

## Instructor Resource Guide: Exploring With Poetry

The following activities and resources were selected to support classroom instruction and family literacy engagement. In addition to these instructor resources, each book in the collection has three short engagement activities for adults and families.

### Suggestions for Using the Collection and Activities

- ◆ Explore the books in the *Exploring With Poetry* collection by clicking on the book titles in the table below.
- ◆ Notice that the books in the collection provide text across a span of reading levels for adults and include books that are engaging for children and families to read together.
- ◆ Access the short, guided activities for each book that offer suggestions for both instructors and families. You may access the activities by clicking on the book titles in the table below. The activities are attached to each book.
- ◆ Allow learners individual time to access the application and explore the collection and guided activities.
- ◆ If using the reading collection for the first time, model how the age and language filters work in the application, and how to locate the search function, so books can be easily found.
- ◆ Decide how you will interact with the topic and curated text collection. This resource guide has suggestions to support in-person instruction and offers online resources for instructors and family engagement. Consider using the materials as starting points for larger units or creative activities to engage with topics and texts.
- ◆ Use this collection and guide to help develop and foster a reading life for your learners and their families!

Engaging Books for Adults		
Book Title	Author	Lexile Reading Level
<i>Road Trip</i>	Brenda Wolfenbarger	610-800
<i>Problemas en la furgoneta</i>	Brenda Wolfenbarger	610-800

<i><u>News for You: New Orleans Ends Little-Known Ban on Jazz in Schools</u></i>	New Readers Press (ProLiteracy)	610-800
<i><u>News for You: Nueva Orleans pone fin a la poco difundida prohibición del jazz en las escuelas</u></i>	New Readers Press (ProLiteracy)	610-800
<b>Engaging Books for Adults and Children</b>		
<i><u>Thanku: Poems of Gratitude</u></i>	Various Authors	NP
<i><u>Thanku: Poemas de gratitudo</u></i>	Various Authors	NP
<i><u>Sand and Song: The ABC's of the River / Arenas y trinos: Abecedario del río</u></i>	Alma Flor Ada	NP
<i><u>Sleepy Mr Sloth</u></i>	Paul Kennedy	210-400
<i><u>El somnoliento señor Perezoso</u></i>	Paul Kennedy	210-400
<i><u>Why Is Nita Upside Down?</u></i>	Roxana Bouwer	410-600

### Activities to Support Instruction

To explore this topic, consider how you will build anticipation, background knowledge, and schema for your learners about topics regarding poetry. To do this, consider addressing the following questions with your learners:

- What does the term “poetry” mean to you?
- How is a poem different from a story? How are they similar?
- Why is it important to read poems?
- What are some topics that poems are written about?
- What are your favorite types of poems? Why?

There are many ways to get your learners thinking, collaborating, and actively engaging with each other. Consider any of the following activities:

- **Cooperative Learning Roles:** This activity from Edutopia will foster collaboration among learners and give them independent accountability within a small group structure.
- **Pinwheel Discussions:** This activity supports learners’ thinking during conversations. Learners are assigned individual roles within a larger group to ensure all team members have information to bring to the discussion. As a result, this also solidifies the purpose for reading.
- **Discussion Mapping:** This activity provides learners the opportunity to hear new and different perspectives when learning about new topics. It

also provides a “*quick reflection exercise [that] helps students sharpen their speaking and listening skills*” (Edutopia).

- **Reciprocal Teaching:** “*Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text*” (AdLit).

While you read the texts, you will want to support your learners with literacy strategies to foster their learning growth. Consider comprehension skills that learners will need to access the texts within the collection. It will also be important for learners to continue building background knowledge.

For example, if learners are reading the text, [\*Road Trip: A Poetic Journey Through New Mexico\*](#), consider having them gather information about poetry, New Mexico, or traveling. It will also be important for them to have informational context, so consider having them watch short clips of television shows or movies or read short stories to better understand the reading for deeper comprehension. The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Color-Coded Notes:** This strategy helps learners read with purpose and organize their thinking as they actively engage with a text. The color coding also provides a visual for learners to reference when reviewing their topic knowledge.
- **Framer Model:** This activity reinforces important vocabulary words as learners progress through texts. It also helps to support differentiation and makes text more meaningful based on the individual learner’s vocabulary skills and abilities.
- **Anchor Charts for Visualization:** This activity supports connections between reader and text through the process of visualization. It can be used for vocabulary terms, scenes, or character descriptions throughout a text.

## Online Resources to Support Instructors

---

The following resources will help instructors gather more ideas and insights for teaching texts within the *Exploring With Poetry* collection:

- **Poetry Foundation:** This free resource provides a variety of lesson plans, activities, and resources that support poetry-themed lessons in the educational environment.
- **Poets.Org:** This resource provides a plethora of poetry-related resources, lessons, and activities for educators to use with learners of all skills and abilities.

- **ReadWriteThink:** This site provides educators with a multitude of resources to celebrate National Poetry Month in April.
- **EDSITEment!**: This resource from the National Endowment for the Humanities provides educators with lesson plans using specific types of poetry.

## Suggestions for Using the Collection and Activities with Families

These suggestions may be shared directly with adult learners and their families, so they can explore this theme and books together.

- ◆ Choose a book to explore from the *Exploring With Poetry* collection.
- ◆ Read and discuss the book with your child. Use *before*, *during*, and *after reading* questions to help your child make connections to themselves and to other parts of their life. The following are some examples:
  - **Before Reading**

Look at the front cover with your child. Explore the pictures and text, and ask them:

    - Does this poem remind you of anything?
    - What do we already know about \_\_\_\_\_?
    - Do you have a favorite poem? What would you like to write a poem about?
    - Why do you think it is important to read poems?
  - **During Reading**
    - If you were in this poem, what do you think you would be hearing? Seeing? Tasting? Smelling? Feeling?
    - What has happened to the character(s) so far?
    - Have you been in a situation that is similar, or like, the situation the character in the story is in? What was the same for both of you? What was different?
    - What is the problem this character is experiencing? How do you think it will turn out?
    - What evidence do we know so far from the book?
  - **After Reading**
    - Tell me about the poem in your own words.
    - What would you like to ask the author (or characters) of the poem?
    - What did you like most about the poem? Why?

- Would you have done things in a different way than the character in the poem did? If so, what would you have done differently?
  - Do you think it was a good ending? What would you have changed?
- ◆ After reading the poem, you will notice activities at the bottom of the screen. Explore these activities with your child!

## Expanded Lesson for Educators

---

The following is an example of an expanded lesson that instructors may find helpful for teaching texts within the *Exploring With Poetry* collection. This lesson is an example based off the text, [Road Trip: A Poetic Journey Through New Mexico](#), by Brenda Wolfenbarger.

### □ Before Reading

- Explore the text features with your learners. Be sure they understand the features and how they can enhance the reading of the text.
- Ask your learners, “What do we already know about \_\_\_\_\_?” keeping in mind the topics the books will touch upon.
- Choose some key vocabulary learners will come across in the text. Consider teaching vocabulary to learners by asking them to interact with words through an activity called, [Hot Seat](#). Begin by modeling one or two of the words and then ask learners to do the same with other words you have identified.
- Guide learners through the process of critical thinking by asking them to use [learning journals](#) to reflect on poetry and the connections made to their own lives.

### □ During Reading

- Ask learners to use an [Affinity Mapping](#) strategy to deepen their comprehension and engagement with the text.
- Set up a [Padlet](#) for learners to engage with topics from the text.
- Encourage learners to use [Double-Entry Journals](#) to organize their thoughts and reflections while reading poetry.

### □ After Reading

- Ask learners to reflect on their learning from the beginning of the text to the end of the text. Consider having them share one key takeaway from the text.
- Consider having readers go beyond the text and explore a topic or idea more in-depth from the reading.

- Learners could consider writing a summary or having thoughtful and reflective discussions, using the [Slow Down with the Slowdown](#) strategy to share their learning and improve their writing skills at the same time.