

It Makes Sense to Write: Creative Writing in Special Education

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INTRODUCTION

I walked into a class of about fifteen students whose academic capabilities ranged from second to seventh grade. I had several ADD/ADHD (Attention Deficit Disorder and Attention Deficit with Hyperactivity Disorder) students, two MR (mentally retarded), and also an auditory impaired student along with a mixture of learning disabled. That was quite a different experience from what I was expecting. What did I get myself into? All the things I had been taught were suddenly absent in my mind. How was I to teach all these students who are obviously very different? I had one student out of his chair walking around mumbling, another licking a pencil, and a little group at a table who have been talking since class started oblivious to the fact that class had begun. I contemplated my decision to be a special education teacher. I was overwhelmed by the range of disabilities and impairments I had in each class. It is one thing to create lesson plans based on students you only know on paper and to actually be standing in front of them ready to teach the lesson. Accommodating for each student is a hard task. I wanted each student to have the same opportunities to learn, so I had to modify and accommodate most assignments to best meet their needs.

One group of students stands out most because I taught them for two years. I remember every time a writing assignment was given, the complaints began. Writing assignments were usually given on a daily basis *since it was English class*. You would think that after the first fifty times they complained, they would realize nothing would change. They would still be required to write. I know that this phenomenon does not only exist within special education classrooms. I know that most teachers face this problem with many of their regular education classes. I also believe that this is not a problem that only Language Arts teachers face. Writing can be and should be used across the curriculum throughout all subjects. Students should be given ample opportunities to write in their classes whether it's English class or science class. We must prepare them for higher education that we all know, involves possessing the ability of being able to write.

What this Lesson Is About

My unit will incorporate the three senses: hearing, vision, and physical. By incorporating these senses, I will also be targeting different learning styles. Research has shown that not every person learns in the same way. We, teachers, have to modify our teaching methods to be certain that each child is learning. What works with one class may not work with another. What works for one student may not for another. This is due to the differences in learning styles. The three learning styles that my unit will focus on are visual, auditory, and kinesthetic. My lessons will be divided according to the learning styles/senses. Each lesson will have several activities within it.

I want to use nontraditional prompts in my unit to stimulate writing in my students. Most students are used to seeing a written prompt on the board or in a book and are then asked to respond. This is not effective for all students. I want my students to feel motivated to write.

Today's students are used to watching TV, using the Internet, and having music at their disposal through iPods. These students are used to instant gratification. When students give up on writing, they block themselves and lose all interest in writing. I want my students to see that they can be writers. I want this unit to be an introduction to the writing lessons that will later cover grammar and form. "Not having to worry so much about grammatical rules (or even spelling), students may be willing and eager to invent while they express themselves with language (Goldberg 75). I want my students to lose the fear of writing and embrace their creativity before I begin to focus on grammar. The students will be able to respond without having to worry about spelling or punctuation; that part will come in later lessons.

How I Plan on Implementing this Lesson

I will use the three senses in the lessons by creating activities in which the students must use one of the senses to base their writing. I will use this unit at the beginning of the school year as an introduction to writing. My purpose is to target each student individually. The only way to accomplish this is by making sure my lessons are structured toward the different learning styles. I feel that each child should be given every opportunity to expand his or her knowledge. Within each activity the students must use either their hearing, vision, or sense of touch as the writing prompt. Not only will my students get multi-sensory writing lessons but they will also be getting lessons in art because I will be using pictures and music. I want my students to see that you can write about anything and be inspired by anything. Also, by providing them with visual, auditory, and kinesthetic lessons, I hope to get my students away from complaining that they do not know what to write about. Many times when they are facing a written prompt, they say that they do not relate to it. I have given writing assignments on "your most special day" or "what is the best memory you have from when you were younger," and the students will sit there and complain that they have never had a special day or a memory.

In my lessons, some of the activities require the students to look at a picture and then write a response; another activity uses music and requires listening. One of the activities takes place outside of the classroom. I feel that by giving them a different approach to writing, they will use that and produce creative writing. They do not have to relate to the prompt or have experienced it. In some of the activities, all that is required is to write. They can describe an object, state what it reminds them of, or actually associate it to something important in their life. My goal is to eventually get the students to go beyond just describing an item. But for some of students that is all that they will be able to achieve, and that is fine. The point is to get them to write. Many students flat out refuse to do writing assignments. I want my students to enjoy writing or to at least give writing a chance. Meryll Goldberg states in her book, "By exercising their imaginations through subject matter-related artwork, children are more likely to make new connections and transcend previous limitations" (5). I do not want my special education students to feel helpless or lost when they are attempting to write. I have many students who just give up and never even try to write. I want my students to give themselves the chance to try. I will not be assessing for grammatical errors because I do not want my students to feel like they failed before they ever even begin to write. Many of them limit themselves because they know they are not good spellers. I want my students to lose the fear of writing.

Why I Am Creating this Lesson

My reason for creating this unit is that I have learned a few things since I began teaching. I am a special education middle school teacher. I co-teach English for 6th, 7th, and 8th grade. Special education has been in the process of including all students in the general education classroom as much as possible. Most schools implement some type of inclusion class for special education students. Sometimes students are included only in social studies or sciences classes. Other times, students are included in all classes. This makes it even more difficult a job for

teachers. They must make sure that they are following each special education student's Individual Education Plan (IEP). This means that the teacher must follow the modifications and make appropriate accommodations.

I think all teachers face the same problem, getting their students motivated to write. When writing assignments are given, it is usually met with a sea of moans and groans. But students cannot escape writing. We live in an era of standardized testing. In middle school this is incredibly important because 7th graders are tested on their writing skills. Teachers must focus on teaching the essential skills while finding lessons that interest the students. My lesson can be used in the resource class as well as in the regular inclusion classroom. My paper will focus on the resource class. The lessons can be modified and used with different grade levels or different academic levels. I want this unit to be flexible so that it can be taught to various grade levels or ability levels. I want this unit to be taught in a resource classroom, regular classroom, ESL, or in a co-teach classroom. My ideas can be applied to other subject areas outside of Language Arts. Other subject areas can also benefit by targeting the different learning styles of students. This is also an idea that Goldberg has. She states, "By integrating learning strategies based on arts, teachers may tap into multiple learning styles and modes of expression" (xv). The No Child Left Behind Act of 2002 states, "All children are entitled to a comprehensive and equitable education that includes the four art areas of visual arts, music, drama, and dance" (Goldberg 5). By incorporating the arts into my lessons, I will also be complying with the legislation.

TYPES OF LEARNING STYLES

My unit will focus on using the three senses—visual, auditory, and physical/kinesthetic—as writing prompts. My unit is divided into three lessons, one for each sense. Each lesson then includes several activities. Each activity requires the students to use either their vision, hearing, or physically involve themselves.

In most classrooms you will find students with a wide variety of academic capabilities. I have found it most difficult in the resource classroom. A teacher can have a variety of students with a large range of abilities. Not only do you have students who are on different academic levels, but you also have to consider those students who are visually, auditory, or physically impaired. You have to construct lesson plans that can be modified accordingly without having to create entirely different lesson plans. You may also have students with various disabilities, whether with learning disabilities or auditory or visually impaired. Not only are you faced with a diverse group of academic levels but you also have to consider that many students have a different learning style. There are many studies on learning styles. Some research identifies up to seven different styles. The basic learning styles are visual, auditory, and kinesthetic/physical. These are the learning styles on which my lessons will focus:

- **Visual learners-** This type of learner prefers to see things. They like pictures, graphs, and maps. They use images to help them understand things.
- **Aural learners-** This type of learner can learn by hearing things. They prefer lectures, music, or sound. They can hear something, understand it, and remember it.
- **Physical/Kinesthetic-** learns through hands-on activities. They learn through physical activity. They cannot stand to sit through lectures. This type of student gets lost in traditional lecture classes. ("Over of Learning Styles")

I want my lessons to accommodate students' disabilities or impairments as well as target each student's individual learning style. I think a lot of times students get frustrated because they "don't get it." I think this is in part due to each student's having a different learning style. Traditionally students had to adjust to the teacher's method of teaching; now we must adjust our teaching to the student's method of learning. As Jarjisian states, "...it provides some scientific justification for our recognition that no two students are exactly alike. If they learn differently, I

must teach differently" (24). This lesson will help all students regardless of what type of learner they are. Some part of the lesson will capture their style. This lesson will also benefit those students who are disabled. Those students that need more visuals or who respond more to music will be affected. For those students that have a hard time sitting down and concentrating, the physical lesson may help them focus. By using different learning styles lessons, my intent is that I will discover each student's learning styles. This way I can prepare future lesson plans accordingly. I do not want to limit my students to one way of teaching. I do not want to place any more barriers to students who already have enough challenges to overcome. Goldberg states, "By exercising their imaginations through subject matter-related artwork, children are more likely to make new connections and transcend previous limitation" (5).

MY VISION FOR THIS UNIT

My vision for this lesson is to give teachers lesson plans that can be easily adjusted to teach any student, whether they are special education or in the regular classroom. From my experience in co-teaching I have learned that even in the regular class you have students with a wide range of understanding. People are different and learn in different ways. I want to create a lesson that incorporates music, pictures, and objects into writing prompts. This way the three styles of learning are targeted auditory, visual, and kinesthetic/physical. Students should be aware that the inspiration for writing can come from many places. It can come from a picture, a song, or an object, not just from a written prompt. Students need to know how to respond to a written prompt, but I want to use this lesson as an introduction to writing. I want the students to be motivated to write by using various stimuli for them to respond. My intent is for students to explore different avenues to writing. I want the students to write freely, without the fear that they are writing wrong. If they find inspiration in music, I want them to discover and appreciate this and use it to their advantage. I want to incorporate different forms of art into my lessons in an attempt to reach all of my students. As Merryl Goldberg states in her book:

The arts provide many methods for gaining literacy skills while also fostering imaginative, creative, and critical thinking skills. The arts can support reading and writing skills while also reaching individual children's interest and abilities... students may explore a world of words while taking the liberties with the rules of grammar and syntax that might otherwise impede their willingness to compose. (75)

Many times special education students are thought to be less competent than the regular students. People do not understand that some of these students are the brightest students; they just have some deficiency in an academic area or some physical challenge. The lack of ability in one area usually is not reflective of their IQ. Many of these students have average to above average IQ's. Of course, there are those students who have different disabilities, such as mental retardation. But I have found that these students love to participate in activities. Most students love to do assignments that are different. They get so involved that they forget they are learning in the process of having fun. Special education students should be actively engaged in the class. Writing is subjective there; I feel that these students will transcend when presented with these non-traditional writing lessons.

I think that somewhere along the educational path, students have had their writing rejected. When a student has spent his time and effort on writing and then gets back his paper covered with corrections, it shatters his confidence. I want to help rebuild this within those students who lack it. I do not want these assignments to be lessons in grammar but introductions to the creative world of writing. These will be graded assignments but the assessment will be based on a letter scale. I will assess more for creativity. I will not focus on correcting grammar. Goldberg states, "Given the opportunity to work freely with language, children are encouraged to explore the intricacies of language usage. Not having to worry so much about grammatical rules (or even

spelling), students may be willing and eager to invent while they express themselves with language” (75). Students need to lose the fear of writing. This lesson will be used at the beginning of the school year as an introduction to writing. After this assignment then we will move on to assignments that focus on grammar.

We are fortunate because our school has many wonderful resources available. We have an exceptionally talented art teacher. The students in her class create beautiful pieces of art. I would like to use some of the students’ art in our visual lesson and have my students write their interpretation of the art. We also have a Spark’s park where I would like to take my students to sit and write for the kinesthetic lesson. We also have a great theatre arts class and a spectacular dance class. I hope to use these in future lessons. Teachers should use as many resources as are available to them. I want to give my students the chance to enjoy what our school has to offer. Many times they only experience the talent in our school through assemblies. They should experience this on a more frequent basis and use it to expand their knowledge. I want to use these resources to create my lesson plans.

UNIT OVERVIEW

The purpose of my lesson is to use various stimuli as prompts for writing. I want to move away from the traditional written prompts that students are given to respond to. My goal is for this unit to make writing fun. I want my students to enjoy writing and not see it as a chore. I want to explore different avenues to get their creative juices flowing. By doing something that is different, I hope the students will look forward to the writing assignments. These lessons will be used as introductions to future writing assignments. This will also serve as an assessment to each student’s individual learning style or preference. If I discover that most students excelled in one area, then I can incorporate it into my other lessons. I may find that I will need to accommodate for each learning style throughout my lessons. This will provide insight to what works and what doesn’t work with each student. My unit will be divided into the three senses: auditory, visual, and physical/kinesthetic. There will be several lessons for each sense. Each activity will be short, but depending on the class’s ability, it may take an entire class period.

Auditory Lesson

The first lesson will cover the auditory sense. To begin this lesson, I will introduce rhyming. There is a vast amount of rhyming poems you may use depending on the grade level/ ability level of the students. For a lower level resource class, something like Dr. Seuss or Shel Silverstein would be ideal. For higher level students or upper grades, you could use William Blake’s “Tyger, Tyger.” The students will then come up with rhyming words by choosing one word and then finding words that rhyme. For example, one student can choose the word cat, then he has to come up with different rhyming words like bat, sat, that, and hat. Then they will create a poem using the list of rhyming words they came up with. The class will then share their poems.

Next, I will use a technique we learned in our creative writing seminar. A word is given and you respond the first thing that comes to mind. For example, the word blue is given. Each student then responds with the first word that comes to mind. It would go like this, “Sky,” “Bird,” “Shoes,” “Shirt,” “Color,” “Car,” “Boy,” etc. There is no right or wrong answer. It is just to get them to respond with their first instinct. I do not want them to dwell on the word, just respond instantaneously. We will first do the activity together aloud as a class. Then I will give them another word and they will respond with a few written sentences about what came to their mind when they heard the word. We will then take turns discussing what each student created.

Music will also be used to stimulate writing. Sometimes when a student is given a prompt on the board, they automatically shut down. They are not stimulated by the written prompt, especially if they are a kinesthetic or auditory learner. For this activity, I want the students to

listen to a song and then respond to it. I want them to write about what they felt as they listened or what they thought about. There would not be an incorrect response as long as it related to the topic. For example, if the song is "The Wheels on the Bus," the students would listen to the song and then create their own verses to the song. I want the students to be creative when adding their own lines. I feel that by giving them a song they are familiar with, this will provide an example for them to follow. The class will then take turns discussing what verses they created.

Visual Lesson

The visual lesson will consist of showing the students a picture of an object. It will be just one object. For example, a picture of a brown dog will be shown. The students will then take turns talking about what they think of when they see the picture. They can either describe it or relate it to a personal experience. My goal for this activity is that the students will go beyond describing the picture and actually relate it to something personal. But the work produced will depend on the students' ability.

Then I will show a more elaborate picture. They will then respond to the picture in writing. An example would be a picture of a park. The students can write about a time they went to a park. They can describe the picture, or they can make up a story about the park. I would like to use pieces of art from our own students in the art class and then have the students interpret what they think is going on in the picture or what the picture is about. I would like to use as many resources from our campus as possible.

Kinesthetic/Physical

In the kinesthetic lesson, I want the students to become involved physically in the writing. I will start by showing the students an object, like an orange. I will pass it around and let the students feel it. Then they will take turns talking about the orange. They can describe how it looks, smells, tastes, or whatever else comes to their mind. Then I will allow them to pick an object from a box. I will have several items in the box, such as toys, books, fruit (apple, bananas), and other objects. Each student will pick an object and write about the object. They will write about why they chose that object and what it means to them. For example, if a student chose an apple, it might be that his grandmother always bakes apple pies so the smell reminds him of his grandmother.

The second activity will be to go outside to the campus SPARK Park. The students will sit outside with their paper and just write. I want them to use their senses when writing. I want them to take in what they see, hear, smell, taste, and/or feel. The students can describe their surroundings and what they see. They can describe what the weather feels like. Is it hot and sticky, humid, nice and cool? What does the air smell like? Does it smell like the dumpster, or does it smell like the flowers that are in the garden?

The final activity will consist of having each student write down action verbs. Each student will then take turns acting out their verbs. Then they will write a short story using the verbs they came up with. For example, if the student chose the verb run. The students will act like she is running. Then she will write a short story about running. She will make up the story or it can be a real experience of the time she ran track and won a medal.

Wrap-Up Lesson

In order to wrap up the lessons, I will have a class assessment and discussion. I want to get the students' feedback. I want to know what they learned and how the lesson helped them learn. We will discuss in class the different activities that we worked on. I want my students to tell me if they discovered anything about themselves through these writing exercises. After most of the activities, the class will share their results but during the wrap-up lesson, I want their input and

feedback. I want to know if their feelings toward writing have changed. I want to know if they have discovered that they like a certain learning style more than another. I will then use this information to create or modify future lessons.

RESEARCH ON THE ARTS IN THE CLASSROOM

Many Montessori schools use music to teach their students. The article by Myers talks about the effects of music on children's brains. It states that music has a positive impact on intellectual ability. I feel that special education students could also benefit from the positive impact of music. Sometimes the students that get most attention are the gifted and talented. They have many educational resources available. I think that some of the same resources and teaching strategies could be used to benefit all students, especially special education.

There are many benefits to using the arts in the classroom. They can be used to teach just about any and every subject. I want each student to explore their creativity. Goldberg states in her book, that we view creativity as something either one has or does not have. She believes this is not true. Everyone possesses creativity within themselves. Creativity is something that children use freely but once they grow older, some abandon it. They start to believe that either you are creative or you are not (Goldberg 52). I want my students to feel free to explore their creativity. I want them to use their imagination when they write. I want them to write without the fear that they are not doing it right. I don't want them to write how they think I want them to. I want them to create poems and stories that are uniquely their own.

DiEdwardo states in her article, "Using music and lyrics, students can develop critical thinking skills for analyzing and writing about literature" (128). Music can be used to complement the essential skills students need. The article discusses how music can be used relax students. As I previously stated, many students are apprehensive about writing. Music may help them relax because it may be more familiar to them. Once they become comfortable, the writing will flow. The article also states that the right side of the brain is stimulated by music and the left side of the brain by speech. Creativity is held in the right side of the brain. If music stimulates the right side of the brain, then it will be stimulating creativity, which will be projected in the students' writing. The article also mentions that music aids in the learning of reading and writing. Most of my special education students are learning disabled in written expression or reading. If the research states that music promote writing and reading, then I feel that it is worth considering when creating future lessons.

The arts can aid in student learning. Special education students can benefit from using the arts in writing assignments. As previously stated, many special education students are in the regular classroom. Goldberg expresses this when she states, "Every child offers a unique contribution to your class and every child has strengths and needs. Every child in your class wants to be included and the arts are a wonderful method of inclusion" (15). I want all of my students to be given every possible avenue to learn. By exploring non-traditional writing prompts, I hope to encourage each student to discover what stimulates their writing. I want my students to have equal opportunities to learn regardless of their disability or impairment.

CONCLUSION

The purpose of my lesson is to use the three senses, visual—auditory, and kinesthetic/physical—to inspire creative writing in special education resource students. These lessons can be modified to be used in the regular classroom with any grade level. My intent is to give my students a different approach to writing. I want them to see that creative writing can be inspired by non-traditional prompts. Their inspiration to write can come from many places not just from a written prompt. The lessons are based on the three senses, which also target the different learning styles. I will use these lessons at the beginning of the school year. I will use

them as an introduction to writing assignments. The assignments will also be used as tool to assess the different learning styles of my students. I can then use the assessment to develop my lesson plans accordingly to best suit each student. I feel that by identifying the different learning styles I will better serve my students by taking their needs into consideration when I create my lesson plans.

I want other teachers to be able to take my unit and use it with their classes by making a few adjustments. I feel that this unit can be used with any grade level and with different academic abilities. I created this lesson with the flexibility to be changed to accommodate for any student. Sometimes teachers have a difficult time finding lessons they can use throughout all their classes. I feel this lesson can be modified easily. I hope that teachers find this unit useful and are able to implement it in their classrooms. I hope that students are inspired to search within themselves and find that can be great writers. I hope they lose the fear of writing and embrace their creativity. I want my students to grow as writers and to feel comfortable and confident every time they write. I want them to lose the fear of writing and find inspiration within themselves to become the best writers they can be. I want them to enjoy writing and not see it as a task or chore. I know that not every student will be inspired to write, but I want to give them the opportunity to explore their creativity and to see that writing can be done in non-traditional forms.

LESSONS PLANS: AUDITORY, VISUAL, KINESTHETIC

Lesson One: Auditory

Materials

- Copy of Shel Silverstein’s poem “Bear in There”
- Audio recording or CD of the song "The Wheels on the Bus"
- CD player or computer to play song on
- List of random words (i.e. river, baby, tree, bag)

Objectives

These activities will expose students to the auditory element of writing. The purpose of these activities is to stimulate the students’ auditory sense to inspire writing. I want my students to respond to words they hear. I will introduce rhyming poetry to the students. I want the students to become aware of the auditory aspect of rhyming. The students will then use this knowledge to create their own poetry with rhyming words. The students will also be exposed to music and will be allowed to write about their reactions to the music. They will use their hearing ability to stimulate writing.

Activity One

I will have a list of words. The words will be random words that I previously chose. For example, car, blue, apple, brother. I will say a word to a student, and they will respond with the first word that comes to mind. They should respond promptly, and there is no right or wrong response. Each student will respond to the same word. Once each student has responded, we will move to the next word. I will give them a total of five words.

Activity Two

I will read aloud to my students Shel Silverstein’s poem, “Bear in There.” We will discuss rhyming words. Then the students will each come up with their own list of rhyming words. Once they have created their list, they will make up a poem using their rhyming words. The students will take turns reading their poem to the class.

Activity Three

I will play the song “Wheels on the Bus” for my students. We will listen to the complete song. The students will then take turns discussing what else they could add to the song. They are to use their imagination and be creative. The students are to write three new verses that they have created on their own that go along with the song “Wheels on the Bus.”

Wrap Up Lesson

We will have a class discussion to give each student the chance to say what they liked about the activities and what they did not like. I also want to know if the students learned anything new about themselves in terms of learning style. We will discuss each activity and the students will provide feedback. This will assist me in determining what learning style each student is and how to better create and prepare lessons.

Evaluation

I will assess the students on having completing each of the assignments. They will be assessed on class participation. I will not assess on grammatical errors but on the overall aspect of their poems or written pieces. Whether they stayed on topic and did they complete the assignment on time and use time appropriately.

Lesson Two: Visual

Materials

- A simple picture (i.e., brown dog)
- A more elaborate picture (i.e., a picture of a park)

Objective

This lesson is intended to use the visuals to stimulate creative writing. The students will be exposed to different pictures and write a reaction to what they see. The students will use their visual senses to write creative stories.

Activity One

I will provide a simple picture (i.e., brown dog). I will let each student have a chance to look at and study the picture. We will then discuss the picture orally. I will ask the students several questions, i.e. what is going on in the picture? What do you see? Describe the picture. Does it remind you of anything? This will activity will be completed as a class. This will be an introduction to the next activity.

Activity Two

I will show the students an elaborate picture (i.e., a park). I will have each student look at the picture. They will then each write a reaction to the picture. The students can write about anything they like as long as it is relevant. They may discuss a time they went to the park. They can describe the picture. They can make up a story about the picture. Their story can be a true experience or a made up story as long as it is relevant to the picture.

Wrap Up Lesson

We will have a class discussion to give each student the chance to say what they liked about the activities and what they did not like. I also want to know if the students learned anything new about themselves in terms of learning style. We will discuss each activity and the students will provide feedback. This will assist me in determining what learning style each student is and how to better create and prepare lessons.

Evaluation

I will assess the students on having completing each of the assignments. They will be assessed on class participation, whether they stayed on topic, and if they completed the assignment on time and used time appropriately. I will not assess on grammatical errors but on the overall aspect of their poems or written pieces.

Lesson Three: Kinesthetic/Physical

Materials

- Various objects that can stimulate the senses (i.e., orange, apple, book, stuffed animal, scented items, etc.)
- Board

Objective

The purpose of this lesson is to involve the students physically in their writing. I want to use kinesthetic activities to motivate the students to write creatively. They will use their sense of touch and smell to observe an item and write about it.

Activity One

I will place different items in a box. The box will contain various things like, a book, a stuffed animal, a toy car, an orange, etc. Each student will have an opportunity to choose an item. They are to study the item, touch the item, or smell the item. They will be given five minutes to observe the item they chose. The students will then write a paragraph describing their item and why they chose the item.

Activity Two

I will take the class outside. The students will observe their surroundings using their senses and take notes. They will make a list of the things they see, hear, smell, etc. They will make notes about the weather, the smells, the things they hear, and what they are thinking of as they sit outside and enjoy the surroundings. They will use this list to create a poem about what they observed. They will be allowed to choose what type of poem they want to create (rhyming, free verse, etc.) as long as they incorporate things from their list.

Activity Three

The class will work together to make a list of action verbs. We will post the verbs on the board. Each student will choose several verbs to act out. They will then use their action verbs to write a paragraph. The students will then share their work with the class. For example, a student may choose the verbs run, walk, and sit. The student will then act out each verb and then write a paragraph using those verbs.

Wrap Up Lesson

We will have a class discussion to give each student the chance to say what they liked about the activities and what they did not like. I also want to know if the students learned anything new about themselves in terms of learning style. We will discuss each activity, and the students will provide feedback. This will assist me in determining what learning style each student is and how to better create and prepare lessons.

Evaluation

I will assess the students on completion of each assignment. This means they will be given a grade for completing the assignment. They will also be assessed on class participation. I will not assess on grammatical errors but on the overall aspect of their poems or written pieces. I will

evaluate whether they stayed on topic, completed the assignment on time and used time appropriately.

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