

teachers

teaching

grow

strength

begin

teachers

courage

create

succeed

ohio

worthy

trust

learn

reflect

writing

project

bloom

laugh

explore

bright

challenge

write

inspire

live

imagine

answers

Using Poetry All Year Long

August 3, 2022

10:00 - 11:00

Agenda



Ohio Writing Project

www.miamioh.edu/ohiowritingproject

ohiowritingproject@miamioh.edu

@owpmu (twitter, instagram, facebook)

Beth Rimer

rtmerba@miamioh.edu

@BethRimer

Writing into the Session (Poetry as inspiration)

Read one of the following poems and then take a few moments to write using one of the quickwrite responses.

- [Walking with my Delaware Grandfather](#) - Denise Low
- [Allowables](#) - Nikki Giovanni
- [Flying Kites](#) - Quincy Troupe
- [Ice Cream Cone](#) - Heidi E.Y. Stemple

- Quickwrite Response: (Linda Rief)
 - Write as quickly as you can anything that comes to mind
 - Choose a word, phrase or line and use it as inspiration.
 - Try your hand at your own poem for this moment.

Goals for today

- Explore ways poetry can be used across the year to inspire writing, build , community and confidence, and teach skills and standards.
 - What we won't do - talk about all the poetry possibilities - but that's a good thing!
- Please take a moment now or at the end of today to connect with OWP on social media (@owpamu) and let us know you are here and if you want to be on the mailing list for OWP use this form: [Connecting with OWP Google Form](#)

Thoughts about Poetry

Why Poetry:

- First, how do you answer this question - why poetry? Or what are your thoughts about poetry?
- Now, read these excerpts from Georgia Heard and Kathleen Neagle Sokolowski . Highlight some of your favorite lines in your notebook.
- Look back at your own words and the words of Heard and Sokolowski and let's chat.
-

WHAT POETRY TEACHES STUDENTS

Here are some additional reasons to include poetry in your classroom.

- Poetry demonstrates rich, precise, imaginative language.
- Poetry's short, spare, and concise format is often more manageable to read, especially for struggling or reluctant readers, and enhances confidence and reading motivation.
- Poetry can provide a brief, and sometimes much-needed, break from daily routines.
- Through poetry students can practice inferential thinking in text that is short yet filled with meaning.
- Poetry gives voice to children's feelings about themselves and the world, and helps them make a personal connection to literature.
- Poetry can help create a more relaxed and positive classroom atmosphere.
- Poetry is a highly effective way to promote fluency.
- Poetry's range of subject matter is vast and varied, and can help build children's interests and create new ones.

Excerpt from: *Seen, Valued, Heard: Poetry to Establish Community* by Kathleen Neagle Sokolowski on twowritingteachers.org

Poetry can be a powerful bridge from who we are as individuals to who we are as a class community. By allowing students to share their identity, and then sharing those poems together as a class community, students can learn more about themselves and their classmates while growing as writers. Poetry can be scaffolded for our youngest learners or our EAL or special education students. It can also allow students to show their creativity and sophistication with language, enriching those who are ready for a challenging task. As you plan your back to school lessons and activities, I hope you might consider poetry as a way to get to know your students and build a class community.

In her book, *Poems Are Teachers: How Studying Poetry Strengthens Writing in All Genres*, Amy Ludwig Vanderwater writes, “Poems change us. Anyone lucky enough to have been read poetry as a child carries certain lines forever, and anyone who has found poetry as an adult knows to hang on as if to a wild horse. For poems wake us up, keep us company, remind us that our world is big and small...”

Sarah K. Ahmed writes, “Poetry is accessible and identity has been a long-time theme of poetry. Identity poems can be used as icebreakers but, like identity webs, they are more than that. They are a window into the lives of your students, a stepping-stone toward rapport and mutual respect in your room. As with any tool for starting to build community, the focus is on how you use the tool itself. If we use poems as a way to learn about the kids – reading the poems, responding to them, conferring with students about the things they wrote, having peer conferences – we are sending the message that kids’ backgrounds are valuable not only to them but also to the classroom community.” (*Being the Change: Lessons and Strategies to Build Social Comprehension*, pages 21-22)

Why Poetry:

- Now, let's write a poem. Choose a line or phrase or word you like from your writing or from the excerpts. Add it to one of the lines below.

| | |
|--|----------------------------|
| Room 1 Voice | Room 6 team building & joy |
| Room 2 | Room 7 Differentiation |
| Room 3 They are a window into the lives of your students | Room 8 Engaging |
| Room 4: Inferential thinking | Room 9 Accessible |
| Room 5 Poetry is a form of art and expression | Room 10 Accessible |

Poetry All Year Long looks like:

Making Poetry Visible (around the room, in frames, in classroom libraries)

Reading lots of poetry (Poem a day, poems to connect to content, poetry Fridays, poems for occasions, live with a poem for a week,)

Using poetry to teach and practice standards and skills (reading, writing, speaking and listening standards, SEL, Social Justice)

Poetry to build community and confidence in hard things like writing and reading fluency and analysis.

Take a poetry break - enjoy, rest, pause, laugh.

- Sarah Kay
- [A Love Letter](#)

But where do we get poems? Let's look!

A few places to find poems:

[Poet Laureate Projects](#)

[Teach Living Poets](#)

[Button Poetry \(Spoken Word videos\)](#)

(Content cautious)

[Poets.org / National Poetry Month](#)

[Poetry 180](#)

[Poetry Foundation](#)

[Brett Vogelsinger](#) go Poems

[Poetry Minute](#)

[Favorite Poem Project](#)

[Poetry Everywhere | PBS](#)

[Poetry Foundation](#) - children

[Children's Poetry Archive](#)

[Poetry for Tough Guys](#)


[Poems for Kids](#)

[Poetry Farm](#)

[I Am Jason Reynolds](#)

Let's Explore:

Take some time to click and read and find one poem you'd like to share with your class this year.



Drop the treasure
you find in the
chat!

Poetry Writing as Confidence Building!

Poetry Challenges - [Blitz poems](#) (a poetry form created by **Robert Keim**.)

"House of puddles," by Robert Lee Brewer

Build a boat
Build a house
House for sale
House for rent
Rent to own
Rent a phone
Phone a friend
Phone home
Home alone
Home before bed
Bed and breakfast
Bed head
Head for cover
Head for the hills
Hills and valleys
Hills of gold
Gold rush
Gold for cash
Cash for gold
Cash that check
Check your messages
Check your back

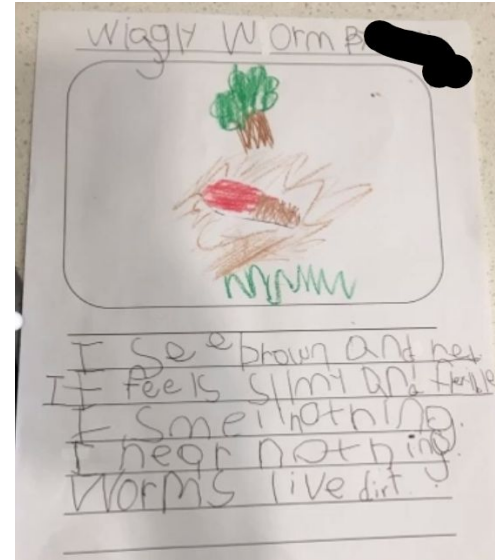
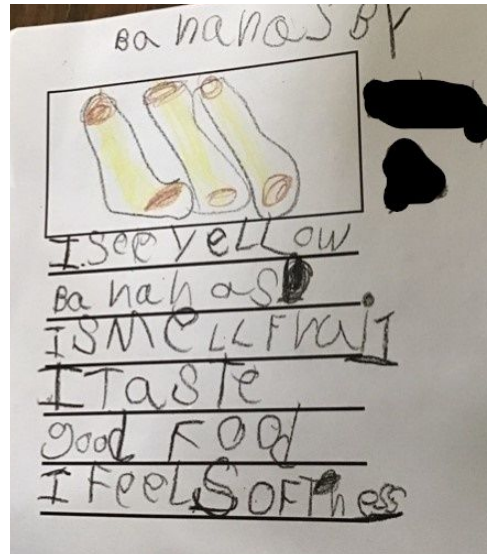
Back in time
Back against the wall
Wall of noise
Wall fall down
Down with you
Down and out
Out and about
Out for the count
Count your blessings
Count the ways
Ways to live
Ways you smile
Smile and laugh
Smile like you mean it
It ain't no thang
It is what it is
Is it not
Is this poetry
Poetry is music
Poetry is love
Love your poetry
Love the rain
Rain falls down
Rain makes puddles
Puddles are wet
Puddles of love
Love...
Wet...

Poetry Writing as Confidence Building

Observational Poetry

1. Choose an item around your home to observe closely.
2. Observe the item with all of your senses.
3. Sketch a picture of your item being sure to include as many details as possible.
4. Begin writing down your observations. Describe what you see, feel, hear, smell, taste.
5. Add an ending to wrap up your ideas.
6. You just wrote a poem!

Kindergarten Lesson Example



Examples by Valerie Worth

Poetry to teach reading skills & response

GUIDED ANNOTATIONS: Let's try it!

- Poetry Analysis: [The Schoolroom on the Second Floor of the Knitting Mill](#) by Judy Page Heitzman (take notes on your own copy of the poem)
 - Sample: [Guided annotations](#)

Poetry to teach reading skills across a week:

fireworks

First

A far thud,
Then the rocket
Climbs the air,
A dull red flare,
To hang, a moment,
Invisible, before
Its shut black shell cracks
And claps against the ears,
Breaks and billows into bloom,
Spilling down clear green sparks, gold spears,
Silent sliding silver waterfalls and stars.

Monday: Introduce the poem

- Glance at it, what do you notice?
- Read the title - what clues does it give?
- Poet
- Read the poem slowly, several times.
 - What is the picture?
 - What do you understand?
 - How does it make you feel?
 - Do you have questions?
 - What type of poem is it?

Poem by: Valerie Worth, from All the Small Poems and Fourteen More

Poetry to teach reading skills across a week:

fireworks

First

A far thud,
Then the rocket
Climbs the air,
A dull red flare,
To hang, a moment,
Invisible, before
Its shut black shell cracks
And claps against the ears,
Breaks and billows into bloom,
Spilling down clear green sparks, gold spears,
Silent sliding silver waterfalls and stars.

Tuesday & Wednesday: Reading Deeper

- Rereading and close reading
 - Model reading and thinking
 - In my mind I see
 - I wonder about this word
 - I want to think about the main idea ...
 - Who, what, why, where, when,
 - Why, what if, how
 - Close reading ideas
 - Illustrating, acting out, quickwrites, reading with a different lens (literal, figurative, sensory personal, ...)

Poem by: Valerie Worth, from All the Small Poems and Fourteen More

Poetry to teach reading skills across a week:

fireworks

First

A far thud,
Then the rocket
Climbs the air,
A dull red flare,
To hang, a moment,
Invisible, before
Its shut black shell cracks
And claps against the ears,
Breaks and billows into bloom,
Spilling down clear green sparks, gold spears,
Silent sliding silver waterfalls and stars.

Thursday: How does the poem say it?

- How is the poem built? What is the structure? Meter, rhyme
- What poetic devices are present?
 - Figurative Language, metaphor, sensory words, alliteration, ...
- Guided Craft Question Sheet

Poem by: Valerie Worth, from [All the Small Poems and Fourteen More](#)

Poetry to teach reading skills across a week:

fireworks

First

A far thud,
Then the rocket
Climbs the air,
A dull red flare,
To hang, a moment,
Invisible, before
Its shut black shell cracks
And claps against the ears,
Breaks and billows into bloom,
Spilling down clear green sparks, gold spears,
Silent sliding silver waterfalls and stars.

Friday: Who is the poet

- Discuss poet.
- Life, time, style

Writing - poetry response journal

- Collect words, details
- Express feelings
- Ask questions
- Explicate the poem
- Record connections
- Collect craft
- Write poetry

Poem by: Valerie Worth, from All the Small Poems and Fourteen More

Poetry to connect to content classrooms

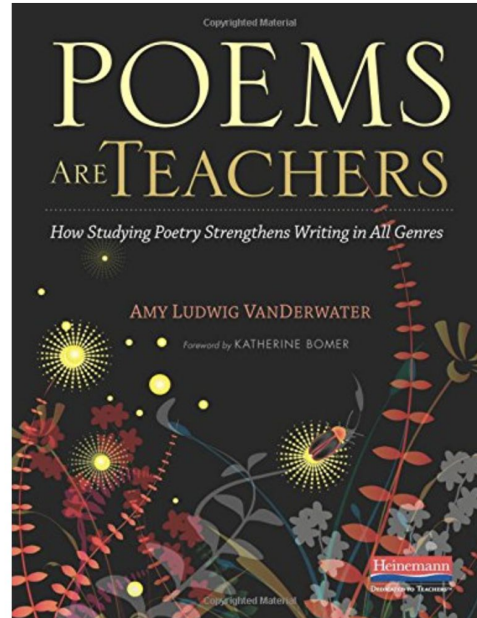
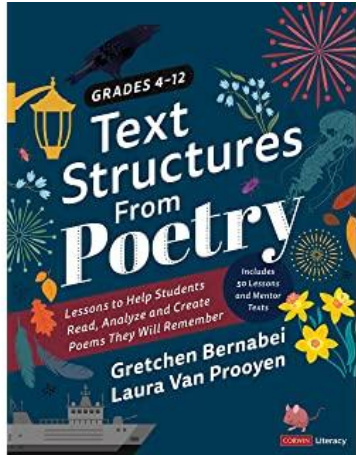
Let's read and enjoy:

[100% poem - Sara Holbrook](#)

What do you notice about how it is built?

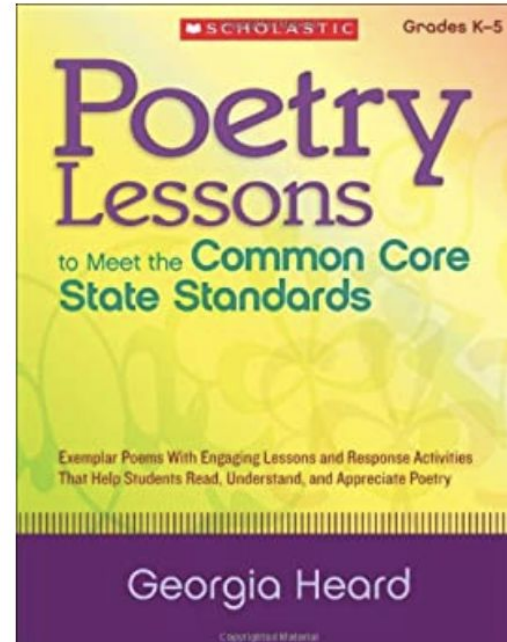
Let's try one! Maybe about you, school, your classroom, ...

Poetry Resources OWP loves



Teaching Ideas:

[NYTimes Learning Network: 24 Ways to Teach and Learn about Poetry](#)



OWP GOODNESS

- **Connecting with OWP Google Form** (mailing list and stuff!)
- **September Conference (RSVP Link)**
 - September 17, 2022
 - Voice of America Learning Center & Virtual
 - Keynote: Matt Johnson & K-12 Teacher Sessions
- **OWP Credit Workshops (OWP website)**
 - Fall: Weekend Workshop -November 5 & 6 & Implementing Literacy Practices (online)
 - Spring: Teacher as Writer & Weekend Workshop, March 4 & 5
- **OWP PD (OWP website)**
- **OWP Summer 2023!**
 - Teaching of Writing Workshop - SAVE THE DATE: June 20 - July 14

