

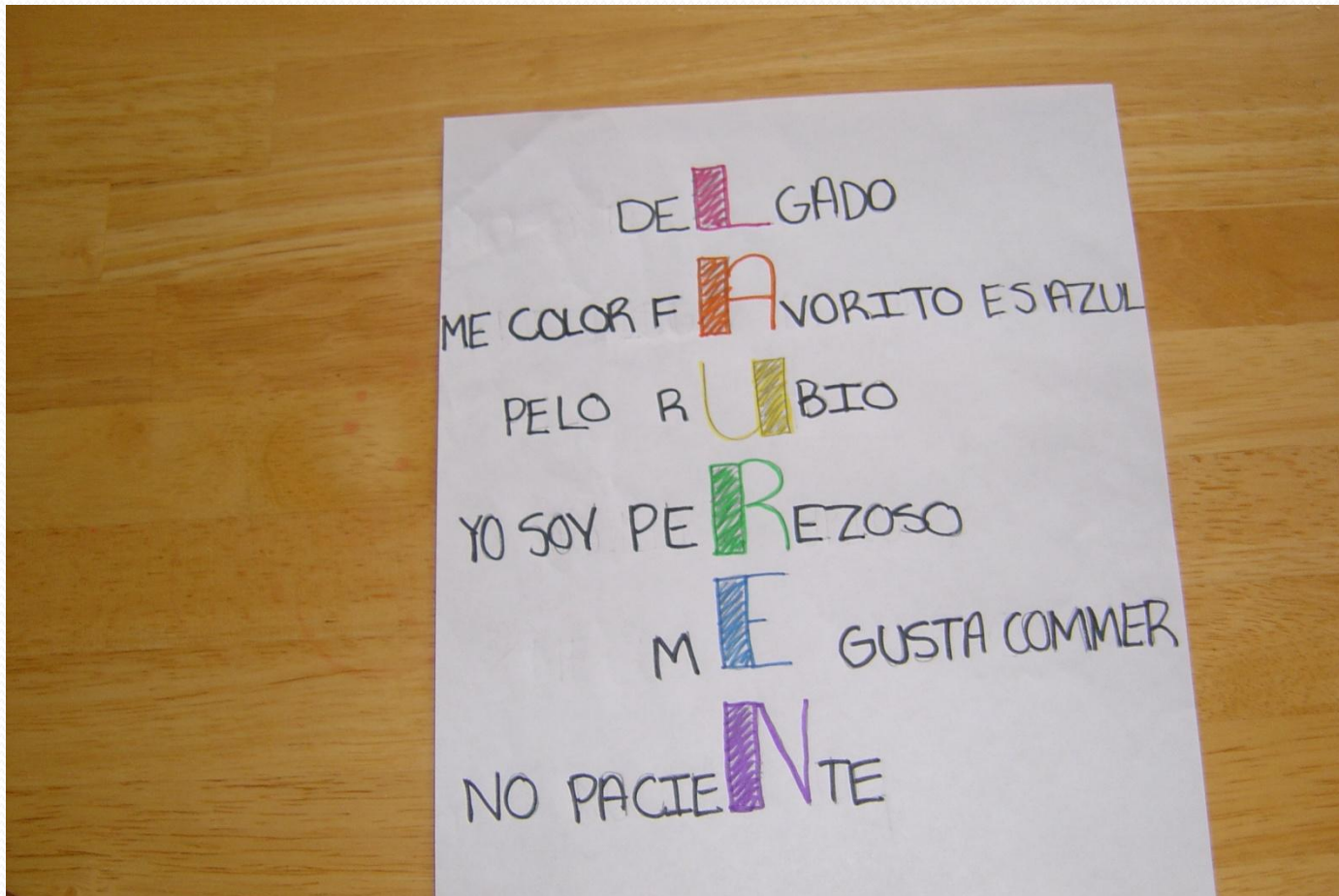
To Think About

How do you use poetry in your
classroom?

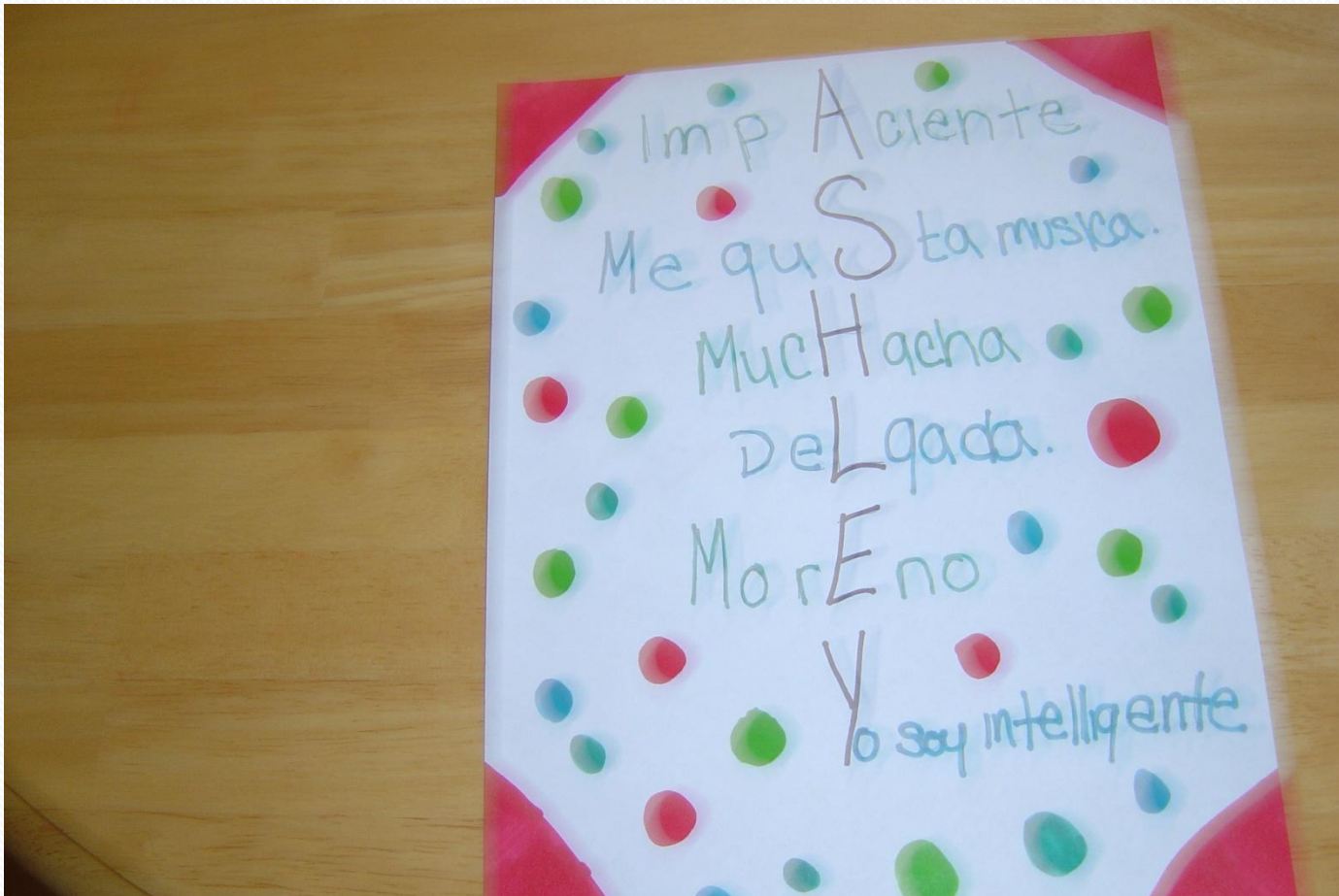
Name Poems from Spanish I



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Writing Poetry to Speak Out for Self

ACTFL 2009

Speaking Up for Languages...the Power of Many Voices

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Today's Goal

- To make poetry fun for you and your students
- To introduce poetry instructional strategies from another perspective
- To offer immediate, simple, enjoyable activities that you can use next week!

Content of Presentation

- Connection to standards, frameworks, and best practices
- Types of poetry
 - Patterned
 - Fixed-Form
 - Acrostic
 - Miscellaneous
 - Examples
- Extension
- References

Standards Based Instruction

American Council on the Teaching of Foreign Languages

The Standards for FL Learning in the 21st C.:

- Communication—Standards 1.1, 1.3
- Culture—Standard 2.2
- Comparisons—Standard 4.1

The Performance Guidelines for K-12 Learners

- Comprehensibility
- Language Control
- Vocabulary Use

Standards Based Instruction

Teaching English to Speakers of Other Languages

- Goal 1: To use English to communicate in social settings
- Goal 2: To use English to achieve academically in all content areas
- Goal 3: To use English in socially and culturally appropriate ways

Standards Based Instruction

Arkansas Foreign Language Curriculum Frameworks

Strand : Communication

Students shall present to an audience of listeners and/or readers in French (presentational—CMC.3.F1.2, CMC.3.F1.4)

Strand: Culture

Students shall demonstrate an understanding of the perspectives of German-speaking cultures (perspectives—CLT6.G1.1)

Strand: Comparisons

Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages—CMP.9.S1.1, CMP.9.S1.4)

Best Practices

- Connected to Pathwise
 - Domain A: 1, 4
 - Domain B: 1, 2
 - Domain C: 3, 4
 - Domain D: 3, 4
- Theoretical basis to social and cognitive language learning theories
- Addresses diverse needs of all learners

Best Practices

Connection to Theory: Communicative Competence



Celce-Murcia, Dörnyei, & Thurrell, 1995

Best Practices

Addresses diverse needs of all learners

- Multiple Intelligences
 - Personal, Academic, Expressive
- Learning Styles
 - Analytic-global, Sensory, Sequential*
- Disabilities
 - Oral and written, compact, formulaic, scaffolded, quick, multisensory and structured
- Gifted
 - Accelerated, enriched
- Heritage Language Learners
 - Transfer of literacy skills, maintenance of literacy skills, development of literacy skills

*Scarcella & Oxford (1992)

Pattern Poetry

- Writing based on clear pattern
- Students contribute content to pattern

SNOW

Snow is as _____ as _____.

Snow is as ^s_____ as _____.

Snow is as _____ as _____.

Snow is as _____ as _____.

by _____.

Fixed-Form Poetry

- Creative, presentational, integrative

Monument Poem

Line 1: Name of monument

Line 2: Four adjectives describing the monument

Line 3: Constructed in (date, century)

Line 4: Constructed by _____

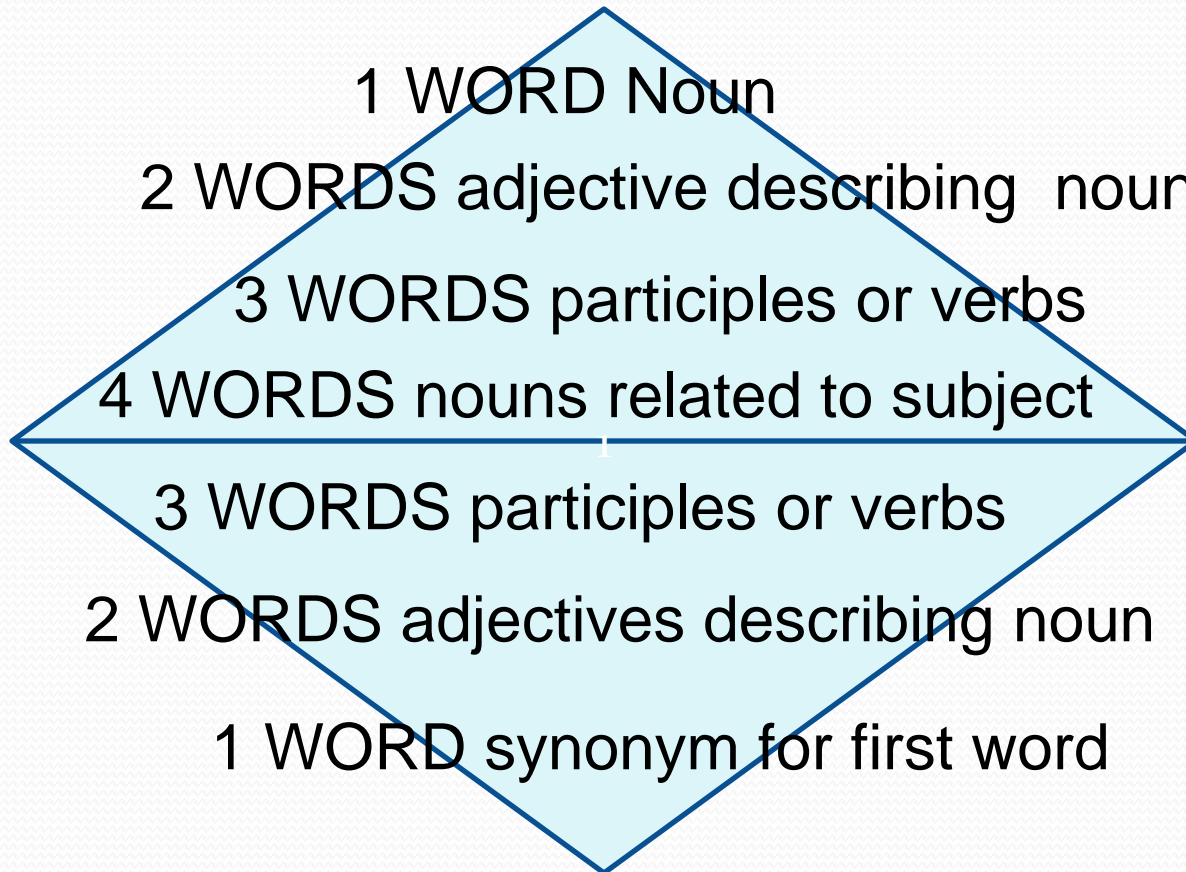
Line 5: Which is (on the right bank, in Paris,)

Line 6: Which is near (another monument or landmark)

Line 7: Don't miss (the monument name) because _____.

Fixed-Form Poetry

- **Diamante**, a poem in the shape of a diamond



Fixed-Form Poetry

“Elfchen,” a poem with 11 words

Line 1: 1 Word—a feeling, an event, a color, a smell, a thing

Line 2: 2 Words—what the first word does

Line 3: 3 Words—where the first word is or how it is

Line 4: 4 Words—a sentence about the first word using 4 words only!

Line 5: 1 Word—a closing, a summary

Fixed-Form Poetry

Quintain, a poem with five lines

Line 1: the poet's name or someone else's name

Line 2: two adjectives that describe the name

Line 3: A clause of comparison (simile) using "like a__"

Line 4: two adjectives to describe line 3

Line 5: a word or phrase that summarizes and describes lines 1 and 3

Acrostic Poems

A type of poem using letters

The Name Poem

A vertical poem using adjectives to describe the writer.

Magnifica

emocionantE

Genuina

amAble

coNgenial

Acrostic Poems

The ABC Poem

Uses each letter of the alphabet to describe the writer

- A is for **American**,
First and foremost
- B is for **Brown Eyes**,
Latin blood, of that I will boast
- C is for **Colombia**
The land of my mother
- D is for **Dancing**
A better time spent with family?
Of that there's no other
- E is for **Education**
A must for my kin
- F is for **Fair and Freckles**
From my Mediterranean skin

Bio Poems

Creative poems to build rapport and community and to address the needs of diverse students

- **Whose** cradle rocked to the tunes of Motown
Whose children are two daughters and a son
Whose first Penelope's millennium spun
Whose second Zolabel delights to frown
Whose third Prosper has just one year's renown
Whose love of reading makes his content fun
Whose chips and salsa's eaten by the ton
Whose foreign roots have grown into this town
- **Who** works with plants in wood and garden bed
Who wishes for a second Halloween
Who loves Greek Myths and their Land of the Dead
Who has performed in many a staged scene
Who knows organic food is the best fed
Who flows in life and art and in between

Other Possibilities

- **Couplet: two lines**
 - Lines rhyme with varying numbers of syllables and words
- **Haiku: three lines**
 - five syllables to the first line,
 - seven to the second,
 - and five to the third.
- **Limerick: five lines**
 - Lines 1, 2, and 5 rhyme and usually have the same number of syllables
 - Lines 3 and 4 are shorter, rhymed, and often 5 syllables each
- **Quatrain: four lines**
 - Lines rhyme with varying patterns

Sample Lesson Plan: Found Poems

- *"Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems."*

<http://www.poets.org/viewmedia.php/prmMID/5780>

- **Goal:** For your next in-class assignment, you will practice an intermediate to advanced level activity that can be taught in one of your internship classes. The activity must connect to the Five Cs of foreign language learning: communication, culture, comparisons, connections, and community.
- **Objective:** Students will be able to demonstrate knowledge of lesson planning by creating a found poem in the target language from excerpts of *The Little Prince* (Chapter XIV).

Planet Gnosis

ABC Poems:

http://corndancer.com/vox/gnosis/multied2/multi2_abcme.html

Bio Poems:

http://corndancer.com/vox/gnosis/spmthds/spmthds_biosm.html

http://corndancer.com/vox/gnosis/spmthds/spmthds_arch/spmthds_a002.html

http://corndancer.com/vox/gnosis/classmgmt2/mgmt2_biop1.html

http://corndancer.com/vox/gnosis/spmthds/spmthds_bptl.html

Diamond Poems:

http://corndancer.com/vox/gnosis/spmthds/spmthds_arch/spmthds_a006.html

Name Poems:

http://corndancer.com/vox/gnosis/spmthds/spmthds_rrmain.html

Found Poems:

http://corndancer.com/vox/gnosis/spmthds/spmthds_mat.html

Thanks for coming!

Vielen
Dank

 *Merci*

 **Gracias**

 धन्यवाद

Obrigado!

Köszönettel

 תודה

 شكراً

 ขอบคุณ

 Ευχαριστώ

 Teşekkürler

Díky


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