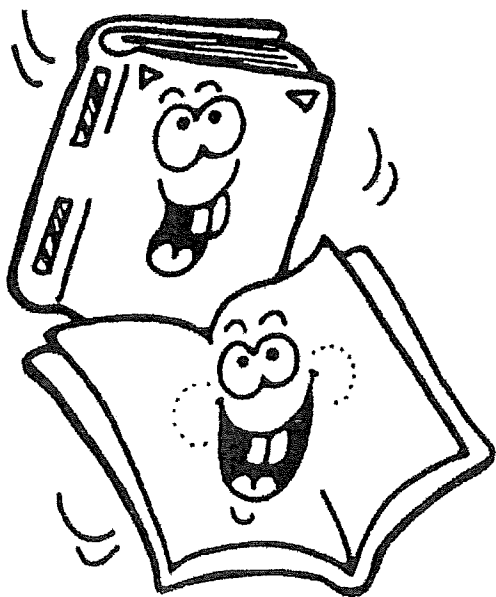


# The Promise of Poetry for Struggling Readers



Presented by:  
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## Poetry + Powerful Reading Instruction = Success

Powerful reading instruction is comprised of the following components:

- Frequent read-aloud experiences
- Engaging conversations
- Playful phonemic awareness activities
- Explicit phonics instruction
- Robust vocabulary teaching
- Thoughtful comprehension lessons
- Meaningful fluency development activities
- Multilevel, flexible, small group instruction
- Ample time to read independently
- Effective writing instruction
- Integrated content area studies

### Why Use Poetry to Teach Struggling Readers?

- Poetry Is Short!
- Poetry Plays With Language
- Poetry Is Comprised of Well-Chosen Words
- Poetry Incorporates Rhythm and Rhyme
- Poetry Contains Rich Vocabulary
- Poetry Is Perfect for Fluency Practice
- Poetry Boosts Comprehension
- Poetry Creates Interest in a Topic
- Poetry Sparks Enthusiasm for Writing

Source: Walther, M. P., & Fuhler, C. J. (2010). *Teaching struggling readers with poetry: Engaging poems with mini-lessons that target and teach phonics, sight words, fluency, & more—laying the foundation for reading success.* Scholastic.

# Look! Look!

by Jack Prelutsky



Look! Look!

A book!

A book for me,

a book all filled

with poetry,

a book that I

can read

and read.

A book!

Exactly

what I need.

Look! Look!

A book

to open wide,

and marvel

at the words inside,

to sit

and savor

quietly.

Look! Look!

A book!

A book for me.

Source: Prelutsky, J. (2008). *My dog may be a genius*. (J. Stevenson, Illus.)

## Why Use Poetry to Teach Struggling Readers?

### A Few of My Favorite Song Picture Books

*Groovy Joe Ice Cream and Dinosaurs* (Litwin, 2016)

*Sing* (Raposo & Lichtenheld, 2013)

*Take Me Home Country Road* (Denver, 2005)

*There Was an Old Monster* (Emberley, 2009)

### A Sampling of Teaching Ideas for "Look! Look!" by Jack Prelutsky

#### Create a Poetry Binder

Enlarge a copy of "Look! Look!" and chorally read and reread for enjoyment. This poem would be an ideal opening poem for students' "Poetry Binders."

#### How Shall We Read Our Poems Today?

1. Teacher Read Aloud
2. Fill-in-the-Blanks
3. Tag-Team Reading
4. Choral Reading
5. Turn Up the Volume or Turn Down the Volume
6. Speed It Up! or Slow It Down!
7. Clap the Beat
8. Readers Theater
9. As a Round
10. Sing to a Favorite Tune like "Twinkle, Twinkle"

Adapted from "10 Ways to Read a Poem" by Mary Bigler, Judson Literacy Conference 2010

### More Teaching Ideas for "Look! Look!"

Once you've read "Look! Look!" for enjoyment, revisit the poem with students to highlight one or more of the following literacy skills:

**Phonics:** /-ook/ word family

**Fluency:** Using punctuation to make meaning

**Vocabulary:** Vivid verbs—marvel, savor

**Writing Conventions:** Exclamation mark (See Mini-Lesson in *M-by-M Writing*, p. 90)

*Exclamation Mark* (Rosenthal, 2013)

*Hurry! Hurry!* (Bunting, 2007)

*If You Were an Exclamation Point* (Lyons, 2009)

# Good Books, Good Times!

Good books.

Good times.

Good stories.

Good rhymes.

Good beginnings.

Good ends.

Good people.

Good friends.

Good fiction.

Good facts.

Good adventures.

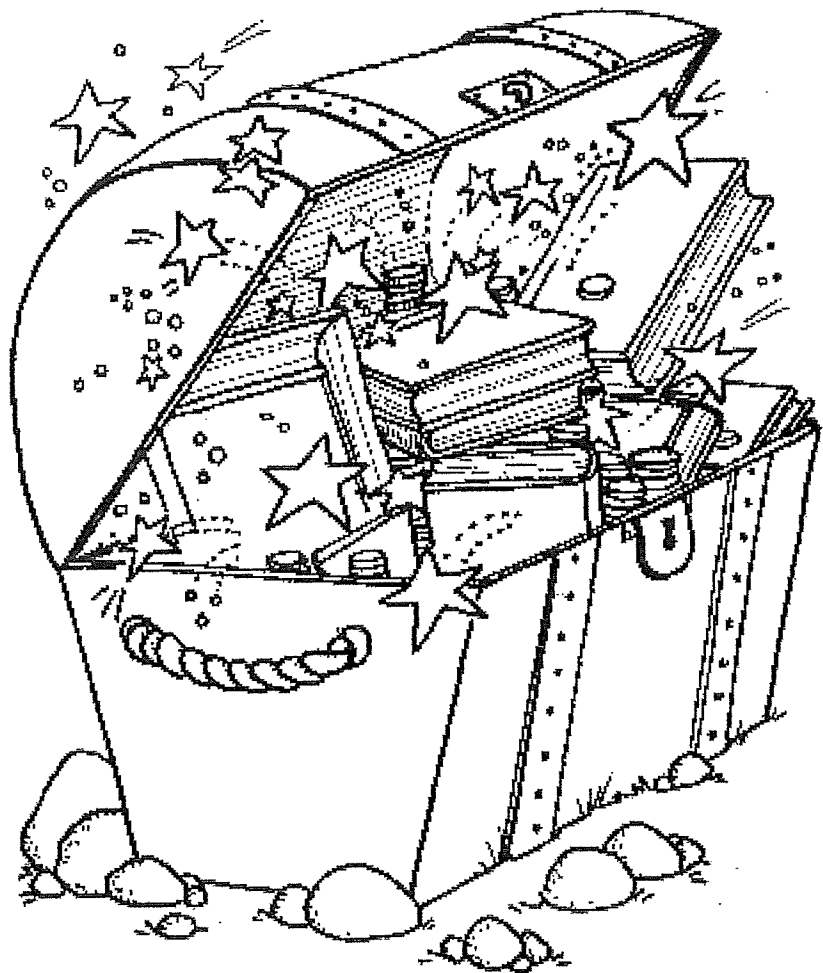
Good acts.

Good stories.

Good rhymes.

*Good books*

*Good times.*



*Lee Bennett Hopkins*

Source: Hopkins, L. B. (Ed.). (1990). *Good books, good times.* (H. Stevenson, Illus.). New York: HarperCollins. (p. 17)

## Poetry Is Short!

### A Sampling of Teaching Ideas for "Good Books, Good Times!" by Lee Bennett Hopkins

#### Celebrate Books!

Share this poem at the beginning of the year to spark a conversation about students' favorite books. Return to "Good Books, Good Times!" again at the end of the year to ask students to make a class list of treasured tales.

#### Picture Book Pairings—Books That Feature Reluctant Readers

*Miss Brooks Loves Books! (and I don't)* (Bottner, 2010)

*Miss Malarkey Leaves No Reader Behind* (Finchler & O'Malley, 2006)

*Read All About It!* (Bush & Bush, 2008)

#### Books to the Ceiling

Books to the ceiling, books to the sky.

My piles of books are a mile high.

How I love them!

How I need them!

I'll have a long beard by the time I read them.

*Arnold Lobel*

Source: Hopkins, L. B. (Ed.). (1990). *Good books, good times*. (H. Stevenson, Illus.). New York: HarperCollins. (p. 29)

## Poetry Plays With Language

**Rhyming Words**—Roses Are Red Poems (See M-by-M Writing p. 114)

**Adjectives**—"What I Told Mrs. Morris When She Asked How I Was Feeling Today" *Revenge of the Lunch Ladies* (Nesbitt, 2007, p. 24)

**Prefixes**—"The Zoo Was in An Uproar" *Something Big Has Been Here* (Prelutsky, 1990, pp. 62-63)

#### Haiku—

*Guess Who, Haiku* (Caswell, 2016)

*Guyku: A Year of Haiku for Boys* (Raczka, 2010)

*Hi, Koo! A Year of Seasons* (Muth, 2014)

*Won Ton* (Wardlaw, 2011); *Won Ton and Chopstick* (Wardlaw, 2015)

## Poetry Plays With Language

### Phonemic Awareness Skills to Highlight Through Poetry

Before displaying poem in a pocket chart, on the overhead, or on an interactive whiteboard, begin by reading the poem aloud to strengthen students' skills in the following areas:

#### Phonological Awareness (oral/listening activities—no print)

- **Word Awareness/Concept of Word**—Give students counters and a cup or ask them to use their fingers or take a sideways step. Read aloud a sentence from the poem. Invite students drop a counter in the cup, put up a finger up, or take a sideways step each time they hear a word.
- **Concept of Syllables**—Select a multisyllabic word from the poem. Clearly say the word and invite students to clap once for each syllable they hear.
- **Concept of Phonemes**—Say a word from poem, invite students to chop the word by making a chopping motion for each sound they hear.

#### Phonemic Awareness (oral/listening activities—no print)

- **Rhyme recognition**—Ask students to identify the rhyming words they hear as you read the poem.
- **Phoneme matching**—(Alliteration) Read an alliterative sentence and say, "Listen to this sentence and tell me what sound you hear at the beginning of most words."
- **Phoneme blending**—Select a word from the poem to segment. Say each phoneme separately then say, "Listen to these sounds and tell me what word they make."
- **Phoneme segmentation**—Select a word from the poem. Say, "Listen to this word, tell me how many sounds you hear or tell me the sounds you hear in the word \_\_\_\_\_."
- **Phoneme manipulation**—Play with the words! Substitute, add, or delete sounds to create new words.

For additional phonemic awareness teaching ideas see *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010), p. 44.

### A Sampling of Teaching Ideas for "Brother" by Mary Ann Hoberman

**Fluency Fun with Tongue Twisting Poems**—Challenge students to reread this tongue-twisting poem faster and faster.

#### Picture Book Pairing

*Once Upon a Baby Brother* (Sullivan, 2010)

## Brother

I had a little brother  
And I brought him to my mother  
And I said I want another  
Little brother for a change.

But she said don't be a bother  
So I took him to my father  
And I said this little bother  
Of a brother's very strange.

But he said one little brother  
Is exactly like another  
And every little brother  
Misbehaves a bit, he said.

So I took my little bother  
From my mother and my father  
And I put the little bother  
Of a brother back to bed.



*Mary Ann Hoberman*

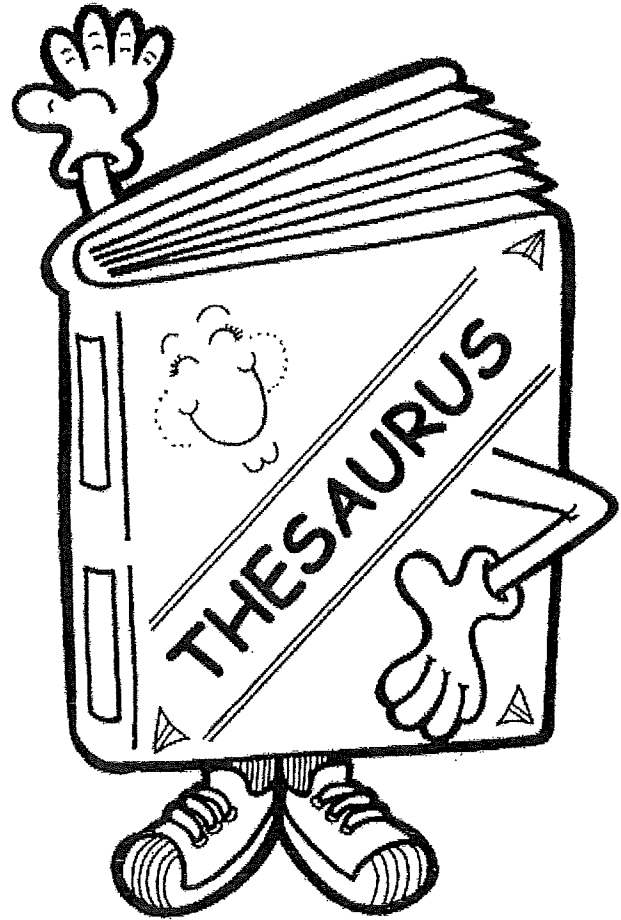
Source: Paschen, E. (2005). *Poetry speaks to children*. Naperville, IL: Sourcebooks. (p. 95)

For teaching ideas see p. 41 of *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010)



**What I Told Mrs. Morris  
When She Asked How I Was Feeling Today**

“Grumbly, grouchy,  
groggy, grumpy,  
sleepy, slouchy,  
fussy, frumpy,  
whiny, weary,  
cranky, crazy,  
dingy, dreary,  
loopy, lazy,  
dizzy, drowsy,  
crusty, crummy,  
loony, lousy,  
scruffy, scummy,  
bleary, batty,  
shaky, shabby,  
rusty, ratty,  
cruddy, crabby.  
That describes it,  
Mrs. Morris.  
Thank you for the  
new thesaurus.”

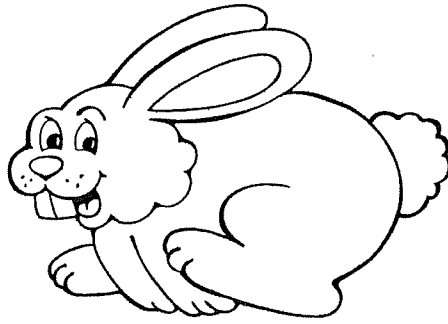


*Ken Nesbitt*

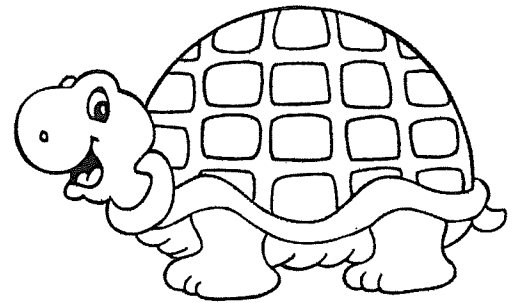
Source: Nesbitt, K. (2007). *Revenge of the Lunch Ladies*. New York: Simon & Schuster. (p. 24)  
Learning Target: Adjectives

## The Zoo Was in an Uproar

The zoo was in an uproar,  
the rabbits stamped their feet,  
the pigs expressed displeasure,  
the gnus refused to eat,  
**"Disgraceful!"** gabbed the gibbons,  
**"Barbaric!"** boomed the bear,  
**"Distressing!"** wept a leopard,  
the ferrets fumed, **"Unfair!"**



**"Repellant!"** puled a puma,  
**"BIZZARE!"** a badger bawled,  
the donkeys were disgusted,  
the pandas were appalled,  
the camels ran for cover,  
the turtle fled her shell,  
the seals stayed underwater,  
a walrus felt unwell.



**"How wicked!"** whined a weasel,  
**"UNCALLED FOR!"** cawed the crows,  
the tigers lost their tempers,  
a polecat held his nose,  
**"Unseemly!"** screamed the eagles,  
the lions roared with wrath,  
that day the hippopotamus  
forgot to take a bath.



*Jack Prelutsky*

## Poetry Is Comprised of Well-Chosen Words

### A Sampling of Teaching Ideas for "Cinderella's Double Life" by Marilyn Singer

**Readers Theater**—Divide the class or guided reading group into half. Make a copy of one side of the poem for each group member. Provide time for students to practice and polish their performance. If they enjoy this poem, students can perform others from the book *Mirror Mirror* (Singer, 2010).

**A Poetry Challenge**—Challenge students to write a poem by following Marilyn's Singer's lead and using the same words forward and backwards.

Singer, M. (2013). *Follow, follow*. (J. Masse, Illus.). New York: Dial.

In Singer's sequel to the book *Mirror Mirror* she creates another collection of "reverso" poems about fairy tales.

Teaching Ideas: Poetry: Different Perspectives

## Poetry Incorporates Rhythm and Rhyme

**"My Sister is a Sissy" by Jack Prelutsky**

**Meaning Vocabulary—Synonyms**

In this poem, Prelutsky uses the synonyms *afraid*, *terrified*, and *scared* to describe the way the sister feels. Build on these words by creating a word web of all the different ways writers can say *scared*. Post the web in your room for future reference. (*M-by-M Writing* p. 59)

**Picture Book Pairing**

*Scaredy Squirrel* (Watt, 2008)

Source: *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010) p. 41

## Poetry Contains Rich Vocabulary

**Three Read Aloud Words**

Source: *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010) p. 26

## Poetry Is Perfect for Fluency Practice

Cooke, L. (2013). *A little book of sloth*. New York: Simon and Schuster.

Join Lucy Cooke, founder of the Sloth Appreciation Society, and visit Slothville, a sanctuary in Costa Rica for orphaned and injured sloths, to learn more about sloth's mellow ways.

Teaching Ideas: Create a multi-genre text set using: "Slow Sloth's Slow Song" (p. 65) of Jack Prelutsky's book *Something Big Has Been Here* (1990) and *Let's Look at Sloths* (Piehl, 2011); Fluency Fun Lesson (*M-by-M Reading* p. 71) (For a text set about Rocks see *M-by-M Writing* p. 152)

## *Cinderella's Double Life*

*Isn't life unfair?  
Stuck in a corner,  
while they're waiting for a  
chance  
with the prince,  
dancing waltz after waltz  
at the ball,  
I'll be shining  
these shoes  
till the clock strikes midnight.*

*Till the clock strikes midnight,  
these shoes!  
I'll be shining  
at the ball,  
dancing waltz after waltz  
with the prince  
while they're waiting for a  
chance,  
stuck in a corner.  
Isn't life unfair?*

*Source: Singer, M. (2010). Mirror-mirror. (F. Masses, illus.). New York: Quirk.*



## My Sister Is a Sissy

My sister is a sissy,  
she's afraid of dogs and cats,  
a toad can give her tantrums,  
and she's terrified of rats,  
she screams at things with stingers,  
things that buzz, and things that crawl,  
just the shadow of a spider  
sends my sister up the wall.

A lizard makes her shiver,  
and a turtle makes her squirm,  
she positively cringes  
at the prospect of a worm,  
she's afraid of things with feathers,  
she's afraid of things with fur,  
she's scared of almost everything—  
how come I'm scared of her?

*Jack Prelutsky*

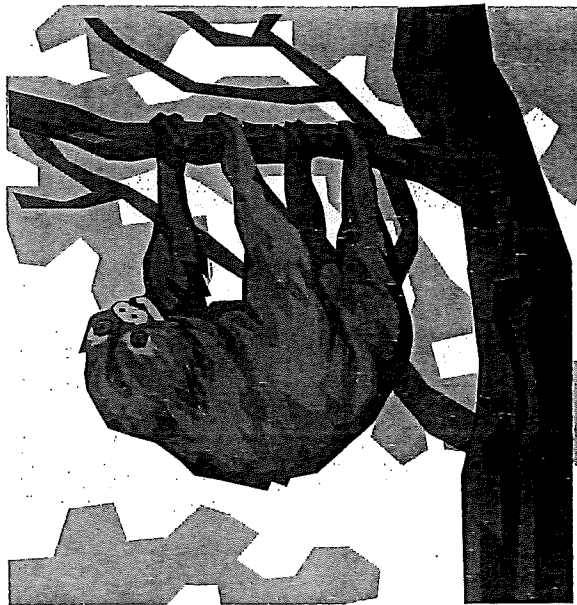


Source: Prelutsky, J. (1984). *The new kid on the block*. (J. Stevenson, illus.). New York: Greenwillow. (p. 138).

# Slow Sloth's Slow Song

I ..... am ..... a ..... sloth .....  
a ..... sloth ..... am ..... I .....  
I ..... live ..... in ..... trees .....  
But ..... I ..... can't ..... fly .....  
I ..... do ..... not ..... run .....  
I ..... am ..... so ..... slow .....  
But ..... I ..... am ..... where .....  
I ..... want ..... to ..... go.

.....Jack Prelutsky



Source: Prelutsky, J. (1990). *Something Big Has Been Here*. (J. Stevenson, Illus.). New York: Greenwillow. (p. 65)

# **Twaddletalk Tuck**

## **by Jack Prelutsky**



I'm Twaddletalk Tuck and I talk and I talk  
and I talk when I run and I talk when I walk  
and I talk when I hop and I talk when I creep  
and I talk when I wake and I talk when I sleep  
and I talk when it's wet and I talk when it's dry  
and I talk when I laugh and I talk when I cry  
and I talk when I jump and I talk when I land  
and I talk when I sit and I talk when I stand  
and I talk and I talk into anyone's ear  
and I talk and I talk when there's nobody near  
and I talk when I'm hoarse and my voice is a squawk  
for I'm Twaddletalk Tuck and I talk and I talk.

Source: Prelutsky, J. (1990). *Something Big Has Been Here*. (J. Stevenson, Illus.). New York: Greenwillow. (p. 64)

## Poetry Boosts Comprehension

Can You Infer What This Poem Is About?

|   |       |           |
|---|-------|-----------|
| Hungry monster,<br>you grumble, wheeze,<br>never seem full.<br>You stop everywhere<br>to graze<br>and go off again<br>in search of more<br>for your keepers<br>to shove between<br>your greedy jaws.<br>Do you digest<br>when you rest? | Clues | My Schema |
|---|-------|-----------|

"Garbage Truck" by Marci Ridlon

Source: Hopkins, L. B. (1987). *Click, rumble, roar: Poems about machines*. (A. H. Audette, Illus.). New York: HarperCollins.

### Other Poems for Inferring

\*\*These poems appear on reproducible pages in *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010)

*When Riddles Come Rumbling* (Dotlich, 2001)

"Cat Kisses" by Bobbi Katz\*\*

Source: Yolen, J. & Peters, A. F. (2007). *Here's a little poem: A very first book of poetry*. Cambridge, MA: Candlewick. (p. 32)

"Crayons: A Rainbow Poem" by Jane Yolen\*\*

Source: Paschen, E. (Ed.). (2005). *Poetry speaks to children*. Naperville, IL: Sourcebooks, Inc. (p. 23)

"Groundhog" by Maria Fleming\*\*

Source: Hopkins, L. B. (2005). *Days to celebrate: A full year of poetry, people, holidays, history, fascinating facts, and more*. (S. Alcorn, Illus.). New York: Greenwillow. (p. 19)



## Poetry Creates Interest in a Topic

Lewis, J. P. (2013). *Face bug*. Honesdale, PA: Wordsong.

Welcome to the Face Bug Museum with close-up photographs and poems about 14 different bugs. Ends with "And Now a Word from our Bugs" that tells readers, in first person point-of-view, where each bug lives, how it grows, what it eats, and what eats it.

Teaching Ideas: Science—Insects; Poetry; Informational Text (For other science-related poetry titles see Poetry p. 107)

Singer, M. (2011). *Caterpillars*. Waynesville, NC: Earlylight.

In this poetic nonfiction book, Singer begins with a poem, then continues to use each line of the poem on a separate page to describe the lives and life cycles of caterpillars. In addition, she uses photographs, labels, and captions to enhance the information found in the running text.

Teaching Ideas: Science—Insects; Poetry; Informational Text (For other caterpillar poems see Poetry p. 94)

## Poetry Sparks Enthusiasm for Writing

### Teach Students to Write Free Verse and List Poems

Sources: *Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)  
*Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

## Immerse Your Students in Poetry

### Notice Poetic Devices

#### Alliteration

Mentor Texts:

*A My Name is Alice* (Bayer, 1984)

"Batty" found in *Laugh-eteria* (Florian, 1999)

*Four Famished Foxes and Fosdyke* (Edwards, 1995)

#### Onomatopoeia

Mentor Texts:

*Poems Go Clang* (Gliori, 1997) \*Out of print

*Clang! Clang! Beep! Beep! Listen to the City* (Burleigh, 2009) Picture book written with rhyming couplets

"Clatter" found in *Teaching Struggling Readers With Poetry* p. 73

#### Rhythm—Repetition of Words, Phrases, or Lines

Mentor Text:

*I Love Our Earth* (Martin & Sampson, 2006)

## Shape—Concrete Poems

Mentor Text:

*Come to My Party and Other Shape Poems* (Roemer, 2004)

*Ode to A Commode* (Cleary, 2015)

## Rhyme

Mentor Text:

*Billy & Milly: Short & Silly* (Feldman, 2009)

## Sensory Images

Mentor Text:

*The Black Book of Colors* (Cottin 2006/2008)

Teacher Resource: *Month-by-Month Trait-Based Writing Instruction* pp. 139-140

## Comparison

## Creative Conventions

"Coprolite" found in *Can You Dig It? and Other Poems* (Weinstock, 2010)

*Once I Ate a Pie* (MacLachlan & MacLachlan Charest, 2006)

Teacher Resource: *Month-by-Month Trait-Based Writing Instruction* pp. 140-141

## Chart Your Findings

**Kid-Friendly Definition of Genre:** A poem is a special way to write about a topic using a small amount of powerful words. The ideas for poetry come from your life or from your imagination.

### Characteristics of Genre:

- Plays with the sounds of words and rhythmic language patterns
- Uses vivid language to create sensory images
- Condenses ideas into a shorter format than prose
- Presented in various shapes, sizes, and forms

*Falling Down the Page: A Book of List Poems*  
(Heard, 2009)

This treasure trove of poems about life inside and outside school includes perfect poems for introducing various science topics, such as "Things to Do If You Are the Sun" by Bobbi Katz, or "Tree Song" by George Ella Lyon.

## **Inquiry Experience: Play With Words**

(Source: *Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015))

### **TARGET**

I can use what I've learned from listening to and reading poetry to write my own poems.

### **PREPARATION**

- Gather a variety of poetry books for immersion.
- Prepare 3- x 8-inch strips for use in the pocket chart or on an interactive whiteboard document to record nouns, verbs, and adjectives.
- Strategically pair learners with a poetry pal.
- Prepare a small zippered plastic bag with about 25 11/2- x 5-inch paper strips for each pair.

#### ***Picture Books about Poetry***

*Daniel Finds a Poem* (Archer, 2016)

*Stanza* (Esbaum, 2009)

*Will You Read to Me?* (Cazet, 2007)

### **EXPLANATION**

Although the standards for narrative writing don't specifically call for poetry writing, I believe it is essential for students to write poetry in order to better analyze the craft and structure of poetry. This belief is echoed by poet, educator, and writer Sara Holbrook, who shared the following reasons to read and write poetry with students (Judson's Literacy in Motion Conference, 2014). Poetry:

- Helps children make connections through shared experiences
- Engages students because they like poetry and it's fun to read and write
- Serves as vehicle for literacy and learning across all content areas
- Creates authentic teaching opportunities because every poem is a mini-lesson
- Provides children with a chance to write about events that have touched their hearts
- Encourages writers to practice being precise and concise

This learning experience can be repeated throughout the year. Start early in the year by creating shared poems. Later, release the responsibility to students, showing them how to use poetry as a way to summarize new learning about a science or social studies topic, respond to a text, or record a shared experience such as a field trip.

### **EXPERIENCE**

#### ***Immersion in the Genre***

- Immerse students in the genre of poetry by reading and discussing a variety of poems.
- Create a shared definition of poetry.
- Notice and chart the characteristics of engaging poems.

### ***Prewriting***

- Select a specific topic that you and your students have studied.
- Invite learners to share nouns, verbs, or adjectives about that topic, and record each response on a separate 3- x 8-inch strip for use in the pocket chart or on an interactive whiteboard document.
- Collaborate with your learners to move the words around and add other words, as needed, to create a poem.
- Mix up the words and repeat the process, highlighting how a poet is constantly revising or playing with words.
- Continue with this demonstration until you feel that students are ready to try it on their own.

### ***Poetry Pals Playing With Words***

Strategically pair learners with a poetry pal. Give each pair a small zippered bag with about 25 11/2- x 5-inch paper strips. Invite children to record a noun, verb, or adjective about a topic of their choice on each strip. Then, as you demonstrated to the whole class, have pairs play with the words until they've made a poem, adding additional words as needed.

### ***Polish and Present***

- Once students have had ample time to play with their poetry strips, give students poetry paper to record their favorite poems and create accompanying illustrations.
- After students write their own poems, use the shared definition and characteristics as a guide for self-assessment.
- Provide opportunities for students to share their poems with their peers, cross-age buddies, or by recording a podcast to view at a later time.

Adapted from *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

## Formula Poems

(Koch, 2000)

- I Wish Poems. . .

- \_\_\_\_\_ is . . . . Poems

Yellow is . . . ; Reading is. . . ; Winter is . . .

Mentor Text: *Read and Rise* (Pinkney, 2006) Opening Poem by Maya Angelou

- Five-Senses Poems (Using Poetry to Teach Visualizing)

*Summer smells like*

*Summer tastes like*

*Summer looks like*

*Summer feels like*

*Summer sounds like*

- "If I Were" Poems

*If I were a \_\_\_\_\_*

*I would \_\_\_\_\_ and I would*

*\_\_\_\_\_...*

- I Used to \_\_\_\_\_/But Now \_\_\_\_\_ Poems (Schema/Misconceptions)

I used to think \_\_\_\_\_

Now I know \_\_\_\_\_

- Preposition Poems

Mentor Texts: *Rosie's Walk* (Hutchins, 1968) or *Around the House the Fox Chased the Mouse: A Prepositional Tale* (Walton, 2006)

- Question-Answer Poems

- Poems for Two Voices

Mentor Text: *Messing Around on the Monkey Bars and Other School Poems for Two Voices* (Franco, 2009)

## Syllable- and Word-Count Poems

- Haiku
- Cinquain
- Diamantes

## Acrostic Poems

## Roses Are Red . . . Poems

## A Few Poetry Resources

*Kids' Poems* (Routman, 2000) (1<sup>st</sup> Grade, 2<sup>nd</sup> Grade, 3<sup>rd</sup>/4<sup>th</sup> Grade)

*Literature Is Back!* (Fuhler & Walther, 2007)

*Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

*Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)

*Pizza, Pigs, and Poetry: How to Write a Poem* (Prelutsky, 2008)

*Read a Rhyme, Write a Rhyme* (Prelutsky, 2005)

*Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010)

*Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015).

*Wishes, Lies, and Dreams: Teaching Children to Write Poetry* (Koch, 2000)

Source:

Tompkins, G. E. (2008). *Teaching Writing: Balancing Process and Product* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

## Poets Use Sound Patterns: Alliteration

### **"Batty"**

by Douglas Florian

The pitcher pitched a pitcher.

The batter batted a bat.

The shortstop stopped short to see

The catcher catch a cat.

Source: Florian, D. (1999). *Laugh-eteria*. San Diego: Harcourt. (p.50)

Use alliteration to write a poem or a few tongue twisters!

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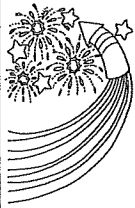
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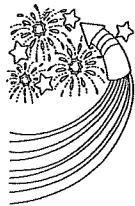
## Poets Use Sound Words: Onomatopoeia

### "The Fourth"

by Shel Silverstein



Oh  
CRASH!  
my  
BASH!  
it's  
BANG  
the  
ZANG!  
Fourth  
WHOOSH!  
of  
BAROOOM!  
July  
WHEW!



Source: Silverstein, S. (1974). *Where the sidewalk ends*. New York: HarperCollins. (p. 15)

### "Feet Talk"

by Constance Levy

Listen as your feet  
tell you where they walk:  
gravel crackles,  
grass squeaks,  
sneaker slaps  
on hard concrete.

Tune in to  
friendly chitchat  
of feet meeting feet:  
hurried shuffles, clacks, thumps  
crossing busy streets.  
Hear your feet talk  
street talk.



Source: Katz, B. (2004). *Pocket poems*. (M. Hafner, Illus.). New York: Puffin.

## Onomatopoeia Collection

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## Poets Use Sound Words: Onomatopoeia

### "Windshield Wipers"

by Rebecca Kai Dotlich

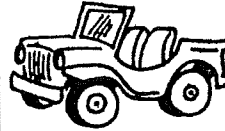
*Squishy, squish,  
squeegy-squish,  
tossing rain  
side to side;  
squish, squish,  
squeegy-squish,  
flap  
flap,  
puddle glide.  
Slosh, slosh,  
sloshing wash,  
plish, plish  
tidal toss.  
Squeegy-squish,  
squish, squish, sway . . .*

a perfect windshield  
wiper day.

Source: Hopkins, L. B. (2005). *Days to celebrate: A full year of poetry, people, holidays, history, fascinating facts, and more.* (S. Alcorn, Illus.). New York: Greenwillow. (p. 96).

### "Ears Hear"

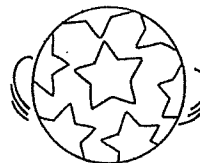
by Lucia and James L. Hymes, Jr.



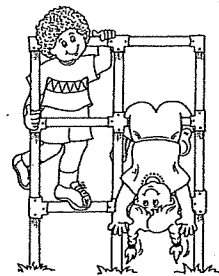
Flies buzz,  
Motors roar.  
Kettles hiss,  
People snore.  
Dogs bark,  
Birds cheep.  
Autos honk: *Beep! Beep!*



Winds sigh,  
Shoes squeak.  
Trucks honk,  
Floors creak.  
Whistles toot,  
Bells clang.  
Doors slam: *Bang! Bang!*



Kids shout,  
Clocks ding.  
Babies cry,  
Phones ring.  
Balls bounce,  
Spoons drop.  
People scream: *Stop! Stop!*



Source: Pretlutsky, J. (1986). *Read-aloud rhymes for the very young.* (M. Brown, Illus.). New York: Knopf. (p. 84).

## Onomatopoeia Collection

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# Shout! by Brod Bagert

Shout it! Shout it! POETRY!  
Fun for you and fun for me.

Clap your hands! Stomp your feet!  
Feel the rhythm! Feel the beat!

Chunky words all chopped in chips!  
Silky sounds upon your lips.

Tell a story—happy, sad;  
Silly, sorry; good or bad.

Leap a leap, hop a hop.  
See the ocean in one drop.

Shout it! Shout it! POETRY!  
Fun for you and fun for me.

Bagert, B. (2007). *Shout! Little Poems that Roar*. (S. Yoshikawa, Illus.). New York: Dial.



# SHARED WRITING

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*Getting the Most Out of Morning Message  
and Other Shared Writing*

Payne and Shulman

Scholastic 1998



**Frank Smith (Writing and the Writer) said:**

*“Writing is learned by writing,  
by reading, and perceiving  
oneself as a writer.”*

# What is shared writing?

- “...dancing with a pen.” New Zealand Ministry of Education
- Writing **with** students
- Introducing students to writing through writing
- Making visible the invisible
- Understanding the connections between oral and written language
- Observing print concepts in action
- Helping children participate in an activity they can’t yet do on their own
- Bridging to independent writing

# What do you need to consider?

## **Many Things!**

- Purpose for writing
- Skills to be developed
- Level of teacher support required
- Number of students (whole class, small group, individual)
- Who will do the writing (teacher, teacher and students)
- Recounting shared experiences, innovations on stories, making lists, writing procedures, letters, observations, messages, newsletters ... and more
- Content and construction unfolds as you talk it through
- Ideas are negotiated and decided on
- Teacher is primary scribe but pen is shared

# 20 minutes, one day or over several days!

## Think about **SETTING THE STAGE...**

- Circle time daily news
- A two-week diary of a project
- A **SPECIAL** area in the classroom – an easel, a smart board, an overhead projector, a special table
- A message home
- Letters to anyone they can think of – news events, radio and TV shows, producers of social media games

# WHAT DO YOU DO?

## **GET EXCITED!!!**

Decide on the topic together - or not - but

## **TOGETHER:**

Discuss content, format and where to begin.

Compose word by word.

Reread the message up to each word over and over.

Stop to talk about sounds and sight words.

Discuss spaces, capitals, punctuation etc.

Turn over the pen for individual letters or words.

Encourage predictions.

Reference and integrate other instruction in the week.



# **Why Use Shared Writing?**

## **CHECK THE RESEARCH ON SHARED READING!**

- ...a basis for thinking, talking, reading, writing ,and listening
- ...helps them explore language and build understandings
- ....opportunities to construct and organize ideas

**Demonstrations by an adult and peers – over and over and over again!**

# Teachers demonstrate that:

- Writers communicate ideas and thoughts on paper.
- Thought processes occur as you write.
- Talking about experiences can elicit ideas.
- Writing can communicate ideas.
- Writers use different ways to plan what to write (brainstorming, drawing, graphic organizers).
- Writers draft ideas (ways to start and end, expand ideas, and use interesting language).
- Writers use strategies such as rereading to check, confirm, or add to writing.
- Writing can be changed and refined.
- Sequence is important.
- Writers need to understand concepts about print.
- Conventions of written language are tools writers need.
- Strategies help determine correct spelling.

# OTHER GREAT IDEAS

- Create their own Shared Writing Center as a choice
- Make a big book of all your morning messages for reading and rereading and revisiting as a class or at a center.
- Write all shared writing on overheads, then put them in protective folders to reread as a center.
- Learn to read nursery rhymes together then rewrite them with creative twists.
- Compose the texts for wordless books.
- Use shared writing to cover content areas by including informational webs or diagrams and labels.
- Develop a home program for shared writing using the handout.

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