way. We offer a set of



ELL-BEW CONNECTION

ELL students quickly learn through modeling. Allow students to hear and see the poetry of others!

student-written poems for you to enjoy, all of which we consider proficient writing. Nature is a topic for poetry that usually results in excellent student examples. Read the fourth-grade student's poem (below left), "Oh, The Forest," as he conveys the *wonders of the forest* that he sees. He uses imagery beautifully to communicate his vision of the forest.

Again, nature is the setting for another poem written about the forest by a fifth-grade student (below right). This short, well-written poem communicates the presence of wildlife and fish in the forest. He sets a somewhat whimsical tone by his word choice and text placement of fish-and-hook lines. What a great job!

Fourth-Grade Poetry Sample

Oh, The Forest

Oh, the forest
Quiet wonder,
Woods and rivers, streams and flowers,
Seas of leaves, petals and weeds,
Going on and on.
Deer and wolf, fox and hawk
All call the forest home.
Gentle forest, how you awe me,
Wind playing tunes upon the trees.
The acorn falls, the birds call,
All is peaceful,
All is beautiful here.

Fifth-Grade Poetry Sample

The Forest

As the elk go ambling by
The eagles patrol the sky.
And the wolves down on the ground,
Are waiting, not making a sound.
And the fish in the brook,
Avoiding the fisher's hook,
Upon the sky look,
As the trees are swaying The Forest

Let's explore nature and its related experiences one more time with this fourth-grade student as he writes about seasons (below left). We can see that this student is definitely in touch with his senses.

Let's look at a different style of poetry written by a fourth-grade student (below right). He writes about Petey Bill for his selection. This poem just puts a smile on your face. Petey Bill is an example of pure imagination gone wild. Are your students writing poems like Petey Bill?

Fourth-Grade Poetry Sample

Seasons

When flowers begin to blossom,
When birds begin to sing,
When the moon gets all sullen
Because the sun takes up too much day,
Then I know that it is spring.

When the sun is burning,
When flowers are all abloom,
When the bullfrogs are a-calling,
Then I know it is summer.

When trees lose their green glory,
When acorns all fall down,
When the horses all do frolic,
Then I know it's truly fall.

When the birds are gone,
When snow falls gently down,
When bears are in their slumber,
Then I know that winter is here.

Fourth-Grade Poetry Sample

The Legend of Petey Bill

Petey Bill, he saved the day;
He really chased the clouds away.
When a dragon came to Petey's town,
He chased it up, he chased it down.
Then, finally, with a level head,
He sent the dragon home to bed!

Petey Bill, he met a witch,
But not a hair did Petey twitch!
His quite large mouth he opened wide
Showing the witch all the teeth inside;
Then, finally, with a level head,
He filled the witch with lots of dread!

Petey Bill, he met a ghost,
He stopped and looked and ate his toast.
When he was finished, with a level head,
He looked up and "BOO!" he said.
The ghost ran away and is running still,
And all this thanks to Petey Bill!


ELL-BEW CONNECTION

ELL students may excel in poetry writing because poems can be short in length, but meaningful!

Three Steps in Phase V: Publishing Phase

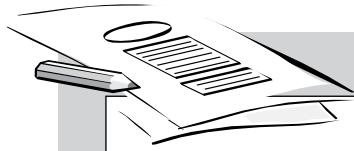
Do you have a Parent–Teacher Conference Day coming up? Parents love to walk down the halls and see student poetry hanging on the walls. Another idea is to have student poems written and read out loud at an American Legion for Veterans Day, or at a senior center for Grandparents Day.

In Summary: Poetry Writing

Everyone can be a poet! All your students can find a type of poem that has a style that matches their own creative expressions. Be sure they have many opportunities to hear a variety of styles of poems. Capture that talent with young authors. Develop it as they move from elementary to middle school. If you're uncertain about the daily teaching schedule that we recommend for teaching poetry, look at our teaching chart. Allow students to add artwork, fancy lettering, or other creative touches as they publish their poems. Your poetry units will help you to see new aspects of your students that you never saw before.

Table 9.8 Two-Week Teaching Schedule for Poetry Writing

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Vocabulary	Vocabulary review	Vocabulary review	Vocabulary review	Vocabulary review
	Prewriting strategies Multisensory experiences				Prewriting strategies Blueprint note taking
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Vocabulary review	Vocabulary review	Vocabulary review	Vocabulary review	Vocabulary review
	Writing the draft	Writing the draft	Editing 1. Self-editing 2. Peer editing	Editing 1. Teacher conferencing 2. Final copy writing 3. Teacher assessment	Publishing



WRITING TIPS

Writing Tips: Poetry

- Be sure to read aloud multiple examples of the type of poetry that you want your students to write.
- Display examples of the poetry style on posters for students to use as a pattern.
- Allow students to share their poems with other students when their final selections are finished. A *poetry slam* is a great way to share student selections.

FEATURE: Poetry Writing Prompts

If you're wondering what topic you should pick for your students to begin writing, *Back to Nature* is the best bet! Here are some additional ideas.

1. Wait for the first big thunderstorm of the season. The time is right for a poem. Ask your students to describe the sights, sounds, and emotions that the thunderstorm aroused in them. Students should describe this storm using the poetry format that you're teaching.
2. A change of seasons makes a fantastic topic for poetry. On the day of the first snow, have your students look outside the classroom window. Write a poem about the first snowfall of the year.
3. How about fall? Wait for a windy fall day and ask your students to look outside your classroom window. Ask them what signs of fall they see. Have them write a fall poem based on the type of poetry that you're currently teaching.
4. Try a *window observation strategy* for a topic. Ask your students to look outside the classroom window and focus on one object intently. Just as an artist would draw a picture of that object, tell them to paint a picture with their words that describes the object within the poetry format that you're teaching.
5. *Pocket poetry* topics are great fun! Have your students reach into their pockets and pull out one object. Tell them to write a silly poem describing where that object came from using the format that you're currently teaching in class.
6. Plan an outside walk around the neighborhood. Tell the students to put on their "sensory hats" and be aware of their environment. Let them bring their Sensory Log with them. Ask

- them to focus on something special in the neighborhood, record notes, and then write a poem about their experience.
7. Take a field trip to the zoo. Have your students focus on one animal they saw at the zoo and write a poem describing this animal. Don't forget to have them bring their Sensory Log with them.
 8. Ask students to write a poem about something they want more than anything in the world. It can be an object or an excursion. Have them write a poem about this using the type of format that you're teaching.
 9. Tell students to write a poem about what they would do if they won a million dollars. Details are the key here. They can write the poem in a realistic way or perhaps even something silly.
 10. Students can write a poem about something that they crave on a cold winter's day when they're walking to school. Describe it in concise, vivid language, according to the type of poem that your class is writing.
 11. Give your students a daily word. Ask them to write a poem incorporating all the words that rhyme with that word. Specify a type of poem or special end rhyme scheme.
 12. Do *grab bag poetry* for a change. Fill a brown paper bag with common objects. Ask your students to pick one object out of the bag. Tell them to turn the ordinary into the extraordinary. Have them write about the object that they've selected from the brown bag.
 13. Have students write synonym–antonym poetry lines for a challenge. Students should write down a word and then a synonym for that word. Then, tell them to write a word of opposite meaning. Write a poem of opposites.
 14. Have students write about themselves. Have them write a poem about how they are feeling that very moment!
 15. Have your students pick a classmate and write a poem as if they were that other person. Share the poems with the class.
 16. Have your students write a poem from the perspective of their favorite pet. Make sure they follow the format that you're teaching in class.
 17. Pick a song, any song that your students know. Have your students change the words, keeping to the rhythm and beat of the melody. Young poets just love this one.

Genre: Poetry Writing

Student Name _____ **Topic** _____

Place where you are recording information:

Are there any special sounds that stand out in your mind?

How about any interesting sights?

Is there a special aroma?

How does this place make you feel?

What will you remember most about this place? Why?

Will you visit it again?

Genre: Poetry Writing

Student Name _____ **Poem Topic** _____

Key Word	Key Word	Key Word	Key Word	Key Word
Rhyming Words	Rhyming Words	Rhyming Words	Rhyming Words	Rhyming Words

Genre: Poetry Writing

Student Name _____ **Poem Topic** _____

Line	Word Count	Word Type	Your Words
1	One word	Noun: title or name of subject	
2	Two words	Adjectives: describing the title	
3	Three words	Verbs: describing action related to title	
4	Four words	Describe a feeling about the title	
5	One word	Refer back to the title of the poem	

Genre: Poetry Writing

Student Name _____ **Poem Topic** _____

Mood for your poem: _____

Line	Number of Syllables or Beats	Your Words
1	Five	
2	Seven	
3	Five	

Genre: Poetry Writing

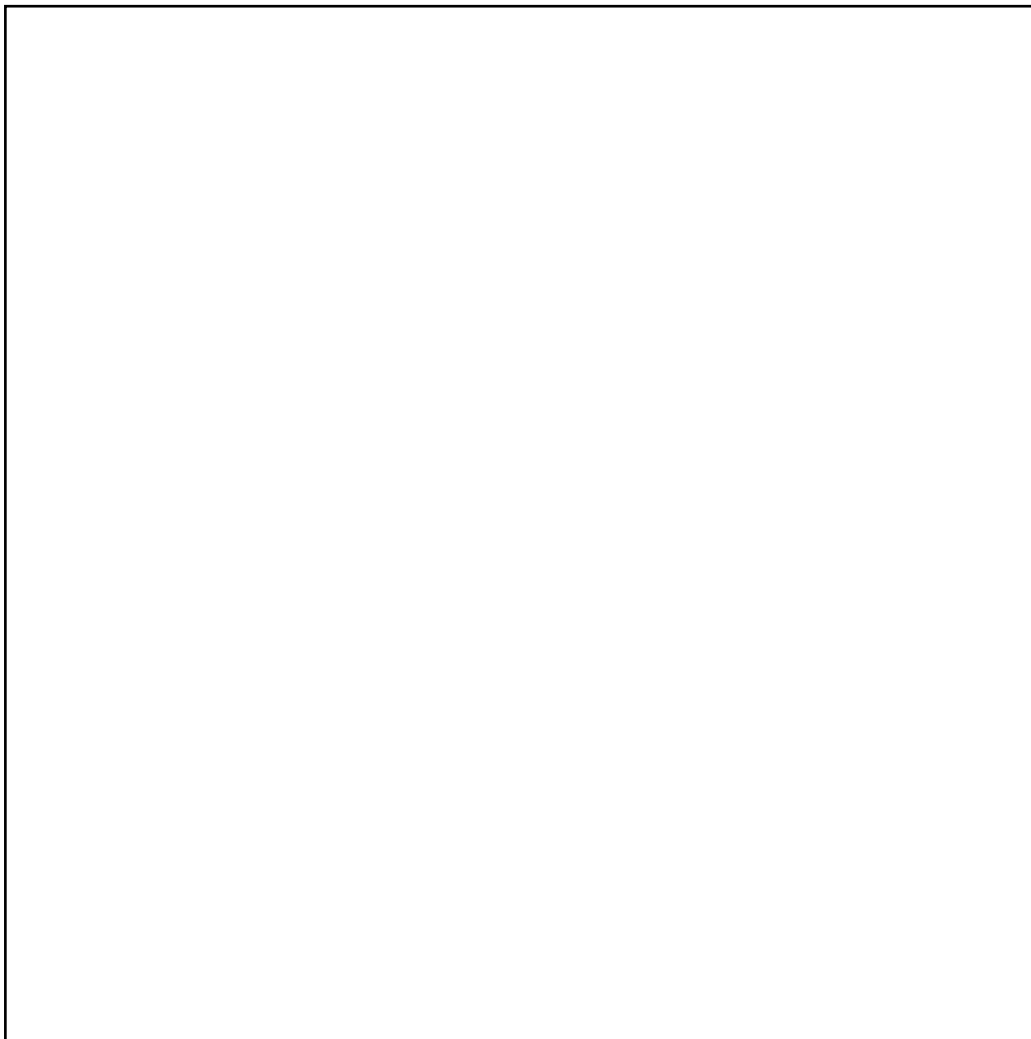
Student Name _____ **Poem Topic** _____

Line	Number of Words	Your Words	Your Words
1	One	Noun (contrasting to line 7)	
2	Two	Adjectives (describing line 1)	
3	Three	Action verbs (relating to line 1)	
4	Four	Nouns (first two relating to line 1, last two relating to line 7)	
5	Three	Action verbs (describing line 7)	
6	Two	Adjectives (describing line 7)	
7	One	Noun (contrasting to line 1)	

Hint: Pick the two nouns you want to contrast and fill in lines 1 and 7 first.

Genre: Poetry Writing

Student Name _____ **Poem Topic** _____



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