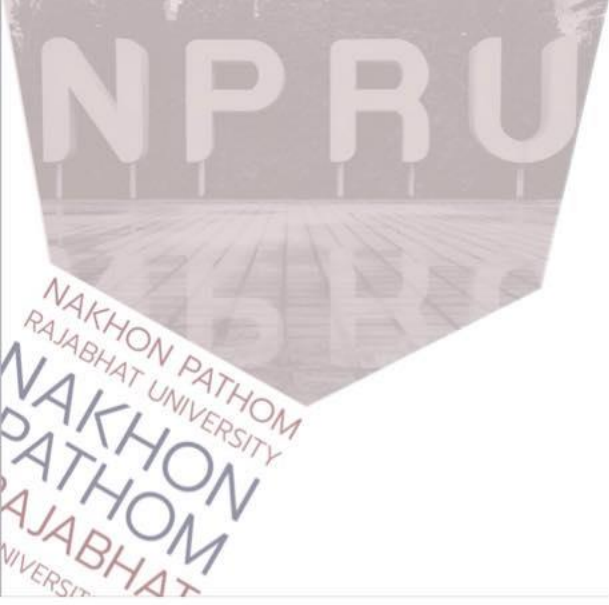


**N P R U**

**1552305**  
**CHILDREN'S LITERATURE**  
**UNIT 3**  
**POETRY FOR CHILDREN**



Assistant Professor Dr. Nareema Sangwiman  
Nakhon Pathom Rajabhat University



# CONTENTS

1. *What is poetry?*
2. *Language of poetry*
3. *Type of poetry*





*At the end of this unit, students will be able to:*

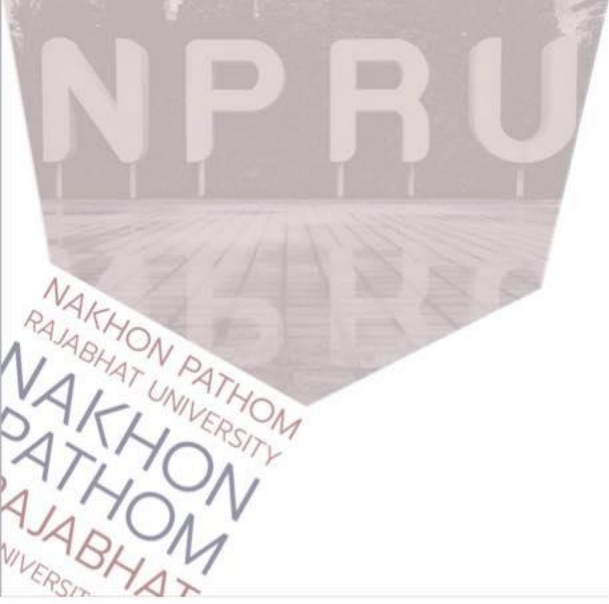


## LEARNING OUTCOMES

- 1. identify the concept and the definition of poetry for children*
- 2. compare the differences between the element of poetry and prose*
- 3. design and create the concrete poem by applying various kind of themes in their favorite books.*

01

WHAT IS  
POETRY?



# *Poetry/Poem/Verse*



Poetry is a natural  
beginning to literature for  
young children and an  
enjoyable literary form for  
all

ages



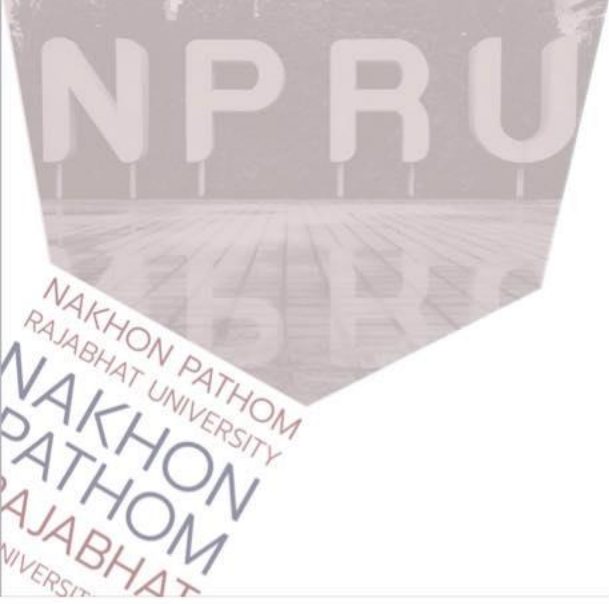


## *Poetry/Poem/Verse*



children acquire language and knowledge of the world around them through listening and observing poetry, basically, an oral form of literature that draws heavily to the listeners





## *Poetry/Poem/Verse*



young learners are cheerful when celebrating their favorite poems with their colleagues and adapting the original poem to the new version.





Come straight home, straight home after school.  
Don't wander, meander -- you know the rule. That's  
what Missy's mama said.

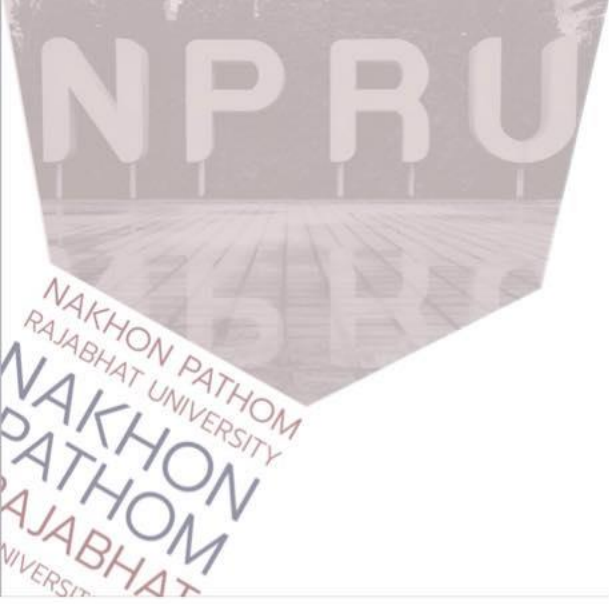
Missy heard and nodded her head.

She meant to mind, but how could she know  
that a lizard would tease, that a breeze would blow  
and push her along like hands on her back...  
that a bird would lead her far off the track into a  
field where flowers grew wild --  
where a babbling brook would talk to a child?

(Mcgee,1990)







## *What is poetry?*

1. What comes to mind when you hear the word 'poetry'?
2. Do you like reading and listening to poetry?
3. How do you think poetry first started?
4. What are the differences between poetry to other literary styles?
5. What role does poetry play in your culture?





## Poetry: Term

Denotation

Connotation

Lyrics

Stanza

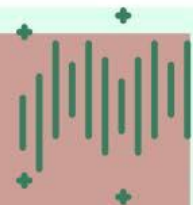
Imagery





# Poetry: Definition

Poems can tell stories, describe natural events, and express feelings. Some poems are shaped to look like their subjects, and others follow strict rhyme, rhythm, or syllable





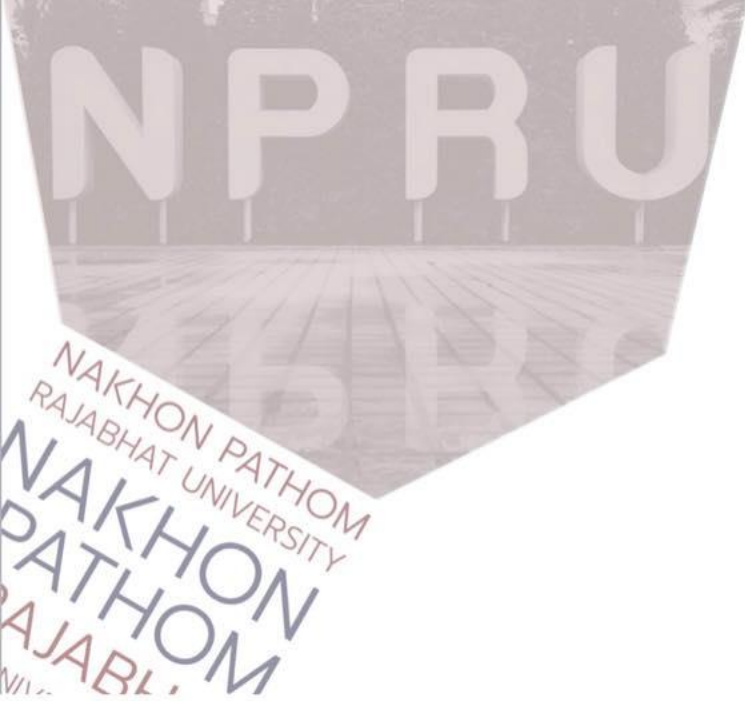
# Poetry: Definition

poets  
paint  
vivid

**p  
i  
c  
t  
u  
r  
e  
s**

for  
readers  
to  
see  
with  
their  
minds  
and  
eyes.





# Poetry: Definition

POETRY IS A TYPE OF LITERATURE  
IN WHICH WORDS ARE  
**CHOSEN AND**  
ARRANGED TO CREATE  
CERTAIN EFFECTS AND TO EVOKE  
EMOTIONAL RESPONSES  
**IN READERS.**

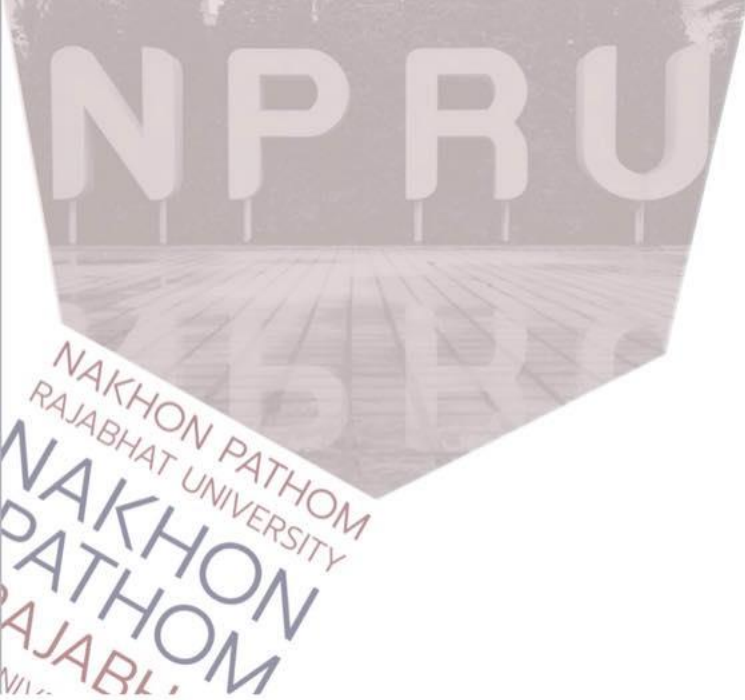




# Poetry: Definition

In its origin, poetry was oral, and as various minstrels traversed the countryside, they recited poetry and sang songs to listeners of all ages. The musicality of poetry makes it an especially suitable literary form for teachers to read aloud and, at times, to put to music.





# Poetry: Definition

Children often believe that rhyme is an essential ingredient of poetry, yet some types of poetry do not rhyme. What, then, distinguishes poetry from prose? The concentration of thought and feeling expressed in succinct, exact, and beautiful language, as well as an underlying pulse or rhythm, are the traits that most strongly set poetry apart from prose.





# Poetry: Definition

POETS PAINT VIVID PICTURES FOR READERS  
TO SEE WITH THEIR MINDS AND EYES.  
**READERS CAN LEARN**  
A NEW WAY TO SEE SOMETHING  
**LOOKED AT HUNDREDS**  
OF TIMES BEFORE BY READING POEMS.



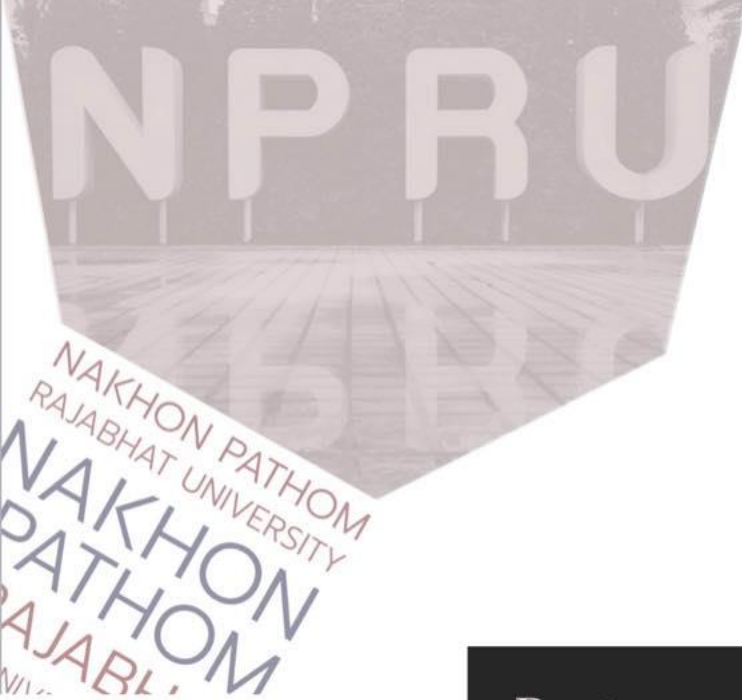




# Poetry: Definition



Poetry expresses ideas and feelings through a rhythmical composition of imaginative and beautiful words selected for their sonorous effects. (Lynch-Brown, 1999)



Poetry can shape your language and syntactic element broader and improve your critical thinking as follow:

# Poetry: Definition

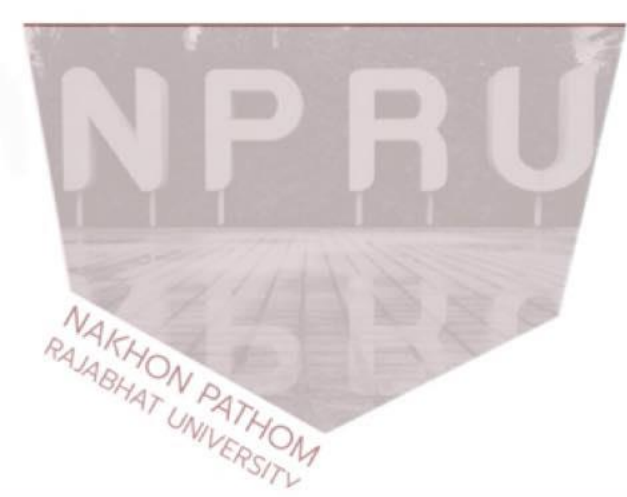
. “A poem makes you aware of language so that even in prose you can enjoy using words more because you know what tricks they can do and what they cannot do”

Eve Merriam (1962, p. 3)

The background features a collage of images: a large 'NPRU' sign at the top, a street with power lines on the left, and a building with palm trees on the right. A white geometric shape, resembling a stylized 'W' or a series of connected lines, is overlaid on the collage. A dark teal rounded square contains the number '02'. A pink rectangular box on the right contains the text 'LANGUAGE OF POETRY'.

**02**

# **LANGUAGE OF POETRY**



## *Language of poetry*



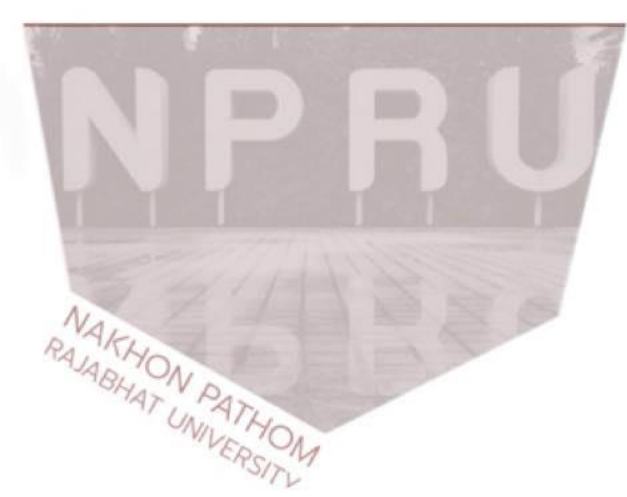
**Poetry is as delightful and surprising**

Poetry is as natural as breathing. Even before they can speak, most babies delight in the playful cadences of nursery rhymes, and the soothing rhythms of lullabies such as Mother Goose favorites are an integral part of life

Language sounds are further enjoyed when they are combined in such sequences as a run of the same consonants (alliteration) or the repetition of certain words or rhythmic patterns.

03

# TYPE OF POETRY



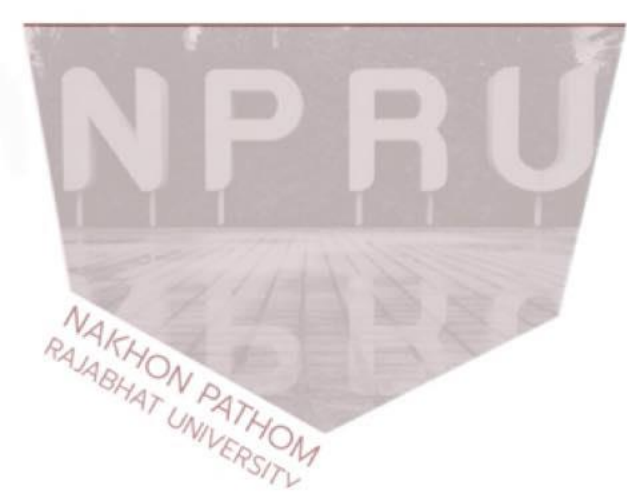
# TYPE OF POETRY



*The poetry is an expression of ideas and feelings through precise and imaginative words.*



*The musicality of poetry makes it an especially suitable literature form for teachers to read aloud and, to put to music.*



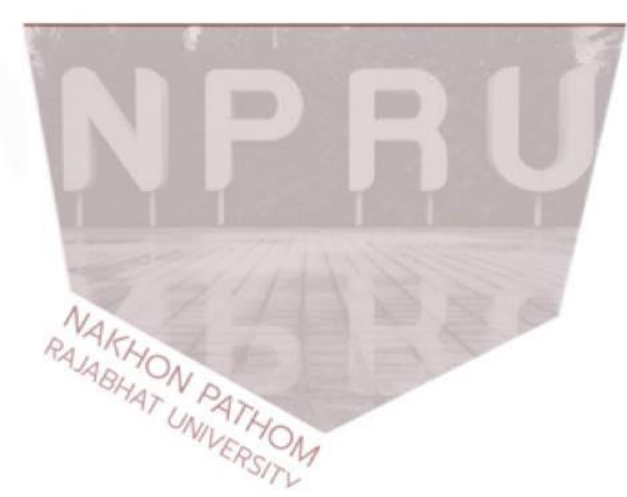
## Narrative Poetry

## TYPE OF POETRY

*Narrative poems  
tell stories in verse*

For children, perhaps the most accessible narrative poems are ballads. Traditionally, a ballad contains four lines, each with eight syllables and with the second and fourth lines rhyming.





# TYPE OF POETRY

## Lyric poetry

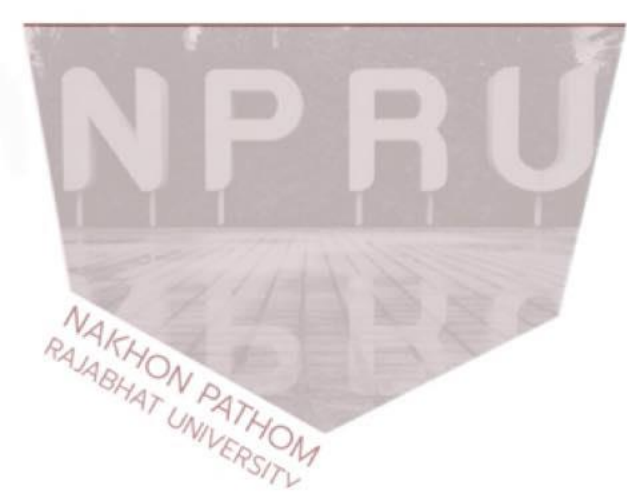


Lyric poetry typically describes the poet's innermost feelings or candid observations and evokes a musical quality in its sounds and rhythms.

Lyric poems exhibit an endless variety of forms. Below are some popular lyric forms







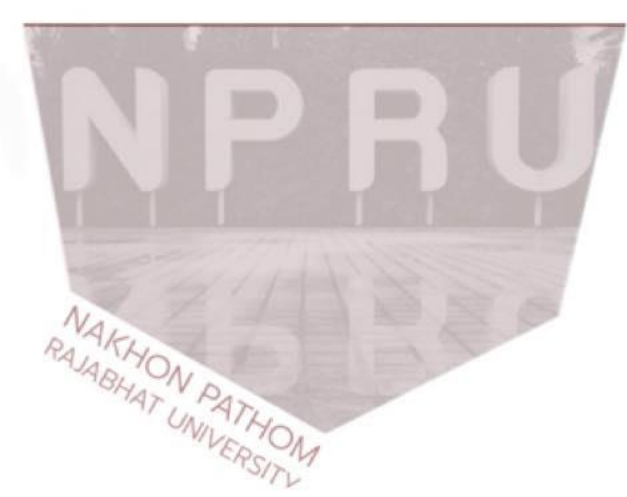
# Haiku

## TYPE OF POETRY

A lyric, unrhymed poem of Japanese origin with seventeen syllables divided into three lines



The moon is a week old -  
A dandelion to blow  
Scattering star seed. (Ruby Lytle)



## TYPE OF POETRY

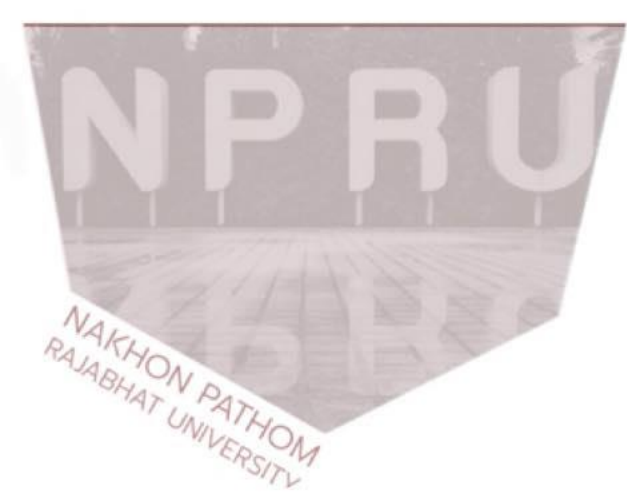
### Sonnet



A very old form of poetry, having gained prominence during the Renaissance, but not found much in poetry for children.

It contains fourteen lines, each line with five iambic feet (or ten syllables).





# TYPE OF POETRY

## Limerick



A five-line humorous poem, the first, second, and fifth lines rhyming and the third and fourth lines rhyming. It is one of the most popular poetic forms among children, The fun of the limerick lies in its rollicking rhythm and its broad humor.

Imagine a skunk who proposes,  
To his true love, surrounded by roses.  
It may turn out just fine,  
When she falls for his line,  
But I wonder if flowers have noses?  
(Sarah Fanny)





## TYPE OF POETRY



Free Verse

Sonnet

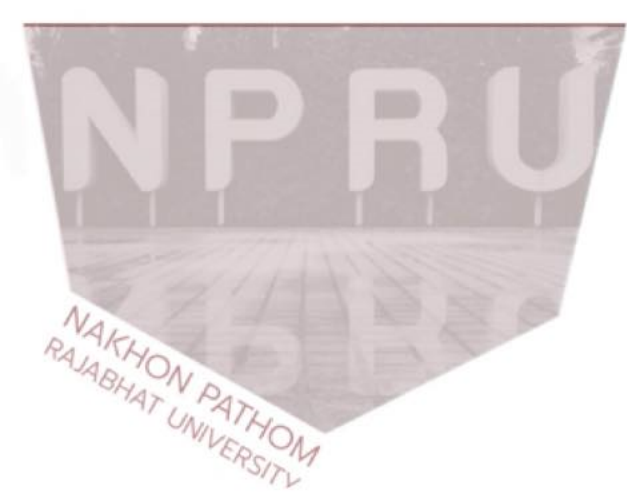


Limerick

# TYPE OF POETRY

Concrete poem





# TYPE OF POETRY

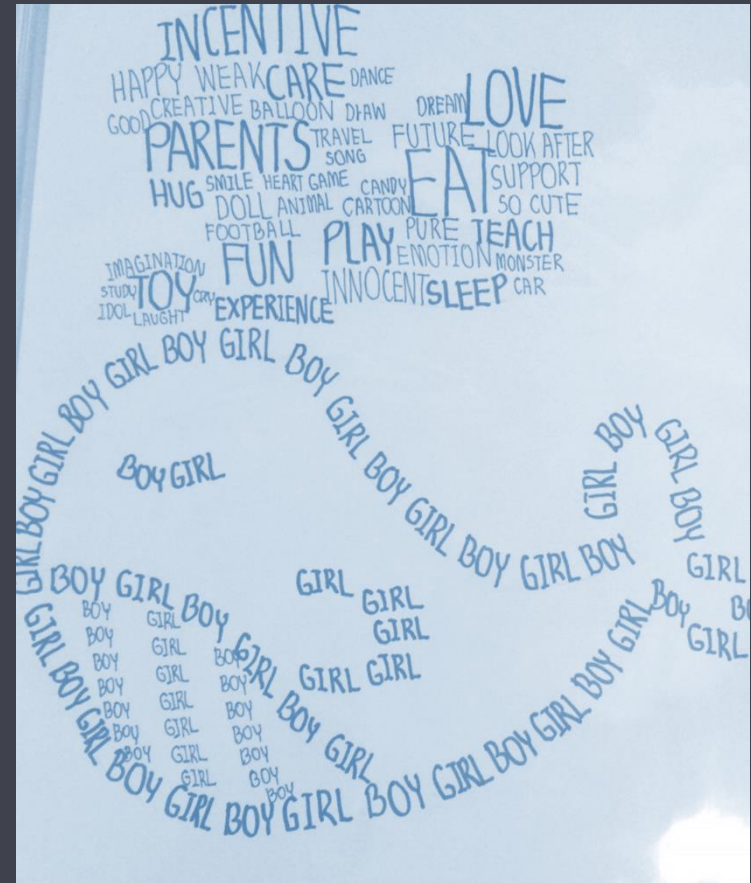
Concrete poem

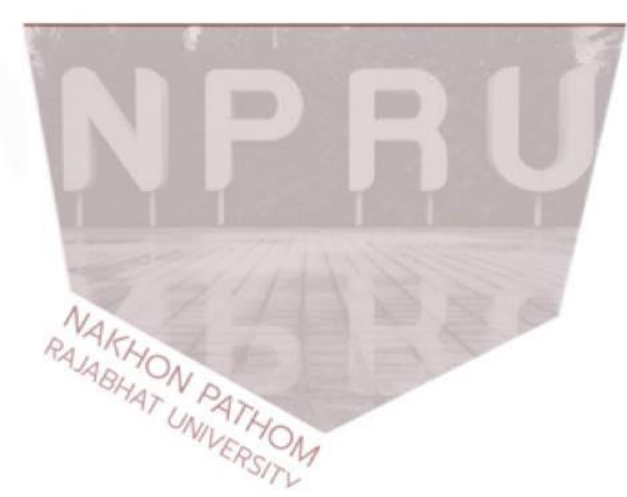




# TYPE OF POETRY

## Concrete poem



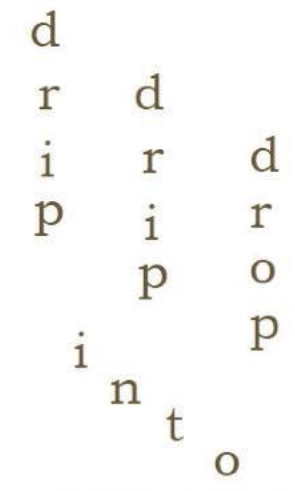
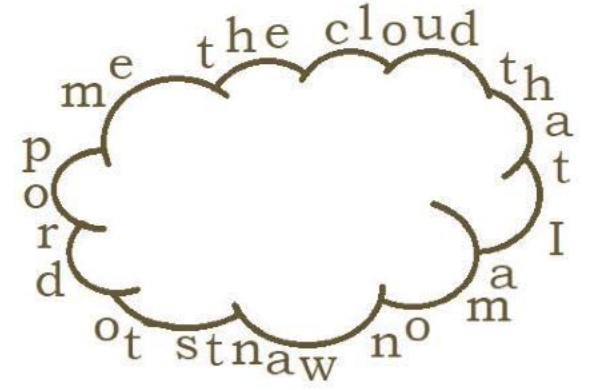


## TYPE OF POETRY

### Concrete poem

the words of a poem are arranged to form a pictorial representation of the poem's subject.



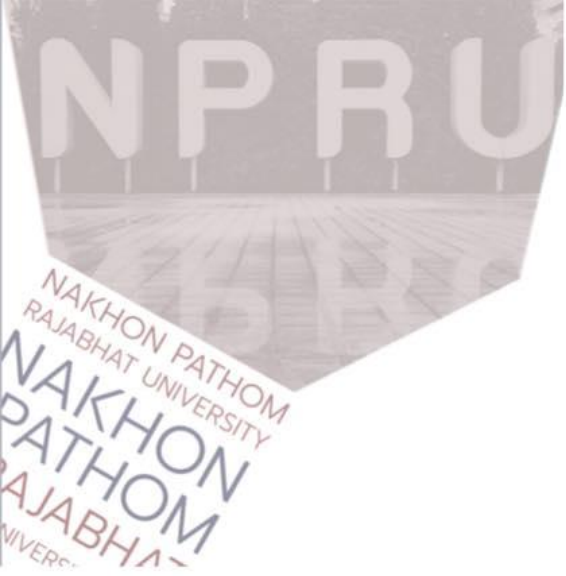


WORDPRESS.COM



# CONCRETE POETRY

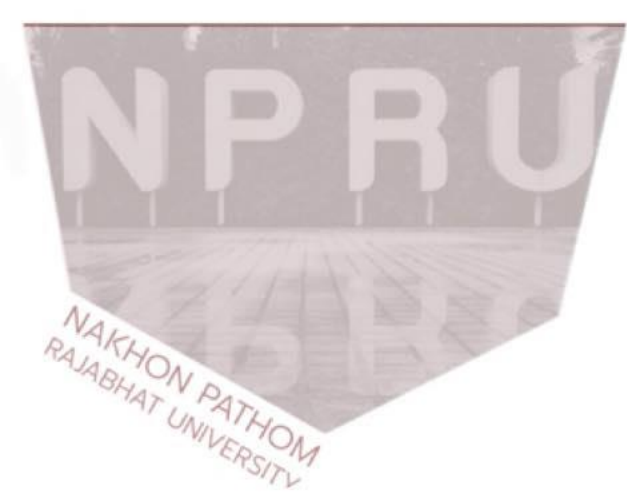
the words of a poem are arranged  
to form a pictorial representation of the poem's subject



# CONCRETE POETRY

THERE WAS A  
LITTLE GIRL  
WHO HAD A  
LITTLE CURL  
RIGHT IN THE  
MIDDLE OF HER FOREHEAD,  
AND WHEN  
SHE WAS GOOD  
SHE WAS VERY,  
VERY GOOD  
BUT WHEN SHE WAS BAD SHE  
WAS HORRID.

HENRY WADSWORTH LONGFELLOW  
(PRELUTSKY, 1976 P.55)



## TYPE OF POETRY

Poems speak to the mind,  
the heart, and the senses



Poetry, everyday actions,  
scenes, and words are revealed  
in fresh, new ways

Readers will get more from  
a poem by senses to experience  
it



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Look at this example

*There Was a Little Girl*

*There was a little girl, who had a  
little curl*

*Right in the middle of her forehead,  
And when she was good, she was  
very, very good. But when she was  
bad she was horrid.*

*Henry Wadsworth Longfellow  
(Prelutsky, 1976 p.55)*





## Poetry: Term

Simile

Metaphor



Alliteration

Rhyme

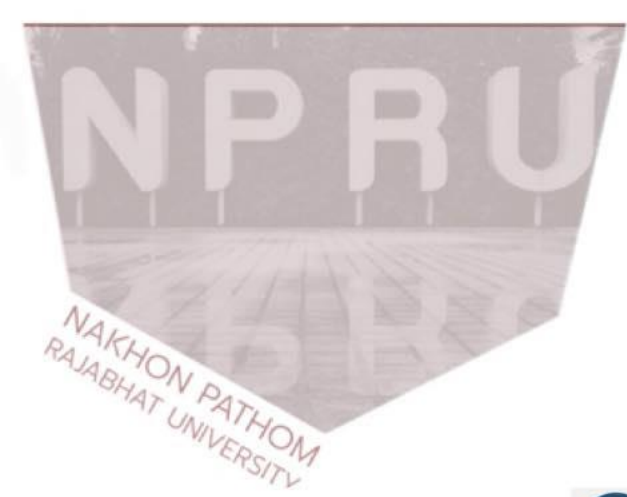
Oxymoron

Assonance

Personification

Onomatopoeia





# CLASSROOM ACTIVITIES FOR TEACHING POETRY



Teaching poetry became a matter of, not learning poetry but of creative writing; that implies children are encouraged to reveal their sense of raw honesty, courage about what they write.

However, the teacher has a great role to facilitate the students how to read and write their favorite poem.



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## The Rabbit



When they said the time to hide was mine,  
I hid back under a thick grape vine.  
And while I was still for the time to pass,  
A little gray thing came out of the grass.  
He hopped his way through the melon bed  
And sat down close by a cabbage head.  
He sat down close where I could see.  
And his big still eyes looked hard at me,  
His big eyes bursting out of the rim.  
And I looked back very hard at him.

Elizabeth Madox Roberts  
(Citation: Prelutsky, 1976 p.55)





## Sea Shell



Sea Shell, Sea Shell,  
Sing me a song, Oh 'please'  
A song of ships, and sailor men.  
And parrots, and tropical trees.  
Of islands lost in the Spanish Main  
Which no man ever may find again.  
Of fishes and corals under the waves.  
And sea horses stabled in great green  
caves. Sea Shell, Sea Shell,  
Sing of the things you know so well.

Amy Lowell

(Citation: Prelutsky, 1976 p.29)







## CLASSROOM DISCUSSION



- What audience is the message for?
- What techniques does the poet use to deliver the themes in the most effective way possible?
- What is the mood of the poem?
- Does the mood change over the course of the poem?
- What strategies does the poet use to convey the mood?



**Thank you**

