



\*Guided Practice: Next read “Would I Lie to You?” aloud. This time while I am reading I want each of you to think about the elements that make up a poem and raise your hand when you think you recognize an element that is in this poem/book. As students raise their hands, stop and call on them to “Think Aloud” for the class. Fill in the columns as necessary, but caution them not to fill it in too early either.

1. A special kind of writing in which sounds and meanings of words are combined to create ideas and feelings.	/
2. Sentences are sometimes divided into parts	/
3. Words that rhyme are often used (down, town)	/
4. Some words may be repeated	/
5. Lines of a poem often have rhythm	/

\*Independent Practice: “Take out your Journal copy the table we have made together as a class.” Allow a few minutes for everyone to copy the chart correctly. Walk around and monitor progress. When everyone has it written in their notebooks say, “Now I am going to read another poem and I want each of you to fill in the elements when you are confident that you know what they are.” Read “Money” aloud from the overhead.

\*Assessment: Walk around and check journals for correct answers. Help students who need to make corrections. Charts should look similar to the following:

1. A special kind of writing in which sounds and meanings of words are combined to create ideas and feelings.	/
2. Sentences are sometimes divided into parts	/
3. Words that rhyme are often used (down, town)	/
4. Some words may be repeated	/
5. Lines of a poem often have rhythm	/

\*Accommodations for diverse learners: You may need to prepare a chart ahead of time for students who struggle with keeping up or following directions. They may find it easier to simply fill in the blanks. Then they can cut them out and paste them in their journals.

## Day 2

Mini-Lesson: Where do I get my ideas for my own poetry? We should begin by thinking about what we already know and what we are already interested in.

Time: 30 min

### Standard 8- Writing

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).

- Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.
- Select topics from generated ideas.

Materials: Writers Notebook; Journal

Procedures: Place the chart from day 1 on overhead. Review the 5 elements that could be in poetry. Read the first poem in “Runny Babbit “ aloud and add the elements of this poem to the chart.

\*Modeling: “Since I don’t know much about animals, this isn’t poetry that would be easy for me to write. The ideas for our poems should come from our own experiences and interests. I am going to begin brainstorming ideas for my own poem. I will add my ideas to a similar chart as the other one we have been working on. I enjoy traveling, so I could write about a place that I have traveled to. (model filling in the chart). Hmm..... I think I will come back to the type of poem I want to write since nothing is coming to mind yet. I also enjoy riding my motorcycle. When I ride my bike I get excited to feel the breeze on my skin. This could be an exciting start to my poem. What else could I write about that I enjoy while I’m riding my bike?” (Add to the chart – example below)

\*Guided Practice: “Let’s continue brainstorming together. Does anyone have a good idea about some of the things I might enjoy about riding my bike?” Possible ideas include, the things you notice while riding your bike, sounds you hear, i.e. birds. Things that may cause a problem would be the weather. Continue adding to chart.

\*Independent Practice: “Take out your writing journals. Begin a new chart or add your own ideas to the chart we started yesterday. Remember to include both things you are good at, as well as things you are interested in. You should have at least 3 entries.” Accommodations: Once again you may want to provide a blank chart for them to fill in. You may also need to draw out what their interests are. “What did you do at recess yesterday?” Then \_\_\_\_\_ is an interest of yours. Try “Stretching” that into a type of poem that you would like to create.

Assessment: Monitor chart progress. Students who are struggling with the minimum of three ideas may need some re/teaching or help with ideas. Watch for entries that change the genre such as just a few words put together that don’t have meaning.

### **Day 3**

Mini-Lesson: How do the elements compare to the story web we use for helping us write our own stories?

Time: 45min

Standard 8- Writing,

Objective - 2 Compose written draft

Materials: Writers Notebook; Journal, Story web chart  
Vis a vis marker  
Previous poetry read aloud.

Procedures: Hold the story web chart up in front of the class and ask, “Which type of poem would we like to create? Look in the column chart we have worked on the past two

days?” Correct answers should include..... “Let’s focus on a special kind of writing in which sounds and meanings of words are combined to create ideas and feelings today”.

Modeling: Reread the first two paragraphs of “Love That Dog”. Ask, “What do you notice about the way it is written?”

Students should note:

1. The words don’t rhyme
2. They lines don’t all end in a specific number of letters
3. The words were only written by one person

\*Guided Practice: Read two paragraphs from “Smart“ and ask if the that fits into a definition of a poem.

\*Independent Practice: “Once you have selected the topic of the poem from your chart you may begin writing, but think about the style for your poem since you will want to include that along with your description.”

Accommodations: this may be more difficult for ELL students. I do not have any in my class this year, but in future years I may need to consider this. Alternatives could include telling their stories into a tape recorder. Encourage their ideas to come from their regional backgrounds.

Assessments: Conference and monitor with students as they begin their poems.

Complement specific information regarding types of poems. If a main idea present, ask applicable questions such as, “When did this take place? What is it you want to tell someone? How will the reader know that?”

#### **Day 4**

Mini Lesson:

Onomatopoeia – A use of a word who’s sound suggests it’s meaning, for example: Purr.

Alliteration – The repetition of the initial sounds in neighboring words or stressed syllables: slob slob slobbering; walk walk walking.

Time: 45min

Standard 8 – Writing

Objective 2 – Compose written draft

Objective 3 – Revise by elaborating and clarifying written draft

Materials: Writers Notebook, Journal  
Rough Draft of Poem  
Parts of “Love that Dog“ Poetry overhead

Procedures: Ask, “Who remembers what Onomatopoeia is?  
Who remembers what Alliteration is? a simile is?”

wait for responses, but elaborate and correct, if necessary. “Yes, Onomatopoeia is ... A use of a word whose sound suggests its meaning.

“Yes, Alliteration is the repetition of the initial neighboring words or stressed syllables.”

\*Modeling: Reread parts of “Like That Dog”,

Guided Practice: Have students partner read “”

Complete the A section of the worksheet with your partner, then as a class.

\*Independent Practice: Assign Section B of the worksheet. Each student must write two Onomatopoeia and 2 Alliteration words of their own in relation to the “Love That Dog” poem. Encourage student to use a them in their own stories. This will help create a more vivid picture for the reader. “Once you have turned in your worksheet, please continue writing your poem. Try to include a Onomatopoeia or Alliteration for the poem you are writing.”

\*Assessment: Collect and correct the worksheets each student wrote in regard to the “Love That Dog “. Be sure to give them feedback on their work.

Accommodations: Pair students with students who will complement their reading ability so they can be successful, but not embarrassed.

## Day 5

Mini Lesson: If punctuation takes a vacation the reader will not know what to do.

Time 30 – 45 min

Standard 8 Writing

Objective 4: Edit written draft for conventions.

Materials: *Punctuation Takes a Vacation*, by Robin Pulver

Students will need their poetry rough drafts

Editing utensil

Editing checklist from writing folder

Procedures: “Today we are going to read what happens when our stories lack punctuation.”

\*Modeling: Read *Punctuation Takes a Vacation*, by Robin Pulver aloud. Read the postcards just as they are written and ask students to guess which punctuation mark wrote the postcard. They should be able to tell from how and what I read.

\*Independent Practice: “Now that you can see and hear how important punctuation marks in our poems are, I want each of you to take out your editing utensils and your editing checklist. Use your editing marks to edit your poems.”

Assessment: As I conference with students, look for conventions that they are known to struggle with and encourage “great punctuation detective work.”

Accommodations: Modify convention checklists for students who are overwhelmed. It may be appropriate for certain students to edit for capital letters and end marks only. Individualize the checklist whenever necessary. Continue to praise progress.