



## **The Reluctant Poet: Poetry and the Common Core for Every Learner**

**EDUO 9225 3 Semester credit/units**

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### **Introduction**

Welcome to “The Reluctant Poet”! The content learned in this class will enable K-8 teachers, even those who have never loved poetry themselves, to motivate ALL students—including reluctant writers and English learners—to write poetry using literacy scaffolds that will invite them to pour their unique ideas into existing poetic formats. Using these formats, and the poetic devices of alliteration, onomatopoeia, rhyme, and/or repetition, students will begin to see poetry as an exciting and powerful vehicle through which to experiment with their own words, perceptions and ideas. By meeting the requirements of this class, participating teachers will have taught a unit on poetry, which includes having children read published authors’ poems to themselves and others, having them write their own poems which will be included in a class book, and inviting children to share their poems with an audience through a multimedia poetry reading. The Common Core Anchor Standards pertaining to the writing of poetry will be met:

*Anchor Standard #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

*Anchor Standard #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

*Anchor Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach.*

*Anchor Standard #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, or audiences.*

The attainment of these standards will be evaluated through an assessment provided by the instructor. Also, changes in attitudes toward poetry, if any, will be summarized, charted, and analyzed through the use of a Poetry Attitudinal Survey, also provided by the instructor, conducted before and after the poetry unit.

## Course Materials

The following books are required for the course and can be ordered directly from the publisher or at [www.amazon.com](http://www.amazon.com):

Cecil, N. L. (1994). *For the Love of Language: Poetry for Every Learner*. Winnipeg, Canada: Portage & Main.

Cecil, N. L. (1996). *For the Love of Poetry: Poetry for All Learners*. Winnipeg, Canada: Portage & Main.

Other helpful books (optional) available at Amazon:

Mack, N. (2005). *Teaching Grammar with Playful Poems: Engaging Lessons with Model Poems by Favorite Poets that Motivate Kids to Learn Grammar*. New York: Scholastic.

Sycamore, B. (2011). *Perfect Poems for Teaching Vocabulary: Delightful Poems with Easy Teaching Routines to Help Young Learners Expand and Enrich their Vocabulary*. New York: Scholastic.

Walther, M, & Fuhler, C. (2010). *Teaching Struggling Readers with Poetry: Engaging Poems with Mini-Lessons that Target and Teach Phonics, Sight Words, Fluency and More—Laying the Foundation for Reading Success*. New York: Scholastic.

Students are also encouraged to use the following websites and videos as resources:

[www.powerpoetic.wordpress.com](http://www.powerpoetic.wordpress.com)

[www.poetry4kids.com](http://www.poetry4kids.com)

[www.teachingchannel.org/videos/poetry](http://www.teachingchannel.org/videos/poetry)

[www.ehow.com\\_2188205](http://www.ehow.com_2188205)

## Course Objectives

After completing this course, teachers will be able to:

1. Plan and implement a unit of poetry to teach to children using a variety of literacy scaffolds.
2. Use a personal biography of poetry books and anthologies to inspire young poets.
3. Utilize the activity “Poem in my Pocket” to increase interest in reading published poems and sharing them orally.
4. Teach students the oral poetry techniques of refrain, line-at-a-time, antiphonal, and unison.
5. Conduct a multimedia poetry reading with students.
6. Summarize and analyze data from an attitude survey to chart changes in attitudes toward poetry as a result of the poetry unit.
7. Reflect on the strengths and weaknesses of the poetry unit.

## **Grading**

### *“A” Grade*

All components of the poetry unit have been turned in: Video, lesson plans, reflection, pre- and post-attitude assessment summary and analysis, bibliography, and the student sample poems. Reflection and analyses are well-organized and thoughtful. Guidelines for teaching poetry have been followed.

### *“B” grade*

One or more components of the poetry unit are missing or incomplete. Reflection and analyses lack depth and/or organization.

### *Below “B-” grade*

Instructor will offer constructive feedback and ask student to resubmit.

## **Assignments**

### **How to Submit Completed Coursework**

Read the introductory material in both poetry books. *\*\*\*It is imperative that you use the “Guidelines for Writing Poetry” for all class assignments.* Have your students go through the writing process, including the revising and editing of their poems. Additionally, pay special attention to “poetic devices,” as you will use these to explain poem ideas. Also, ways to share poetry orally should be highlighted and used to explain group oral poetry reading techniques to be used in the poetry reading. Then, select the fifteen poem ideas that interest you the most and that are appropriate for your grade level.

Complete assignments 1-8. Place **each** written assignment 1-8 in a single Word Processing file, clearly labeling each assignment with its number and name and submit the file into the DropBox at the bottom of the course page. You will receive feedback from your instructor.

### **Submit the Following**

1. *Planning and teaching.* For each of the fifteen poem ideas, prepare a two-page lesson plan summary for each one containing the following elements:
  - a) Materials
  - b) Common Core standards addressed
  - c) Lesson objectives
  - d) Procedures (These **MUST** include the ten guidelines contained in the book’s introduction, plus plan for editing and revising poems)
  - e) Assessment plan or rubric

2. *Assessment.* Use the Poetry Attitudinal Survey, as well as anecdotal information, to determine your students' attitudes toward poetry *before* you begin the unit and immediately *after* the poetry reading. With the help of a bar chart and narrative, summarize the differences in attitude of your students and provide an analysis of the results from your perspective. Include both the chart and the narrative in the assessment that you turn in.

3. *Poetry library.* Collect poetry books and anthologies appropriate for your grade level. Include child-friendly authors such as Shel Silverstein, Valerie Bloom and Jack Prelutsky. Create an annotated bibliography of books you will use in your classroom for children to read and share including at least twenty titles.

4. *Oral reading of poetry.* Create a time in the day when children spend at least ten minutes copying a poem they have found and enjoyed in the classroom library and then put it in their pocket. Have them ask each another child, "What poem is in your pocket?" share it with a classmate, and then reciprocate. Write about this experience, including titles of several shared poems.

5. *Multimedia poetry presentation.* Plan and implement a multimedia poetry reading with your students after all fifteen poetry lessons have been taught. Teach children the oral sharing of poetry ideas outlined in the introduction of ***For the Love of Language***. Write a reflection describing how the reading and teaching went with your students. Use the following guidelines:

a) Children must select two of their original poems and one "found" poem from the classroom library.

b) Children should be encouraged to enhance their poetry reading through multimedia with props, such as musical backgrounds, photos, drama, puppets, body movement, sound effects, or anything else that brings the poem to life.

c) Children may use audience participation for their poetry reading using line-by-line, unison, antiphonal, or refrain methods of oral reading.

d) Poetry readings may be held after school, inviting parents and the community or may be more informal, performing for another class, as long as children have an audience for their work.

6. *Video.* Submit a video, no more than fifteen minutes in length, edited to show A) partial teaching of one of the poem ideas, B) children working on their poems, C) "Poem in My Pocket" sharing time, and D) an excerpt from the multimedia poetry reading. The video will be placed in the Assignment 6 Dropbox. If you have difficulties uploading the video contact the instructor [booklady@csus.edu](mailto:booklady@csus.edu).

7. *Products.* Create a class book of the students' poetry, allowing each child to decide which is his or her best/favorite piece. Instruct children to revise and peer-edit their work for publication and encourage them to provide illustrations. Provide three student samples to the instructor. Create one document that includes no less than three sample poems written by students.

8. *Reflection.* What have you learned about poetry? What have you learned about teaching poetry to children? What have you learned about your students as poets? Mention all facets of the poetry unit, including your experience teaching the scaffolds, your observations on "Poem in My Pocket," and the poetry reading. Include the answers to these questions in a one-two page reflection.

### ***End of Course Syllabus***