

# Sample Poetry Forms / Structures for Emergent Writers (Musselwhite & Wagner 2002 - [www.aacintervention.com](http://www.aacintervention.com))

## List Poems

List poems are the simplest of slot-filler poems. They can take many language forms. List forms can support practice of verb morphology for students who are oral or students using devices such as a PathFinder or a DynaVox/ DynaMyte. For example, a word or phrase can be inserted to indicate the:

**Location:** Shells on the beach / in my hand / in the sky / beside the bed.

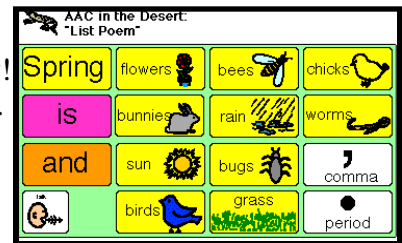
**Description:** Rocks are sharp and bright and big and cool.

**Actions:** I will run / dance / sing / glide / slide at the beach.

Bears run / eat / climb / growl / chase / scare / but never ever fly!

Jenny: running / dancing / singing / laughing / shouting / Jenny.

*Issues for Students with Limited Vocabulary Access:* this is a high-success format, and can easily be scaffolded by using word banks, etc. Tip: Look at the Action Rhymes & Object Rhymes books from Warren Publishing House for more ideas.



**Spring Poem: Boardmaker Display  
Phonics Phun Disk**

## Poetry Parody / Innovations

See: *Emergent Literacy Success* (Musselwhite & King-DeBaun, 1997, Chapter 6), *Write Me a Poem* by Wilson (1994).

Take a familiar poem and use it as a frame. Do this with:

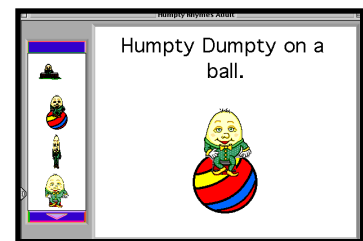
**Nursery Rhymes:** Humpty Dumpty sat on a wall / ball / in the mall, etc. See *Nursery Rhyme Time* by Julie Maro for ideas and communication displays ([www.aacintervention.com](http://www.aacintervention.com)).

**Jump Rope Rhymes:** the book *Anna Banana* has a wonderful set of rhymes to parody.

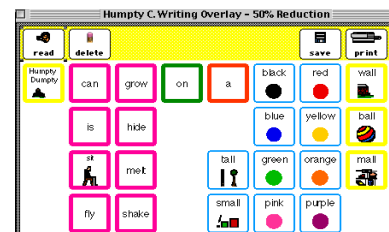
**Chants / Raps:** See *Raps & Rhymes* and *Jump for Joy* by Susan Hill for ideas.

**Poems by Children's Authors:** look at the student's favorite authors (Silverstein, Prelutsky, etc.) to find sample poems to innovate; Denman (1988, p. 99) points out that students can substitute just their own rhyming words (easier) or can substitute their own ideas (more thought required).

*Issues for Students with Limited Vocabulary:* This is another high-success activity for students with limited language, and one that can be easily scaffolded through light-tech or high-tech supports.



**Humpty Dumpty: IntelliPics  
Nursery Rhyme Time Disk**



**Humpty Dumpty: Overlay Maker  
Nursery Rhyme Time Disk**

## Poetry Construction

See Musselwhite & King-DeBaun (1997, Chapter 6) for numerous ideas for story construction.

**Word Scramble:** (See Heard, 1999) - students have word cards from these parts of speech:

- 5 nouns
- 5 verbs
- 5 adjectives
- 3 colors
- endings (-s -ed -ing)
- 3 small words (the/and/it)
- 3 prepositions
- 3 pronouns

Now lay out all these words so you can see them at one time, then use them to create a group poem!

*Issues for Students with Limited Vocabulary:* This is a very high-success activity for students with limited language. Scaffold through eye gaze, picture banks, word banks, alternate keyboards, onscreen keyboards, or communication devices.

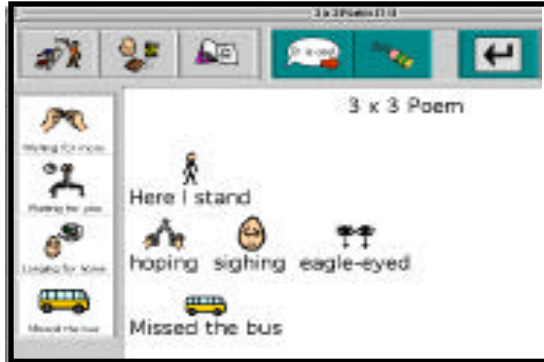
From: *Poetry Power: Jump-Starting Language, Literacy, & Life!* by Musselwhite & Wagner, 2001.

## Structured Writing

**Description:** This approach may be carried out individually or in a group. Students use supports such as sentence frames, locked text (also called 'frozen text'), or word banks to support early writing.

**Purpose:** Supports students in having early writing success. Students can play with language and can practice basic grammatical and spelling conventions, play around with word choice, change the voice of a poem, etc.

**Sample Activities:** Sample activities include: slot fillers, poetry starters, and poetry construction.



### **3 x 3 Poem: Waiting - IntelliTalk II Poetry Power CD**

#### **Features:**

**Locked Text (title)**

**Synthetic Speech**

**3 Hidden Palettes with graphics**

\*starter

\*descriptors

\*endings

### **Sample Writing Support Software for Students with Disabilities**

Look for features such as: word banks, frozen text, graphics combined with text, and speech output. Samples are:

- *BuildAbility:* [www.donjohnston.com](http://www.donjohnston.com)
- *Discover:* [www.donjohnston.com](http://www.donjohnston.com)
- *IntelliTalk II:* [www.intellitools.com](http://www.intellitools.com)
- *Speaking Dynamically Pro*  
[www.mayerjohnson.com](http://www.mayerjohnson.com)
- *Clicker 4:* [www.cricksoft.com](http://www.cricksoft.com)
- *Dynavox Software:* [www.sentient-sys.com](http://www.sentient-sys.com)
- *IntelliPics Studio:* [www.intellitools.com](http://www.intellitools.com)
- *Write:OutLoud:* [www.donjohnston.com](http://www.donjohnston.com)

## Generative Writing

**Description:** Generative writing is most often carried out individually, with teacher guidance or independently. While students may continue to use scaffolds such as writing prompts or locked text, they will begin to make word choices from a wide range of words (e.g., the DynaVox dictionary) or from spelling using a keyboard, whether a standard keyboard, an onscreen keyboard (ex: Discover, IntelliTalk II, Clicker 4), or an alternate keyboard (IntelliKeys, Discover:Board).

**Purpose:** Supports students in writing using their own ideas and word choice, rather than selecting from limited word banks. Students can achieve far more individualized poems.

**Sample Activities:** Sample activities include: Free form poems, Add a Word poems, 3 x 3 poems, and poetry starters such as: comparison poems, color poems, or wish poems.

### **Color Poem: IntelliTalk II**

#### **Poetry Power CD**

**Features: locked text, computer functions, synthetic speech, answer fields**



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