

Poetry Genre Mini-Unit

Grade Level: Third

Lesson: Introduction to the Poetry Genre

Objectives which address the Utah State Core:

- Identify aspects of the Poetry Genre
- Learn new words through listening and reading widely.
- Use new vocabulary learned by listening, reading, and discussing a variety of genres.
- Use strong verbs and vivid language.
- Produce traditional and imaginative formula poetry.

Students will gain a greater understanding and appreciation of the Poetry Genre through the following methods:

- They will learn the characteristics of different types of poetry within the genre.
- They will write different types of poetry and record their final drafts in their poetry journals.
- They will share and confer with each other throughout the writing process.

Week 1: Poetry Immersion

Utah State Standard:

7.3.b. Identify aspects of the Poetry Genre.

6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Immerse the students in different types of poetry in order to broaden their understanding of what poetry is.

Materials: Gather a basket of books. Gather different poetry books from the school library to present in the basket. Include books like: *Come on Rain* by Karen Hesse, *City Dog* by Karla Kuskin and *Harlem: A Poem* by Walter Dean Myers. Keep the basket of books out throughout the poetry unit and allow the students to pull from the basket during reading time.

Connection: We recently discussed biographies (previous unit). We talked about the importance of gathering information and organizing it in just the right way to tell someone's story. Words were very important because they helped paint the picture we wanted to create. In this unit, words will also play an important part of what we write. Sometimes we will look just at word choice by meaning, sometimes we will look at the word by part of speech. Sometimes, the syllables in the word will be important. Always, in this unit, words will be important.

Q (Question): By looking at the books we have here, what type of writing do you think we are going to learn about next? (Poetry)

Q: What do you think Poetry is:

- Make a list on the board or overhead. (Allow all of the various responses. Later, transfer the list to an overhead transparency, a poster or the bulletin board. Refer back to the list as the different aspects of poetry are discussed.)
- Ask the students to bring in some of their favorite poems or bring in poems they find in the upcoming days. Poems may be from books, newspapers, internet, handwritten poems, etc.

Have the students pull out their Language Arts Notebooks and create a new tab entitled “Poetry.”

Over the next week, read poems that differ in rhyming patterns, style, shape, imagery, voice, topic and language. As the poems are read, have them on overheads so they not only hear differences, but also see that poems can differ in appearance.

Cross-Curricular: Discuss with the class how they use the power of observation in their science journals. Tell them they are going to use their ability to observe data in science and observe data in poetry.

Active Engagement:

Allow the students to work in pairs to tell each other what they see or hear in the poems. Have them note in their writing journals, the poems that are being read (by title). Have them note the characteristics that stand out to them. After they have noted their observations about one poem, discuss the observations as a class and then move on to the next poem.

Read - Below is a list of poems that can be used (explanations of each poem are given – this will make it easier to guide the students in what they notice about each poem). This is not the time to teach the different types of poems, but just note the basic differences.

Poets often capture the Details: To show the importance of detail, talk your class on a walk through your school. Don’t give them any instruction on what to do during the walk. As a teacher, make mental notes of things you see that they might miss (for example, in the trashcan in the upstairs hallway, the cut pieces from a laminating project). When you return to the class, ask the class if anyone saw “this” or “that.” Now take the class on a walk again and challenge them to see something that no one else sees. Upon returning to the classroom, you should have very different answers than after the first walk. Discuss the point that poets often see details that others miss. Poetry is their means to express the detail.

Coat Hangers, Weeds and Grass all by Valerie Worth
The Blue Between by Kristen O’Connell George. (See attachment at the end

Line Breaks: *This is Just to Say* by William Carlos Williams

I have eaten
the plums
that were in
the icebox

Forgive me
they were delicious
so sweet
and so cold.

and which
you were probably
saving
for breakfast

White Space: *The Whirligig Beetles* by Douglas Florian

We
noise. whirl,
or we
keys twirl,
windup we
the skate,
without we
toys, glide.
little Upon
like a
circles pond
in or
swim lake
We we
.ride

Alliteration: The repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables.

Two Tooters (Online)

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor,
“Is it harder to toot, or

To tutor two tooters to toot?"

Acrostic: An acrostic poem, sometimes called a name poem, uses a word for its subject. Then each line of the poem begins with a letter from the subject word. This type of poetry doesn't have to rhyme.

Sure I go to Renaissance
Computers, teachers, books, and more
Homework every night
On math, science, reading, and social studies
Our class does lots of fun projects
Learning never stops

Describing Nature: The Ocean – online

The ocean

The ocean is blue
the ocean is deep
the ocean is where
I want to be to swim
with the fish in the
deep blue sea

Cinquain: *Dessert* - online

Dessert

Cold, Creamy
Eating, Giggling, Licking
Cone with three scoops
Ice-cream

Line 1:
one word (subject or noun)
Line 2:
two words (adjectives) that describe line 1
Line 3:
three words (action verbs) that relate to line 1
Line 4:
four words (feelings or a complete sentence) that relates to line 1
Line 5:
one word (synonym of line 1 or a word that sums it up)

I Wish Poem: I Wish... - online

I Wish...

I wish I had three day weekends.
I wish I had a nap at noon.
I wish I had more time to play.
I wish I had greener grass.
I wish I had whiter teeth.
I wish I had summer year round.
I wish I could sing.
I wish I had a magic wand
to make all my wishes
come true.

I wish I had _____
I wish I had a magic wand
to make all my wishes
come true!

Color Poem: Green

Green

Green is the color of spring.
Green is renewal.
Green is the color of envy.
Green is a new crayon.
Green tastes like a crisp apple.
Green smells like fresh cut grass.
Green sounds like a croaking frog.
Green feels like soft, velvety moss.
Green looks like shiny emeralds.
Green makes me go.
Green is my favorite color.

List 1: *What things LOOK green?* Grass, apples, markers

List 2: *What things SOUND green?* Lawnmower, music, sigh

List 3: *What things SMELL green?* Grass, rain, crayons,

List 4: *How does green FEEL?* Warm, cool, soft, velvety

List 5: *What makes YOU FEEL green?* Envy, illness, spring

List 6: *What things TASTE green?* Candy, vegetables, pesto

List 7: *What EXPERIENCES or IDEAS seem green?*

Renewal, beginning, envy

List 8: *Can you think of green PLACES?* Garden, forest, swamp

The order can then be mixed up.

Limerick: A light humorous, nonsensical, or bawdy verse of five anapestic lines usually with the rhyme scheme *aabba*.

The Man From Peru by Bruce Lansky

There was an old man from Peru, (A)
who dreamed he was eating his shoe. (A)
He awoke in the night (B)
with a terrible fright, (B)
and found out that it was quite true. (A)

Tim by Bruce Lansky

There once was a fellow named Tim (A)
whose dad never taught him to swim. (A)
He fell off a dock (B)
and sunk like a rock. (B)
And that was the end of him. (A)

Quatrain: Four lines, some sort of rhyming pattern determined by student.

David by Tyler

Funny, friendly, skateboarder,
Muscular, strong, cool, kind...
These words describe David
He has a very smart mind!

Quatrain:

"A genuine anteater,"
The pet man told my dad.
Turned out, it was an aunt eater,
And now my uncle's mad!

-Shel Silverstein

Free Verse: In free verse the writer makes his/her own rules. The writer decides how the poem should look, feel, and sound.

Winter Poem by Nikki Giovanni

once a snowflake fell
on my brow and i loved
it so much and i kissed
it and it was happy and called its cousins
and brothers and a web
of snow engulfed me then
i reached to love them all
and i squeezed them and they became
a spring rain and i stood perfectly
still and was a flower

Parts of Speech: Line 1 is one article and 1 noun.
Line 2 is an adjective, a conjunction, and another adjective.
Line 3 is one verb, one conjunction and one verb.
Line 4 is one adverb.
Line 5 is one noun or pronoun that relates to line one

The Beach (Online)

The beach
Large and free
Swim and enjoy
Blue water
Summer.

Diamante: Line 1:
one word (subject/noun that is contrasting to line 7)
Line 2:
two words (adjectives) that describe line 1
Line 3:
three words (action verbs) that relate to line 1
Line 4:
four words (nouns) first 2 words relate to line 1
last 2 words relate to line 7
Line 5:
three words (action verbs) that relate to line 7
Line 6:
two words (adjectives) that describe line 7

Line 7:
one word (subject/noun that is contrasting to line 1)

The Earth by Ivan

Mountain
High, rocky
Flying, looking, killing
Eagle, power, fear, rabbit
Living, moving, making noise
Deep, beautiful
Valley

Sound Poem: Word Choice creates the sound of the poem.

Alka Seltzer

Plop plop,
fizz fizz,
Oh, what a
relief it is!

Haiku: Line 1: 5 syllables
 Line 2: 7 syllables
 Line 3: 5 syllables

Ancestors

Those who came before
shall forever be with us,
always remembered.

I Used To:

I Used To... by Even

I used to hate reading.
But now I really love reading chapter books.
I used to run really fast.
But now I don't run that fast.
I used to hate my sister.
But now I love her a lot.
I used to love to play Lego's.
But now I love to go on the computer.

I used to hate school!
But now I LOVE school because I have a good teacher!

Week 2, Day 1: Acrostic Poetry

Utah State Standard:

- 7.3.b. Identify aspects of the Poetry Genre.
- 6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Teach the students the basic steps of Acrostic Poetry. Allow them to write their own Acrostic Poems.

Materials – Overheads of the Acrostic Poems to share and the guided worksheet for the students

Connection – Students, just the other day, we read this poem:

Sure I go to Renaissance
Computers, teachers, books, and more
Homework every night
On math, science, reading, and social studies
Our class does lots of fun projects
Learning never stops.

Look back in your journals and see what you have noted down about this type of poetry.

- Allow for student responses.
- It is about one subject (In this case - school) and words or sentences that describe school, begin with the letters in the word school.

Today we are going to note the characteristics of Acrostic Poetry and attempt to write our own.

Teach with a think aloud: I am going to attempt to write an Acrostic Poem about me.

First I'm going to get a paper and divide it into two parts. In the top half, I'm going to brainstorm a list of things that describe me or that I like. Maybe you can help me:

Now on the bottom half of my paper, I'm going to write out the letters of my name like this (write letters down the page on the bottom half of the overhead).

I will fill in what I can with the single words that fit into my name (Add the one syllable words from the brainstorming list). Now I'll try and think of sentences or phrases that can go into the other spaces, or I can add other words.

This is my final version. Now I'll take my finished poem and put it into my poetry journal in my best handwriting.

MARRIED
RESPECTFUL
SOMETIMES PLAYS KICKBALL

MELLOW
EDUCATED
RESPONSIBLE
RELIABLE
INDEPENDENT
LIKES TO LAUGH
LOVES CHIPS AND SALSA

Active Engagement: Now it is your turn! Let's quickly review the steps you should go through before you begin:

1. Get a lined piece of paper and fold it in half like a hamburger. Make your brainstorming list in the top half. Write your name (Use your first name or the name you go by in class. If it is really short, you may also use your last name).
2. Brainstorm words or ideas that describe you. Don't just think of words that fit in your name right now, but think of things that really describe you. You can work later to make them fit into sentences.
3. When you have brainstormed your list – at least 10 things, look to see how they might fit into your name. If a word you want doesn't fit (it begins with the wrong letter), think about a short sentence or phrase that would use that word. For example, in my last letter, I needed an L. However, I wanted to write about how I love Chips and Salsa. I focused on Loves, instead of Chips and Salsa.
4. Look closely at all of the letters of your first name (If your name is really short, you may also include your last name). Make sure you have a word or a sentence for each letter. If you have any problems thinking of something, you may raise your hand and I will come and look at your brainstorming list. Sometimes it is hard to come up with just the right word. You may use the ABC word list and a dictionary. You may also use a thesaurus to look up other words that mean the same as a word on your brainstorming list.

Q – Class, according to these instructions, how important is your brainstorming list going to be? (Very Important)

Go ahead and begin with your brainstorming. When you have finished your brainstorming, move on to creating your Acrostic Poem. When you are happy with your poem, bring it to me to look

at. At that point, you may put your final copy into your journals. Put your name on your brainstorming sheet and turn it in to box A.

STUDENTS SHOULD WORK INDEPENDENTLY

Work the room and make notations of those students you confer with.

Sharing Time:

Ask six students to share what they have written. You may elect to divide your class by 4's so that all students are able to share over the next 4 mini-lessons. You may also elect to coordinate those that share are the students you confer with.

Wrap: Class, today we spent some time writing Acrostic Poems. It was an opportunity to write where words were very important. They were important because they described you. You couldn't use just any old word, you worked to find the perfect word or phrase. Who you are is important. Rather you are writing Acrostic Poems, or just living your life, who you are is very important!

Assessment: Informal assessments will be made while the students are working independently. Take notes on those students you confer with. A more formal assessment will be made at the end of the unit when the students turn in their poetry journal.

Accommodations: No accommodations will need to be made. If there are students who struggle with their ability to plug words or phrases into the letters of their name, guide them towards words. Help them find words to fit the descriptions they come up with about themselves.

Week 2, Day 2: I Used To Poetry

Utah State Standard:

7.3.b. Identify aspects of the Poetry Genre.

6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Give the student another opportunity to write poetry about themselves. This is a very easy format for the students to feel like successful poets.

Materials – Overhead of an I Used To Poem to share and the guided worksheet for the students

Connection – Students, just the other day, we read this poem:

I Used To... by Even
I used to hate reading.
But now I really love reading chapter books.
I used to run really fast.

But now I don't run that fast.
I used to hate my sister.
But now I love her a lot.
I used to love to play Lego's.
But now I love to go on the computer.
I used to hate school!
But now I LOVE school because I have a good teacher!

As a review, what do you notice about this poem?

- Allow for Student Responses.

Here is another I Used To poem with a little bit different format:

I used to think that summers stretched slow and lazy for a year
But now I know better.
I always thought "school one year, summer one year"
But I never counted off the days on my fingers.
I once felt hours stretch long and easy
But now I hear a panicky tick-tock.
If I could step into a time machine
I would go back and reset the clock.
I never gave it a thought before
But I might seriously consider it now.
I can't turn life into a sci-fi movie
But I can gobble up every day 'til I'm filled up happy.
I won't ever be 16 again
But I might be a teenager at heart.
I used to think that summers stretched slow and lazy for a year
But now I know better.

Today we are going to follow some guidelines for writing an "I Used To" Poem.

Think aloud: Using an "I Used To" Worksheet, we are going to write our own "I Used To" Poem. I'm going to show you how to use the worksheet by writing my own poem (Have the worksheet on an overhead):

I used to... play with ants at recess,
But now I... watch my students run around.
I always... like playing with my friends,
But I never... call them names.
I once... played on a boy's football team,
But now I... just watch boys play football.
If I could... run like I did in third grade,
I would... run a marathon.
I never... played a lot of four-square,

But I might... if I could play the killer kind.
I can't... sing a solo for a school play,
But I can... sing really loud in my car.
I won't... do dumb things to have a friend,
But I might... do nice things for a friend.
I used to... love third grade,
But now I... love my third graders.

As you can see, you don't even have to go in order (intentionally fill in the blanks out of order). Now take your worksheet and fill out your "I Used To" ideas. After you have finished your worksheet, put your final copy in your poetry journal in your best handwriting.

Go ahead and start.

STUDENTS SHOULD WORK INDEPENDENTLY

Work the room and make notations of those students you confer with.

Sharing Time:

Ask six students to share what they have written.

Wrap: Class, today we spent some time writing an "I Used To" Poems. It was an opportunity to write where thoughts were very important. They were important because they also described you. You couldn't use just any old idea, you worked to find the perfect phrase that described you. Once again, who you are is important. Even the things you like or don't like are an important part of you.

Assessment: Informal assessments will be made while the students are working independently. Take notes on those students you confer with. A more formal assessment will be made at the end of the unit when the students turn in their poetry journal.

Accommodations: No accommodations will need to be made. If there are students who struggle with their descriptions, guide them towards phrases by asking open ended questions. Help, but don't tell them what to write.

Week 2, Day 3: Haiku Poetry

Utah State Standard:

7.3.b. Identify aspects of the Poetry Genre.

6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Teach the defining rules of Haiku Poetry. Give the students a chance to write a more structured form of poetry.

Materials: The students will need some practice paper and then they will need their poetry journals to put their final copies in. You will need to have a few Haiku Poems on an overhead.

Connection: So far in our poetry unit, we read a lot of different kinds of poems. We also discussed the characteristics and wrote Acrostic and “I Used To” poems. Both were about you! Now we are going to discuss a different type of poetry. When we read a lot of different types of poetry last week, one of the poems we read was Haiku. Here it is again (Use overhead). What do you remember about this poem? Please pull out your journals and find the Haiku poem entitled *Ancestors*. What did you note about this poem? (Three lines, doesn’t rhyme, syllable pattern)

Ancestors

Those who came before
shall forever be with us,
always remembered.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Teach:

Q - What is a haiku?

A- Haiku Poetry started in Japan and is a poem written in three lines. The Haiku does not rhyme. Instead, the haiku sets a mood or portrays a feeling or scenery.

The entire Haiku is only 17 syllables long. The first line is five syllables, the second line is seven syllables, and the third line is five syllables (5-7-5).

Here is an example:

Old tomcat sitting (5 syllables)
Watched the autumn leaves blow by (7 syllables)
Wishing they were mice (5 syllables)

Think Aloud: In writing a Haiku, the first thing you have to do is decide what you are going to write about. If I were going to write a Haiku, I think I would pick my class as my subject.

You are supposed to write your topic at the top of your paper, so I’ll write, “My Class” at the top. Next, I’ll think about my class. What is it I like about my class? I like that you are so smart, so I’ll write down smart. I have a lot of fun teaching you, so I’ll write down fun. I will write down that I love to come to work every day. Since I’m only creating 3 lines, I’ll see if there is anything I can do with what I have written down.

Line 1: (counting on fingers) My class is so smart. (5)

Line 2: (counting) I love to teach you every day (8) Too many...

Let's see... You are so amazing (6) Not enough...

They amaze me every day. (7)

Line 3: (counting) They are fun to teach! (5)

Final: My class is so smart.

They amaze me every day.

They are fun to teach.

Haiku poems can also be written as riddles. Try writing a Haiku about an animal or a place we all know. Don't mention your subject by name. See if we can guess your subject by what you have written in your Haiku. For example, here is a Haiku Riddle I wrote:

I love to watch it.
It is a game in the fall.
Sometimes you dress warm. (Football)

Active Engagement: Now it is your turn! Let's quickly review the steps you should go through before you begin:

1. Get a lined piece of paper and fold it in half like a hamburger. Make your brainstorming list in the top half. Use your list of brainstorming ideas to focus on one topic to begin with. It may be a normal Haiku or a Riddle Haiku.
2. Once you have your topic picked out, start trying to come up with the words you will use. Remember, 5 syllables in the first line, 7 in the second and 5 in the third.

Active Engagement:

Go ahead and begin with your brainstorming. When you have finished your brainstorming, move on to creating your Haiku Poem. When you are happy with your poem, bring it to me to look at. At that point, you may put your final copy into your journals. If you would like to do more than one Haiku, you may do more as long as there is time. When you are all done, put your name on your brainstorming sheet and turn it in to box A.

STUDENTS SHOULD WORK INDEPENDENTLY

Work the room and make notations of those students you confer with.

Sharing Time:

Ask six students to share what they have written. You may elect to divide your class by 4's so that all students are able to share over the next 4 mini-lessons.

Wrap: Class, today we spent some time writing Haiku Poems. It was an opportunity to write not only words that were important by their description, but how many syllables were in those words was important too. Sometimes it's hard to write poetry when you are trying to write a certain kind of poetry.

Q- Once you understood the importance of counting out the syllables, was it easier?

Q- How did you feel when you had finished your Haiku?

Assessment: Informal assessments will be made while the students are working independently. Take notes on those students you confer with. A more formal assessment will be made at the end of the unit when the students turn in their poetry journal.

Accommodations: No accommodations will need to be made. If there are students who struggle with their ability to pinpoint how many syllables are in a word, you may need to help them in the counting stage. Your advanced students are able to do more than one.

Week 3, Day 1: Cinquain Poetry

Utah State Standard:

7.3.b. Identify aspects of the Poetry Genre.

6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Continue learning about and writing poetry that has a structured format. This will also reinforce their ability to determine parts of speech.

Materials: The students will need some practice paper and they will need their poetry journals to put their final copies in. You will need to have a few Cinquain Poems on an overhead. Have a copy of the Cinquain Poem worksheet for each student. It is also helpful if you have an overhead that is previously broken down for brainstorming.

Connection: Class, so far in our poetry unit, we have had to carefully pick the words we used. First, in our Acrostic Poems, we had to pick words that had just the right meaning because they were about us. As we wrote our "I Used To" poems, we had to come up with phrases that described us. It was important what we wrote because it again was about us! Yesterday in our Haiku Poems, we had to pick words that meant just the right thing, but we also had to count our syllables. Today, we are going to carefully pick our words by both what they mean and what part of speech they are.

When we were reading all sorts of types of poetry at the beginning, we read a Cinquain Poem. Let's start by reading it again and reviewing what it is about.

Dessert

Cold, Creamy

Eating, Giggling, Licking

Cone with three scoops

Ice-cream

Line 1:

one word (subject or noun)

Line 2:

two words (adjectives) that describe line 1

Line 3:

three words (action verbs) that relate to line 1

Line 4:

four words (feelings or a complete sentence) that relates to line 1

Line 5:

one word (synonym of line 1 or a word that sums it up)

Think Aloud: There is a lot that I am going to have to think about for this poem, so I'm going to use one whole paper for brainstorming and then a different paper to work on my poem. I'll still fold my paper like a hamburger, but then I'll fold it like a hot dog as well. That will give me four squares to brainstorm in.

In the first box, I'm going to write topics at the top. Here I'm going to list different ideas I have for my topics (make a list). For my first poem, I'm going to choose the topic of Food.

I know I'm thinking of Mexican Food, but I'm just going to write Food on my worksheet for now.

Now I need two adjectives that describe Mexican Food.... Class, can you help me think of words that describe Mexican food? Looking at our list, I'm going to choose to write spicy and cheesy.

Now I need three -ing participles - Can you help me again? From this list, I'm going to choose to write eating, chewing and smiling (because that's what I do when I eat Mexican Food).

My phrase is going to be... chips and salsa.

My other noun is going to better describe the food. I'm going to pick Mexican.

Here is my final draft:

Food
spicy, cheesy
eating, chewing, smiling
chips and salsa
Mexican

Do you have any questions?

Active Engagement: Students, here is your Cinquain Worksheet. There is an example at the top of the sheet, with instructions on what type of words to use. There are spaces at the bottom of the sheet for you to fill in. Get a lined piece of paper and fold it like a hamburger and then like a hotdog to produce 4 squares. In the top space, you may brainstorm topics. In the second space, you may brainstorm adjectives. In the third space, you may brainstorm words that end with ing. In the fourth space, you may put down phrases that describe your subject. At the end, you'll still have to come up with another noun that links to your beginning noun. If you would like, you can turn your brainstorming paper over for another square.

You may begin your brainstorming. Remember, when you are done brainstorming, you may begin on your poem. When you have your poem done, you may bring it to me to look at and then put your final copy in your journal. If there is time, you may do more than one. When you are done, turn your brainstorming paper in. Double check that your name is on it.

You may begin.

STUDENTS SHOULD WORK INDEPENDENTLY

Sharing Time:

Ask six students to share what they have written.

Wrap: Class, today we spent some time writing Cinquain Poems. It was an opportunity to write not only words that were important by their description, but also by the role they play in the part of speech they are. Sometimes it's hard to write poetry when you are trying to write a certain kind of poetry, but it should start to get a little easier

Q- Once you understood how to find the part of speech that was needed, was it easier?

Q- How did you feel when you had finished your Cinquain?

Assessment: Informal assessments will be made while the students are working independently. Take notes on those students you confer with. A more formal assessment will be made at the end of the unit when the students turn in their poetry journal.

Accommodations: No accommodations will need to be made. If there are students who struggle with their ability to express words as different parts of speech, you might need to guide them. For example, with the example of food, ask them what words they know of that describe Mexican Food. Your advanced students are able to do more than one.

Week 3, Day 2: Free Verse

Utah State Standard:

7.3.b. Identify aspects of the Poetry Genre.

6.1.a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.

Objective: Help the students understand that some types of poetry have strict rules, but this type of poetry has no rules! Allow the students to express themselves as poets in whatever way they think they should.

Materials: The students will need some practice paper and then they will need their poetry journals to put their final copies in.

Connection: Class, so far in our poetry unit, we have had to carefully pick the words we used. First, in our Acrostic Poems, we had to pick words that had just the right meaning because they were about us. In our “I Used To” poem, we used phrases that were about us. We discussed Haiku and Cinquain poems – both had very strict rules on what they should contain. Today, we are going to break out of all the rules to write our last category of poetry.

Teach: Today we are going to write Free Verse. The only rule is, you have to write. I will show you how to do it. First, you will need your lined paper for brainstorming. I folded my like a hamburger. In this very top space, (where there are no lines), I’m going to brainstorm ideas. I’m going to need to write about something I have a lot of thoughts and feelings about. Let’s see, I could write about Football, or homework. I could write about Maui, or my family or my neighborhood. I could write about best friends or friends that have hurt my feelings. I could write about my girls... that’s it, my girls.

Now in this next big spot (in the top half), I’m going to brainstorm things I think and feel about them.

I have three girls.

They are very different from each other.

They all have great friends, they love to laugh, they are quick to say I’m sorry.

They all love to do things, like go to Disneyland or Maui and they love to ski and swim and have late nights watching movies.

They are friends with each other.

Let’s see how I can put it all together:

Final:

My girls

They are so different from each other
and yet they are just the same.

They love to do the big things,
like go to Disneyland and Maui,
but they also like to do the little things.

They love to hold my hand on long walks
or slip away for a treat at the gas station.

I love to watch them sleep, or laugh like they
are going to explode inside.
I love when they tell me they are sorry,
or that they really love me.
Sure, they have their own friends, but what I love most,
is that they call me their friend too.

Active Engagement: See? No rules. You can do whatever you want. Do you have any questions? Let's just start and see how it comes out! Don't forget, after you finish your brainstorm, write your poem. When you are done, instead of showing it to me, find a partner to work with. Explain to your partner why you wrote about what you wrote about. Read your poems to each other. The listener should tell the poet what they love about their poem. When you have read your poems to each other, you can put it into your poetry journal. If you have time, you can try more than one.

You may begin.

STUDENTS SHOULD WORK INDEPENDENTLY

Sharing Time:

Ask six students to share what they have written.

Wrap: Class, today we spent some time writing Free Verse Poetry. It was an opportunity to write whatever you wanted and in whatever way you wanted to.

- Q- What were some of the things you wrote about? .
- Q- Was writing without rules easier or harder for you?
- Q- Was there a different feeling for you when you finished your Free Verse in comparison to how you felt when you finished the poetry with rules?

Make sure you turn in your brainstorm sheets with your name on them. On Friday, you will each have a chance to go through your poetry journals and pick your favorite poem. You will be allowed to share it with the class. After Friday's readings, you will turn your journals in to be graded over the weekend.

Assessment: Informal assessments will be made while the students are working independently. Take notes on those students you confer with. A more formal assessment will be made at the end of the unit when the students turn in their poetry journal.

Accommodations: No accommodations will need to be made. If there are students who struggle with what they should write about, ask them open ended questions. Guide them if you need to, but don't find their answers for them. Your advanced students are able to do more than one.

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ABC Word List

always	best at	can	does doesn't
especially eats	friend of	goes	has a
is isn't	just	keeps	loves likes
might	never	often	plays with
quite	remembers	says sometimes	tries to
uses	very	wears	excellent at
your	zero		

Poetry Anthology: Poets Are Careful Observers

Coat Hangers

Valerie Worth

Open the closet
And there they
Wait, in a
Trim obedient row;
Stirred by the
Air, they only
Touch wires with
A vacant jangle;
But try to
Remove just one,
And they suddenly
Clash and cling,
And fling them-
Selves to the
Floor in an
Inextricable tangle

Weeds

Valerie Worth

In the rough places,
Along the concrete curbs,
Up railroad banks,
Next to brick buildings,
Weeds will grow;
And no one cares
If they live there,
Year after year:
Quietly attending
To roots, stalks,
Or even above
Dusty leaves, a few
Dim stars of flowers.

Grass

Valerie Worth

Grass on the lawn
Says nothing:
Clipped, empty,
Quiet.
Grass in the fields
Whistles, slides,
Casts up a foam
Of seeds,
Tangles itself
With leaves: hides
Whole rustling schools
Of mice

The Blue Between

Kristen O'Connell George

Everyone watches clouds,
naming creatures they've seen.
I see sky differently,
I see the blue between-
The blue woman tugging
her stubborn cloud across the
sky.
The blue giraffe stretching
to nibble a cloud floating by.
A pod of dancing dolphins,
cloud oceans, cargo ships,
a boy twirling his cloud
around a thin blue fingertip.
In those smooth wide places,
I see a different scene.
In those cloudless spaces,
I see the blue between.

Sample Cinquains

puppy
ornery, naughty
growling, jumping, chewing
a playful bundle of trouble
Boxer

penguin
black, white
waddling, swimming, leaping
a tuxedo in the cold water
emperor

apple
red, delicious
crunching, chewing, eating
my favorite snack
apple

keyboard
fun, new
reading, laughing, writing
you have 6 new messages
e-mail

racing
fast, zip
buzzing, rushing, flying
drivers on the track
NASCAR

tree
white, tall
reaching, bending, fluttering
leaves and twigs in the wind
aspen

party
happy, cheerful
singing, eating, playing
my eighth birthday party
perfect

rodeo
loud, busy
roping, riding, exciting
dozens of horses in the arena
stampede

truck
big, long
driving, speeding, passing
tractor trailer on the highway
semi

dessert
cold, creamy
eating, giggling, licking
cone with three scoops
ice cream

Name _____

Date _____

Cinquain Graphic Organizer

A cinquain is a five-line poem that describes a person, place, or thing.

dessert	?	a one-word title, a noun
cold, creamy	?	two adjectives
eating, giggling, licking	?	three -ing participles
cone with three scoops	?	a phrase
ice cream	?	a synonym for your title, another noun

Use this organizer to write your own cinquain.

1 _____

a one word title, a noun that tells what your poem is about

2 _____, _____

two adjectives that describe what you're writing about

3 _____, _____, _____

three -ing participles that describe what your poem is about

4 _____

a phrase that tells more about what you're writing about

5 _____

a synonym for your title, another noun that tells what your poem is about

I Used to Poem

Name: _____

Line 1 I used to _____

Line 2 But now I _____

Line 3 I always _____

Line 4 But I never _____

Line 5 I once _____

Line 6 But now I _____

Line 7 If I could _____

Line 8 I would _____

Line 9 I never _____

Line 10 But I might _____

Line 11 I can't _____

Line 12 But I can _____

Line 13 I won't _____

Line 14 But I might _____

Line 15 I used to _____

Line 16 But now I _____