

- Step 1: Provide a description, explanation, or example of the new term.
Step 2: Ask students to restate the description, explanation, or example in their own words.
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
Step 5: Periodically ask students to discuss the terms with one another.
Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Found Poetry

Marzano Steps-1, 3, 5, 6

Description: A strategy from the UCI Writing Project that promotes understanding, appreciation and writing of poetry, using non-rhyming, free form verse.

Materials Needed-Expository text, Chart paper, Markers, Pocket Chart and Sentence Strips

Procedures/Directions: Use assigned curriculum materials or expository text found on the Internet or supporting resources.

- Teacher writes on chart paper, a paragraph or two of descriptive prose (expository text). With the students, discusses and highlights descriptive words, doing word study (discuss, predict, sketch, use picture file cards or examples to build meaning) as they go.
- Use language that is easily visualized.
- Read the text, highlight any words that evoke a feeling, students like or creates an emotion.
- These are transposed to word cards and put in a pocket chart.
- Teacher models and students are encouraged to find a poem in those words.
- No additional words are allowed.
- Emphasis is on free-form poetry reading with emotion and word choice.
- This becomes a team and individual task.
- Provides opportunities to share-read poems/chants
- Models highlighting of interesting academic words and phrases
- Provides an opportunity for students to play with language and word meaning.

Time: 20-30 minutes

References- Project GLAD Website: Key Trainers