

Discipline: Reading, Writing, Speaking and Listening

Standard Category: Types of Writing

Lesson Focus: Writing poetry

PA Standard(s):	Related TESOL Standard(s):
1.4.3A: Write narrative pieces, such as stories, poems, and plays.	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Listen attentively during class shared-writing activity, manually rearrange the words of the sentence, and/or if possible, contribute a word, phrase, or sentence to the class poem (one option would be for the student's parents to send in a written contribution in English or in the native language).	Students will be able to: <ul style="list-style-type: none">• Listen attentively, orally contribute a line for the poem, and work on different arrangements of the line.	Students will be able to: <ul style="list-style-type: none">• Listen attentively, orally contribute a line for the poem, work on different arrangements of the line, and contribute to the writing during the shared-writing activity.

Materials:

1. Chart paper or oak tag
2. Markers

Procedure:

1. Discuss with the class how authors get ideas. Explain how some authors use words that they hear others say. Tell the class they will create a class poem titled, "What Parents Say". Model several examples, e.g., "Do your homework, and hurry up"; "Eat your vegetables and wipe your mouth"; "Give me a kiss"; "I love you"; "Pick up your toys and put them away"; "Say sorry to your sister and leave her alone"; and etc. To help the students hear the rhythm of the language, model clapping the beat as you say the phrases. Have the students follow your example.
2. Write your examples on oak tag strips. Cut them up word-by-word.

Suggested

Level:

Primary

Lesson Focus:

Writing poetry (1)

Teaching Strategies:

Whole group

instruction

partner work

Modeling

Shared writing

Assessment

Strategies:

Anecdotal records of participation in listening activity

Oral contribution activity

Written product activity

With the class, try rearranging them into different structures, and feel free to leave out and/or add words—have fun with the words! Look for rearrangements with poetic appeal, e.g., rhythm, energy, alliteration, etc.

3. Balance literary language with coherency by using the questions: “Do my words make sense and do they have rhythm?” as a self-check. Create sentences or use the sentence phrases given by children.
4. Glue the cut-up sentences onto a big paper to create a poem.
5. The students will now work to create a class poem. Have them close their eyes and pretend they can hear their mother, father, or guardian saying something. Working in pairs, they will share their lines with each other. Then, give them each an opportunity to orally contribute a line or two. Using a “shared pen”, the students will work together as a class to record their ideas on oak tag strips.
6. Have the students work in groups of 3 or 4 and give the group the strips that each member of their group contributed in the shared writing. They may cut the sentences into words and/or phrases. Allow them to experiment with different rearrangements, and then they will paste them onto a paper in sentences/phrases.
7. Groups share their final products.
8. Arrange the groups’ sentences into a class poem.
9. Brainstorm a title for the poem.

Notes:

Writing poetry is most successful after students have listened to many, many, many poetry read-alouds.

Writing poetry is an excellent way for ESL students to be able to experiment with their new language without feeling intimidated about using formal English structure.

Assessment:

Anecdotal records to reflect appropriate efforts:

Beginner

Students will listen attentively during class shared-writing activity, manually rearrange the words of the sentence, and/or if possible, contribute a word, phrase, or sentence to the class poem (one option would be for the student’s parents to send in a written contribution in English or in the native language).

Intermediate

Student will listen attentively, orally contribute a line for the poem, and work on different arrangements of the line.

Advanced

Student will listen attentively, orally contribute a line for the poem, work on different arrangements of the line, and contribute to the writing during the shared-writing activity.

Anecdotal records can note contributions made during whole and small group work. Growth in literary language and coherency can be included in documentation.