Creative Writing Activities to Support Multilingual English Language Learners in K-12 Classrooms

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Lesson Plan – Writing a Multilingual Poem		
Date: January 28, 2020	**Activity**: Multilingual Poetry	**Time**: 90 minutes
Grade: 6-7		

Learning Goals/ Objectives	1. Create a multilingual poem using a template 2. Use descriptive language/imagery in their poems	**Materials**	❑ Handout ("I Am From" Poem template) ❑ Stationery ❑ Computer ❑ Projector

Connections
Cross-curricular connections - social studies, art, history, language
Connections to students' lives (local/global) - culture and language

Differentiated Instruction	Assessment		
Accommodations / Modifications: ✓ Increase time ✓ Peer tutor/Partner ✓ Oral explanation ✓ Provide additional instruction ✓ Provide multilingual dictionaries	**Diagnostic**: ✓ Observation ✓ Anecdotal notes ✓ Questioning ✓ Discussion	**Formative**: ✓ Observation ✓ Anecdotal notes ✓ Questioning ✓ Discussion	**Summative**: ✓ Written assignment (completed poems)

Curriculum Expectations - *The Ontario Curriculum Grades 1-8: Language*	
Strand	**Overall Expectations**
Oral Communication	1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
Reading	1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
Writing	1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

		Time	Lesson Activities	Assessment

Minds-on	**Warm-Up**	10 min	*Materials – Laptop (Instructor), projector*
			
			Activating Prior Knowledge (text → context)
			- Recite a poem: "roses are red, violets are blue, sugar is sweet, and so are you"
			- Ask students:
			    ○ to identify text type (poem), elements that are in a poem, poems they know (either in English or in their home language)
			- Tell students they will be writing their own poem about themselves
			- Ask students:
			    ○ to talk about where they were born, their family, the languages around them (hear, speak, see), the food they eat
				Diagnostic – Identify prior knowledge regarding poetry

Action	**Activity 1**	20 min	*Materials – Laptop (Instructor), projector, whiteboard, dry erase marker, I Am From template* ***Modelling the Process*** - Display the *I Am From Template* - Read teacher's *I Am From* Poem as an example - Model how to complete the *I Am From* template by going through each line and completing the poem together as a class. While doing this, elicit student responses, clarify vocabulary, scaffold responses - Teach how to use appropriate parts of speech, word order, and descriptive language (specifically literary device - Imagery)	Diagnostic - Identify prior knowledge regarding language and linguistic features
	Activity 2	30 min	*Materials – Handout (I Am From template)* ***Writing the Poem*** - Ask students to create their own poem - Encourage them to be creative: use imagery, multiple languages, descriptive words - Tell students to use different colours when they write in different languages (or highlight those words in different colours)	Formative – Identify the language students are using when they fill in the template individually, and their understanding of the prompts
Acti	**Activi**	20 min	*Materials – Students' completed poems* ***Presenting the Poem*** - Ask students to share their poem with a partner (they could read it out, or sing it, or perform it with actions)	Formative – Identify students' understanding of the instructions, similarities and

o n	t y 3		- Elicit volunteers to share their poem with the class - Ask students to listen for use of other languages in students' poetry performances, identify linguistic features that may be different than English	differences between languages and linguistic structures and features
C l o s u r e	S U M M A R Y	10 min	- Summarize the key points from the lesson - Display students' poems around the class	Summative – Written assignment which will be in the form of a poem
	H O M E W O R K		- Students who have not completed their poems can take their poems home to work on - Students could get their parents/family members to help them with the different languages	

Extension Activities

- Have students present their poetry as a spoken word piece. You could spend a few days preparing activities/ games focusing on oral language (intonation, rhyme, rhythm, beat). Students could select their favourite music and recite their poem to the beat of the music
- Technology: students could use ScribeJab to create an electronic poem with images and multiple languages or record their poems on FlipGrid or YouTube
- Linguistic features: use completed poems to teach different linguistic structures
- Poetry share: students bring in poems from different languages and cultures to share with the class