



## Reading, Language, and Literature

### Instructional Strategies

**Title:** Poetry, A Writing Activity to Enhance Reading Comprehension

**Developed by:** Sheri Michaels and Kathy Schutzman

**Purpose:**

This strategy encourages the student to use their creativity to demonstrate their understanding of newly introduced and important language arts concepts and terms. It is important that teacher have a common vocabulary in order to discuss theory and practice. Using these terms within the context of poetry allow them to demonstrate their understanding as t high level of comprehension within an interesting and creative context. In addition the strategy provides a demonstration of the use of poetry for comprehension and learning that can then carry over into students future classrooms.

**Material:**

Chapter on theories of literacy in Language Arts text or article.  
Poster boards, overheads, and/or handouts with the various poetry forms on them as well as samples of the various forms.

**Procedure:**

1. Have students read the chapter/article focusing on the introduction of terms and concepts that will be important to their understanding of theory. Give them a list of the terms that you want to emphasize. This can be a homework assignment.
2. In class after the chapter/article is read have students brainstorm what they know about poetry.
3. Introduce the student to various poetry forms such as limerick, haiku, I Used to Think but Now I Know, free form, Cinquain, etc. Show the examples and discuss the forms.
4. Model how to write the various forms. This could take some time; so you might want to use only one or two forms initially, introducing other forms in later lessons.
5. Divide the class into groups of 3-4 and assign a poetry form to each group. Each group is to create a poem on a concept from the chapter using their assigned form. Encourage them to use some of the terms and concepts introduced in the chapter

in their poetry. Terms can also be specifically assigned to each group. Give groups 20-30 minutes to do this.

6. Have each group share their poem (s) with the whole class.
7. Make copies of the poems for the class.
8. Have students reflect on how this reading/writing connection helped them to understand the newly introduced concepts and terms and brainstorm how they might use it in their own teaching in the future.