Poetry as Breath: Teaching Student Teachers to Breathe-Out Poetry

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**Abstract**

Poetry is a form of creative expression that exists to share a truth, an insight, or a feeling that enriches our humanity. "Teaching" poetry requires us to be readers and writers of poetry ourselves. It requires that we are saying, "Poetry matters." I work with second-year student teachers in my Language Arts Methods class at McGill University to develop a passion for the poetic; to learn what Muriel Rukeyser refers to as breathing-in experience and breathing-out poetry. Using my own writing process and immersing my students in the genre, they begin to construct the complex understanding of why poetry matters and why that understanding is crucial to teaching it.
Teach students the importance of a drafting process – I usually write a poem which is an acceptable (but not exceptional) standard but then spend some time getting students to work together to improve it. You could even explain how students should improve it. For example, one group vary the punctuation for effect, one group upgrade the vocabulary, one group extend the imagery and so on. Create poetry bookmarks which you can give out during poetry week. Every time someone borrows a book from the library give them a poem – link this to the theme of National Poetry Day, or some of your ‘school themes’. Open their eyes to what poetry actually is. Poetry offers many opportunities for language teaching and practice. It gives a wide chance of learning vocabulary and structure. To start poetry in ELL in classroom is not an easy way. The very first thing which a teacher has to do is to prepare students for poetry. First, a teacher must know how much student know about poetry and its forms, construction, rhyme and rhythm. Poetry ranges from simple to complex. In present day, even absurd poetry is also in great demand. Depending on the level of students, we can start use of poetry in classroom in various ways such as: · Discussion about the d I see poetry as an effective vehicle for teaching my third-graders to develop skills in oral language, reading and writing. Ralph Fletcher, in his book, Poetry Matters: Writing A Poem From The Inside Out, likens the writing of a poem for another with giving blood because “it comes from the heart of the writer and goes to the heart of the receiver” (p. 7). In addition to being a medium through which you can express your feelings, poetry also attracts children because it. Not all teachers nurture a love of poetry. Instead they actually stifle children's natural attraction to poetry.