

Discrepant Images = Million^{*} Words Kathleen Maledon

This lesson shows a new way to brainstorm to add visual imagery to poems. It continues with building a poetry format knowledge.

First Phase:

1. Children should be given a variety of poetry books to read. I have a paper of genres I want them to find: rhyming, free verse, humorous, nature, their favorite, etc. They write the title of the book, author, and comment. I spend at least one week on this free reading.

2. Brainstorm: (Do not allow children to web words on radial lines – it truly limits them)

1. Write an agreed upon, subject word in a center circle on the board.
2. Introduce concepts: fluency, flexibility, elaboration, and originality.
3. Review standard rules: generate as much as possible, piggy-back or hitchhike words, defer all judgments, listen so there is no repetition.
4. Model the effective technique of visualizing an object and listing.
i.e. teaching school – look at desk and list: homework, pencils, etc.
5. Tell them there will be a time limit. This seems to limit self-criticizing practices.
6. Brainstorm ideas and write them on the board. (Be sure to have verbs, adverbs and nouns.)

This brainstorming can be used in two ways depending on the ages of your students. Younger students may divide their papers into sixths to concentrate on parts of speech or senses. Older students may just randomly write on their papers

7. Halfway through do a metacognition exercise: Review where the children used the piggybacking of ideas and its worth. Let them see the power of collaboration.
- *8. This is the hard part. Children are to connect discrepant words to create visual images. The hardest part is helping students distinguish between what is literal and what is solely visual. As a class, we asterisk the ones that 'speak' to us. These phrases are called Million \$ Words. They are to highlight or rewrite them to use in their poetry.

Second Phase:

9. The next days are devoted to introducing various types of poetry. I usually introduce three types per day: I brainstorm every day with them. The kids choose one type of poetry and write one poem from the introduced poetry. I am only looking for process at this point.

Third Phase:

10. Finally, they are ready to begin their own poetry. I encourage them

to share their brainstorming with another. They make their own 'connections,' though.

11. I go over the rubric so they understand they must **Show** rather than **Tell** and they must have an **I message** in it.
12. Take any poetry form, manipulate the phrases, and bake at 300 !
13. We do the usual writing workshop then: draft, revise, conference, Check for completeness. Publish.
13. It takes so little to make poetry look valued and important. Have a nifty publishing format in place before you begin.

buildings cities smoke asthma cigarettes cars buses

always running dark gray cloudy brown heavy

low gasping breathing oxygen smog lungs

dying cancer trees POLLUTION leaves plants

growing living exhaust windows dirt

grime sick smell coughing gagging running

stinky gas sky acid rain ozone sun