

## **Bio Poem Activity / REACH Project**

**Rogers HS**

**SNS classes**

**Ms. Sliger / Dr. Bowles**

Goal: To practice TL proficiencies; to build a learning community;

Objective: Students will demonstrate knowledge of English grammar and TL grammar by composing a poem in the TL using a combination of adjectives, relative clauses, and items in a series.

Standards:

*Spanish for Native Speakers Standards*

- Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).
- Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).
- Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

*ESL Standards*

- Standard 5: Variety of Text  
Students shall read, examine, and respond to a wide range of texts.
- Standard 7: Process  
Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Materials: Colored pens or crayons, construction paper, Writer's notebooks

*I. Engaging the learners:*

Students will read one poems from Cool Salsa and discuss how it relates to self-identity. What is the poet trying to tell us in the poem? Who is the poet talking to? (I may also ask for volunteers to read the poems.) Students will write down their favorite expressions to share with the class.

*II. Presenting the material:*

Students will read several poems written in Spanish from the Planet Gnosis website using the Bio Poem format. Students will translate and discuss what these poets are saying and HOW they are saying it. We will look at each line and try to determine what kinds of words they are (noun, adjective, verb). Students will carefully "explicate" Remington's poem to see if they can guess the format.

***Remington***

Leal, Responsable, Honesto, Trabajador  
Paciente de cinco hermanos y diecisiete sobrinos  
Amante de Danielle, Jesucristo, deportes  
Quien siente felicidad, amor, paz

Quien necesita actividad, responsabilidad, familia  
Quien teme fracaso, culebras, hongos  
Quien da ayuda, amistad, humor  
Quien le gustaría ver a México, mi propia aula, mi primer hijo  
Residente de Arkansas

### *Myers*

#### *III. Constructing knowledge:*

Students will scaffold their Bio Poem activity by creating a FaceBook profile following the format on the PPT. After students have their profiles, they will be given the format for writing their own bio poems. One form can be constructed independently; another can be more structured. For example, “quien ama/quien siente,” etc., could be included for each line.

**Directions:** You will “compose” a poem in your TL using the following format called the *Bio Poem* in order to practice using your language, reflect on who you are, and share with your classmates (Holmes & Moulton, 2001).

- Line 1: First name
- Line 2: Four traits that describe your character
- Line 3: Relative of \_\_\_\_\_ (brothers, sister, daughter, etc.)
- Line 4: Lover of \_\_\_\_\_ (list three people, things, or ideas)
- Line 5: Who feels \_\_\_\_\_ (list three emotions)
- Line 6: Who needs \_\_\_\_\_ (three items)
- Line 7: Who fears \_\_\_\_\_ (three items)
- Line 8: Who gives \_\_\_\_\_ (three items)
- Line 9: Who would like to see \_\_\_\_\_ (three items)
- Line 10: Resident of \_\_\_\_\_
- Line 11: Last name.

#### *IV. Practice and homework*

Students will be given time to ask questions and work on poems in class. HW—to complete poem.

Reference:

Holmes, V.L., & Moulton, M.R. (2001). *Writing simple poems: Pattern poetry for language acquisition*. Cambridge, UK: Cambridge University Press.