

EXPRESSING YOURSELF THROUGH POETRY

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Program Outline

Grade: 4 (This project could easily be adapted for grades 3-12.)

Students: This is a program for students who can work cooperatively. It focuses on the following areas: reading poetry for meaning and content; doing research; and developing written, oral, and computer skills that help English language learners reach higher performance criteria. The program helps students gain confidence in relation to the development of diversified skills. Students have a chance to become creative thinkers and skilled dramatic readers. This hands-on approach to learning offers opportunities in Multiple Intelligence. Spatial strategies are developed in three dimensions: active imagination, artistic skills, and image manipulation. Interpersonal strategies help the students interact effectively with others while developing their ability to entertain multiple perspectives. The linguistic strategies help students to use language and express and appreciate complex meanings, while enabling them to understand the order and meaning of words. The bodily kinesthetic strategies help the students manipulate objects, use a variety of physical skills, and develop skills through mind-body union.

Major Goal and Overview

In this learning program, students study the art of poetry. They develop their own poetic material and interpret it for the class. They also have an opportunity to develop artwork or chose appropriate artwork in a group capacity. The students computerize their own written work and assist others who are not to familiar with this technology. After collecting their work in a book, students read their materials using self-expression with dramatization.

To help students extend their work, they should do ongoing projects. They can read their poems to diversified audiences, to their families, and to one another. They can read to groups of people in senior citizen centers and to people in libraries and churches or temples. They can read to people who are hospitalized, on radio programs, on videoconferencing programs, and on cable television. The students receive a degree of notoriety and recognition for their good works.

English poetry can sometimes be difficult to understand. For example, Aristotle (1954 edition: 71-168) recognizes the complex nature of poetry when it is referred to as "the impossible." The position he maintains is that poetry must retain its high horizons. In order for it not to be readily understood, it must subject itself to a state whereby its audience draws inferences and thus learns something new. Teaching poetry to elementary school children can be very rewarding if the children are taught to draw from their own experiences and their own creative talents.

Enhancing Technology

Some teachers still remark to their colleagues that their students don't understand the software designed to help youngsters understand story structure and write original compositions. They say, "No, my children can't do this! I would have to show them how to find the main idea. I would have to pre-teach all the new words." A bit later, after seeing how well the students work on the computer, that same voice states, "You know, I really don't give my kids enough credit. They would probably learn more from this."

This illustration highlights the flight of computer technology using written poetic work. If students aren't given a chance to explore their own potential, the classroom climate is punctuated by "they can't" and a saddened misconception develops. When students learning techniques are challenged, their thought processes develop. If students answer the main idea in sequential learning of written work, they just proceed to the next posed question. When students can be creative and write their own poems and put them on the computer, the program of learning acts as a non-threatening teacher explaining what is expected of them. This multiple-intelligent branch of learning mirrors good classroom learning.

Lesson Plans

This is the kind of activity that can develop the creative skills of the students. The sessions should enrich and inspire them. The following shows a multiple-intelligent format of learning.

Express Yourself Through Poetry

1. The teacher reads and dramatizes a poem with the students.
2. Students are motivated to read silently.
3. Each student has a chance to read and dramatize a poem of his/her choice.
4. Students write their own poems.
5. The students should have an opportunity to read their poems to the class.
6. Students should check their work and correct it for errors.

II. Objectives: Students will express themselves through writing poems.

Time: varies

Resources needed: Photographed pages from children poetry books, Apple Word Processing Software

How To Computerize Your Writing

1. The students will have a chance to look at the example of the teacher's computerized work. Have the students computerize their own work. Students who are familiar with the computer can assist other students.
2. Students can dramatize and give their own poetic rendition.

III. Objective: To computerize the written poems

Time: Varies

Materials needed: Written poems from the students

Complete and Edit the Child Magazine

Objective: To edit and complete the layout for the Child Magazine

Activities:

1. Collect the work of the students for revision and correction.
2. Divide the class into four groups of five.
3. Have all the students draw a cover-page layout.
4. Each group has a task.
5. Print the magazine.
6. Let the students from the first group determine which cover page they like the best.
7. The second group will determine the layout of the pages.
8. The third group will determine where the art pictures should be.
9. The fourth group will do the collating.
10. The fifth group will do the stapling.

Time: Varies

Assessment:

The method of assessment is based on peer evaluation. Here the students had time to read their written work to the class with dramatic expression. The students gave each other constructive feedback after each presentation.

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June 2001

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Sud

By Christian

Sud is very smelly to me
All watery and squashy
I'd rather play
than be in dirty sud
It smells so dirty
I can't wait
to put it between my
feet

Toys

Toys are nice things to have
You can ride in toys
You can sing in toys
You can play in toys
You can read in toys
Toys toys toys toys.

Anonymous

March

A blue snake, a blue moon
and a good beginning
because the snow is
melting the win is blowing

by Esteban

The Months

By Tiziana

January brings the sharks
February brings the monkey
March brings the ducks
April brings the roses
May brings the starfish
June brings the rain for the
children to play
July brings the showers
and flowers
August through December
brings seasons that gives you
reasons

My Favorite Food

I like fresh pizza
If I could eat anything
I would eat pizza
My favorite pizza is
pepperoni slice
I take it out of the oven
then I eat it

by Mathew

The Sun

By Bushra

The sun makes things shine
where it falls you find
a bird which looks like
popcorn balls
look where it plays
It's somewhere else today

If Once You Slept In A Fog

By Kevin

If once you have slept in a fog
you will never be a frog
You may act like a frog
but you may look like a shark
and by the time the sun comes
out you may bustle about
and have some fun

Three Frogs

By Jessica

Three little frogs
sitting on desks
Eating wet flies
and greasing their thighs

The Bear

The performing bear
is everywhere
that's his secret
everywhere
He is sleek with
poise and care

Anonymous

A Little Rabbit

By Richard Grancher

For me to grow
I need
a little food
a little care
a little here
and
a little there
a little friend
because then
I'm a little rabbit

Reasons

By Tiziama Lucches

Spring is hoppy, joppy and lopy
Summer is choppy, flowery and floppy
Autumn is freezy, is showery and nippy
Winter is drippy, weary, and poppy

Apples

Apples are red
water is blue
and
I feel sticky
just like glue

Anonymous

All Things Bright And Beautiful

By Sehar

All things that are bright Yellow
are beautiful
All things are created nice and big
All things are smart and beautiful
The lord made them all
Every little flower that opens,
all little birds that sing
He made their glowing colors
He made their wings
He made the red headed
mountains, the blue little river
running by, the sun that sets,
and brightens up a cold windy winter
He has two eyes two see them
which tells of his greatness

Lumpy Humpy

Lumpy Humpy fell down the wall
Oh! Boy what a big fall
And, when people came
they said, "What a shame to see Lumpy Humpy
be broken in pieces
They rather have a million
cheeses.

By Julieta

Crocodile

I thought I'd win the Spelling Bee
and get right to the top
But, I started to spell crocodile
And, I didn't know when to stop

By George

Spring

By Naziba

Oh spring Oh spring
you are so wonderful
Oh spring oh spring
It's when the rabbit sings
Oh spring Oh spring
I feel like a king
Oh spring

The Vanilla Easter Bear

By Harry

The vanilla Easter Bear likes birds
in their nest
I'm saving the bear because my sister
likes the bear
So, I went up the tree and then
I made it to the nest
and saved the birds from the
vanilla Easter Bear

The Bliss Mandrill Monkey

By Maria

Let me fetch, let me fetch
throw me the banana, catch
When you go, let me go
catch the moon and the sky
said the Bliss Mandrill monkey
that is why, that is why
I can't die

Turtle Turtle Little Fox

By Matea

Turtle turtle little fox
You look just like an ox
Turtle turtle little rabbit
You got a bad habit
let's have fun
and go to the sun

COMBINING THE P.T.A BULLETIN MESSAGES OF THE PRINCIPAL

"Higher standards are a reality throughout the city and state. In this school we support higher standards and are committed to helping our children reach them. Achieving these standards requires a team effort."

The message of the principal from P.S. 2, Mr. Joseph M. Geraci states that the success of students' education includes "Hard work on behalf of our children, targeted teaching from our teaching staff, support and resources from administration and assistance of parents are vitally necessary."

The Child Magazine reveals continuity of instruction and team effort.

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<http://www.poets.org/poets/poets.cfm?prm...>

?? **Addison Wesley Longmen Poetry Authors:**

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<http://longman.awl.com/kennedy/donne/bio...>

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<http://dspace.dial.pipex.com/town/square...>

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An English professor offers students some down-to-earth how-to advice on tackling poetry.
<http://www.geocities.com/lrampey/poemrea...>

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