

Discipline: Reading, Writing, Speaking and Listening

Standard Category: Types of Writing

Lesson Focus: Writing poetry

PA Standard:	Related TESOL Standard:
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 reading aloud of the poem, look up selected words in a picture dictionary, and illustrate lines of the class poem.	Students will be able to: <ul style="list-style-type: none">• Listen attentively during reading aloud of the poem, look up selected words in a picture dictionary, make an oral contribution to the poem, and illustrate lines of the class poem.	Students will be able to: <ul style="list-style-type: none">• Listen attentively during reading aloud of the poem, look up selected words in a picture dictionary, make an oral contribution to the poem, contribute to the writing during the shared-writing activity, and illustrate lines of the class poem.

Materials:

1. The poem, “April Rain Song” by Langston Hughes
2. Chart paper or oak tag
3. Markers

Procedure: (ESL suggestions are in italics.)

1. Read aloud “April Rain Song” by Langston Hughes.
2. Write on the chart paper, “Let the rain kiss”, and discuss how authors play with words.
3. Ask the students what they would like their rain “to kiss” and explain that their rain can kiss anything—real or imaginary. Record their ideas on the chart paper.
4. Talk about how the rain transforms what it touches, and add “so” after the first line. The students can then contribute lines with a similar structure, e.g., “Let the rain kiss all the little kitties so they can grow up to be happy cats”.
5. Have the students record their lines as a shared-writing activity.

Suggested

Level:

Primary

Lesson Focus:

Writing poetry (2)

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

6. Use highlighting tape or underline concrete words. *Beginner ESL students can copy these words and look them up in a picture dictionary.* They will then illustrate selected lines from the class poem. (Adapted from Len Roberts' "First Line/Rhythm Poems" in Sing the Sun Up, edited by Lorenzo Thomas)

Notes:

- Writing poetry is most successful after students have listened to many, many, many poetry read-alouds.
- Writing poetry for ESL students is an excellent way to allow them to experiment with their new language without feeling all the restrictions of more formal English structure.
- Introducing ESL students to figurative language in a supportive shared-writing activity is an effective way to allow them to become flexible with their new language.

Assessment: Anecdotal records to reflect appropriate efforts:

Beginner

Listen attentively during reading aloud of the poem, look up selected words in a picture dictionary, and illustrate lines of the class poem

Intermediate

Listen attentively during reading aloud of the poem, look up selected words in a picture dictionary, make an oral contribution to the poem, and illustrate lines of the class poem

Advanced

Listen attentively during reading aloud of the poem, look up selected words in a picture dictionary, make an oral contribution to the poem, contribute to the writing during the shared-writing activity, and illustrate lines of the class poem

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