

Teaching Poetry Writing to Young Learners in the 21st Century

Dates of Course: TBD

Course Description

Whether you have never taught poetry writing or have and just want some more tools in your teacher "bag o' tricks", we will explore ways to make it easy, fun and meaningful to our young writers!

At the end of this course, you will have lessons for the Grade Level you teach and will be able to benefit from lessons developed by the other participants. The course is interactive, so I expect to learn some things from you, as you learn from me and from interaction with your peers.

The course can be summarized as 3 major parts:

1. Learning to create poems in several forms, using poetic devices such as metaphor, and alliteration.
2. Publishing your own poems using various multi-media resources, which can be used to publish your own students' works.
3. Creating Lesson Plans for your grade level, to teach these forms, aligning them to NYS Learning Standards and planning for assessment.

Special notes:

- You will need Windows Media Player (free download)
- Mac users will need a free plug-in called Flip4Mac

Course Objectives

Student will be able to

- 1) List a definition of poetry that can be taught to your students.
- 2) Explain motivations for writing poetry.
- 3) Produce age appropriate examples of poems that illustrate the rules of each form.
- 4) Have a set of defining rules for each form.
- 5) Write your own original poems.
- 6) Identify and give original examples of *rhyme, alliteration, metaphor, simile and onomatopoeia* and explain how these devices can be useful.
- 7) List exemplary examples of writing that can be used to illustrate each of the literary devices, when teaching to your Grade Level.
- 8) Examine some essential elements that will bring poetry to life for your students, write using these elements and explain how each of these devices can be an asset in creating style, feelings or meaning when constructing a poem.
- 9) Develop lesson plans on the elements of poetry, presented in the course and share them with each other.
- 10) Know how the State Educational Standards are being addressed in your lesson plans.
- 11) Have your own Rubric for judging and rating student's poems.
- 12) Explore numerous ways to publish student poetry using multi-media resources and publish your own poems using these methods.

In-service Credit: Teachers will be recommended for in-service credit, based on successful and timely completion of the assignments. It is my primary goal as instructor to help every participant enrolled achieve the objectives and recommend them for in-service credit. However, late, incomplete or incorrect assignments will lower the amount of the in-service credit recommended.

Topical Outline

1. Getting Started
 - a. Navigate the system, become familiar with the modalities of the course
 - b. Define “poetry” and discuss motivation for writing poems
2. Rules of *Diamante, Haiku, Cinquain, Couplets and Quatrains*.
3. Students write their own original poems, using some of the listed forms.
4. Identify, define and use *rhyme, alliteration, metaphor, simile and onomatopoeia*
5. Multi-media approaches to teaching and publishing poetry.
6. Lesson Plans – Plans, Rubric for assessment, NYS Standards addressed.

NYS Standards Addressed

NYS ELA Standard 1, 2 & 3

Prerequisite Skills/Requirements

- 1) Students should know how to use Microsoft Word (Mac or Windows)- creating, attaching, and downloading documents.
- 2) Students should be able to access the Internet and use e-mail.

About the Instructor: Graeme Sibirsky studied poetry writing at Brooklyn College, where he received his BA in Elementary Education, with a minor in writing. While there, he published his poetry in Brooklyn College's student newspaper "The Kingsman", to which he was eventually appointed Arts Editor.

Mr. Sibirsky holds a dual Masters in Elementary Education and Special Education. He has worked as a 6th Grade classroom teacher, a Phys Ed teacher, Band Teacher, Chorus Director and currently teaches Music & Technology at the Urban Assembly Academy of Arts & Letters. As Technology Coordinator of the school, he also trains staff in use of SmartBoards, Projectors, Laptops, Sound Systems, and software. As an educator, Graeme loves to create multimedia projects with his students.

Recently, Graeme wrote and recorded songs for an SAT study guide and Companion CD, published by Prentice Hall, to be used in the school systems in 2009 - 2010. 250,000 copies of the book have been pre-ordered by schools across America.

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