

# POETRY



<b>LESSON PLAN</b> Poetry	<b>DATE:</b> November 29 <sup>th</sup> , 2013	<b>TIME:</b> 11am-noon
	<b>DURATION:</b> 60 minutes	
	Cycle 3, Year 1	
<b>SUBJECT:</b> Language Arts	<b>UNIT:</b> English Language Arts	
<b>COMPETENCY:</b>	<b>Competency 2: “To write self-expressive, narrative and information-based texts”</b> <ul style="list-style-type: none"> <li>• To follow a process when writing</li> <li>• To integrate her/his knowledge of texts into own writing</li> </ul>	
<b>CROSS-CURRICULAR COMPETENCIES:</b>	<b>Competency 8: “To cooperate with others”</b> <ul style="list-style-type: none"> <li>• To contribute to team efforts</li> </ul> <b>Competency 9: “To communicate appropriately”</b> <ul style="list-style-type: none"> <li>• Use of appropriate symbols and vocabulary</li> </ul>	
<b>ESSENTIAL KNOWLEDGE</b>	<b>Profile of Self as Writer:</b> <ul style="list-style-type: none"> <li>• Personal contribution to the development of a writing community in the classroom</li> <li>• Adaptation of personal writing process to different writing contexts and purposes</li> </ul>	
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• ActivBoard – Poetry PowerPoint</li> <li>• Paper &amp; pencils</li> <li>• Line poem paper</li> </ul>	
<b>TIME</b>	<b>ACTIVITY</b>	
<b>10 minutes</b>	<b>ENGAGE:</b> Have POETRY on the ActivBoard using PowerPoint. Explain that we will be learning to write two forms of poetry today. The first is called line poetry and the second is haiku. <ol style="list-style-type: none"> <li>1. The line poem is simple and it will be a poem written by the whole class. I have started the poem by writing one line on the top of this lined paper. Read it aloud. Each person in the class must add their own line to the poem, but the trick is that after they write their line they must fold the paper so that the person’s line before theirs is hidden. It’s sort of like poetry telephone. You base your line of poetry on just what the person before you wrote and try to be as creative and clean with you writing as possible. Pass the paper to the person next to you and DO NOT peak at what other people have written or it won’t be fun when we read it aloud at the end.</li> <li>2. Now, as we learn about the next form of poetry, just the person writing the line should be writing and everyone else needs to be looking up here. Show the series of haiku on the ActivBoard and read them aloud, one at a time. Ask what they think about each poem before revealing the next.</li> </ol>	
<b>10 minutes</b>	<b>EXPLAIN:</b> Haiku is an unrhymed three-line poem. It is based on a traditional Japanese poetic form. The traditional pattern of a Haiku is to write the first and last lines with five syllables each, and the middle line with seven syllables. In other words, the pattern of syllables looks like this: <p style="text-align: right;">Line 1: 5 syllables            Line 2: 7 syllables            Line 3: 5 syllables</p>	

<p><b>20 minutes</b></p>          <p><b>10 minutes</b></p>	<p>Review the steps of <b>GETTING STARTED WRITING HAIKU</b>.</p> <p>To begin writing haiku poems, just follow these steps:</p> <ol style="list-style-type: none"><li>1. Pick a topic. Select one specific season, item in nature, or something else you are going to write about.</li><li>2. Think about what is different about your last line. What observation do you want to make? The last line of a haiku usually makes an observation or points out something about the subject you are writing about or tells the reader something they don't expect, which will hopefully make them smile.</li><li>3. Start writing.</li><li>4. Don't forget to count the syllables as you read to make sure you've got the pattern right.</li><li>5. Finally, "center" your poem on the page.</li></ol> <p>When you are all done writing your first haiku, see if you can write another one. And, most importantly, have fun!</p> <p><b>EXPLORE:</b></p> <ol style="list-style-type: none"><li>1. Students will practice writing haikus on their own for the first 10min.</li><li>2. Invite students to share their haikus with a partner or keep writing more haikus.</li><li>3. Invite student volunteers to write their haikus on the board or read them aloud depending on the time.</li></ol> <p><b>EXTEND:</b></p> <ol style="list-style-type: none"><li>1. Read the line poem aloud and encourage students to keep writing poetry on their own.</li></ol>
<p><b>EVALUATION</b> <b>10 minutes</b></p>	<p>Formative evaluation through observation.</p>
<p><b>PROFESSIONAL OBJECTIVES</b></p>	<p><b>Professional Competencies:</b></p> <ul style="list-style-type: none"><li>● <b>Professional Competency 2:</b> To communicate clearly in the language of instruction, both orally and in writing using correct grammar, in various contexts related to teaching.</li><li>● <b>Professional Competency 4:</b> To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.</li><li>● <b>Professional Competency 6:</b> To plan, organize and supervise a class in such a way as to promote students' learning and social development.</li></ul> <p><b>Indicators that I have met my objectives:</b></p> <ul style="list-style-type: none"><li>● Students will be able to accurately identify the pattern for writing a haiku.</li><li>● Students will begin to understand the fun in writing poetry.</li><li>● Students will constructively work together to complete a line poem.</li></ul>

# LINE POEM



HAIKU

**Over the wintry  
forest, winds howl in rage  
with no leaves to blow.**

**by Soseki (1275-1351)**



Over the wintry  
forest, winds howl in rage  
with no leaves to blow.

by Soseki (1275-1351)

My homework is late.  
My dog ate it this morning.  
I sure like my dog.



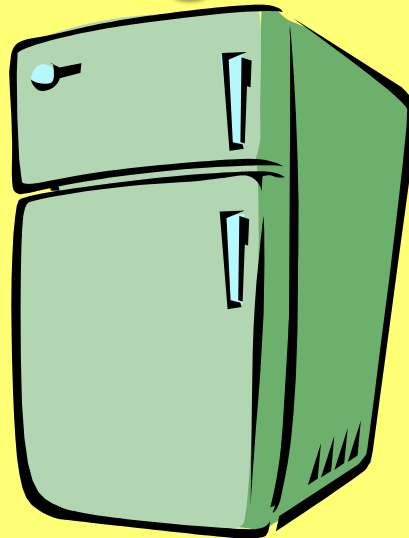


Over the wintry  
forest, winds howl in rage  
with no leaves to blow.

My homework is late.  
My dog ate it this morning.  
I sure like my dog.

by Soseki (1275-1351)

Haiku are easy.  
But sometimes they don't make sense.  
Refrigerator.



Over the wintry  
forest, winds howl in rage  
with no leaves to blow.

My homework is late.  
My dog ate it this morning.  
I sure like my dog.

by Soseki (1275-1351)

**Haiku are easy.  
But sometimes they don't make sense.  
Refrigerator.**

### **Haiku Pattern:**

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

# GETTING STARTED WRITING HAIKU

To begin writing haiku poems, just follow these steps:

1. **Pick a topic.**
  2. **Think about your last line.** Options:
    - Make an observation
    - Point out something about your topic
    - Tell the reader something they don't expect
  3. **Start writing.**
  4. **Count the syllables** to make sure you've used the right pattern:
    - Line 1: 5 syllables
    - Line 2: 7 syllables
    - Line 3: 5 syllables
3. **Publish the poem** by centering it on the page.

When you are all done writing your first haiku, see if you can write another one. **Most importantly, have fun!**

# ACROSTIC POETRY

Acrostic Poetry Lesson Plan – Spring 2013

<b>LESSON PLAN</b> Acrostic Poetry	<b>DATE:</b> May 2 <sup>nd</sup> , 2013	<b>TIME:</b> 10:45 – 11:30 & 1:45 – 2:30
	<b>DURATION:</b> 45 minutes	
	<b>Cycle 2, Year 1</b>	
<b>SUBJECT:</b> Language Arts	<b>UNIT:</b> Acrostic Poetry for Mother’s Day	
<b>COMPETENCIES:</b>	<p><b>Competency 1: “To read and listen to literary, popular and information-based texts”</b></p> <ul style="list-style-type: none"> <li>• To use a response process when reading and listening to literary, popular, and information-based texts</li> <li>• To construct meaning by applying appropriate reading strategies</li> </ul> <p><b>Competency 2: “To write self-expressive, narrative and information-based texts”</b></p> <ul style="list-style-type: none"> <li>• To follow a process when writing</li> <li>• To construct profile of self as writer</li> </ul>	
<b>CROSS-CURRICULAR COMPETENCIES:</b>	<p><b>Competency 3: “To use creativity”</b></p> <ul style="list-style-type: none"> <li>• To imagine ways of proceeding</li> <li>• To begin the procedure</li> </ul> <p><b>Competency 9: “To communicate appropriately”</b></p> <ul style="list-style-type: none"> <li>• Use of appropriate symbols and vocabulary</li> <li>• Observance of codes and conventions</li> </ul>	
<b>ESSENTIAL KNOWLEDGES</b>	<ul style="list-style-type: none"> <li>• Developing a personal response process in the context of a community of readers</li> <li>• Writing to a familiar audience (mothers) in order to express meaning</li> <li>• Exploratory prewriting activities appropriate to purpose, audience and context for the writing</li> </ul>	
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Acrostic Power Point <ul style="list-style-type: none"> <li>- Acrostic poetry examples</li> <li>- 5 steps for writing acrostics</li> <li>- Blank Mother’s Day acrostic</li> </ul> </li> <li>• <i>Mother’s Day Word List Handout</i></li> <li>• <i>Blank Tulip Handout</i></li> <li>• <i>Blank Acrostic Handout</i></li> </ul>	
<b>TIME</b>	<b>ACTIVITY</b>	
<b>10-15 minutes</b>	<p><b>ENGAGE:</b></p> <ol style="list-style-type: none"> <li>1. Show examples of acrostic poems.</li> <li>2. Ask students what observations they can make about the poems. What is similar? What is different? Praise their observations &amp; use effective talk moves.</li> <li>3. Inform students that today we are going to learn about acrostic poems for mother's day. You will be using adjectives or phrases that describe your MOTHER to create a poem. You’re mother will be so proud to see the poet you have become in this class.”</li> </ol>	
<b>10 minutes</b>	<p><b>EXPLAIN:</b></p> <p>To create an acrostic, follow these five easy steps:</p> <ol style="list-style-type: none"> <li>1. Pick a topic to write about.</li> <li>2. Write your topic down <i>vertically</i> in capital letters.</li> <li>3. Brainstorm a list of words or phrases that describe your topic. Refer to this list as you begin your poem.</li> <li>4. Write words or phrases on the lines that begin with the same letters.</li> <li>5. Fill in the rest of the lines to create a poem.</li> </ol>	

<p><b>15 minutes</b></p> <p><b>5 minutes</b></p>	<p><b>EXPLORE:</b></p> <p>As a class, we will create an acrostic poem together following the five steps. (Review each)</p> <ol style="list-style-type: none"><li>1. Remember, acrostics can be about <i>anything!</i> For Mother’s Day, we are going to write a poem for our mothers, or mother-figures like grandmothers. We will practice by writing one together.</li><li>2. I have started the poem by writing MOTHER’S DAY vertically in capital letters.</li><li>3. xxxx will hand out a list of Mother’s Day words to help us brainstorm for our poem. You can also refer to this list when you are writing your own poem. Can I get a volunteer to read the first column? (continue) Are there any words that people do not recognize or know the meaning of?<ul style="list-style-type: none"><li>- We can also brainstorm our own list. Are there any words for Mother’s Day not on the handout that you would like added?</li></ul></li><li>4. Now that we have brainstormed a list of words we can start writing our mother’s day acrostic. Without raising your hands, everyone think about words or phrases that we could put in our poem. Once everyone has had a chance to brainstorm, I will ask one person to share their idea for a line of the poem. The only rules are that the lines must relate to the topic, which is Mother’s Day for this poem, and the word or phrase must begin with one of these letters.</li><li>5. Complete the poem with more volunteers. Encourage students to help each other develop creative phrases making this practice poem and when they are working on their own poem. Students can write the phrases on the smart board or the teacher can, depending on time.</li></ol> <p><b>EXTEND:</b></p> <p>You will now have a chance to begin writing your own Mother’s Day Acrostic for the card you will be working on for Mother’s Day. You will use the first blank page to write a draft of your poem and the tulip to write the final draft of your poem.</p> <ul style="list-style-type: none"><li>• Pass out the <i>Blank Acrostic Handout</i> and the <i>Blank Tulip Handout</i>.</li></ul> <ol style="list-style-type: none"><li>1. Write the name that you call your mother-figure vertically in capital letters. Ask for examples (Mother, mom, grandmother, her name or you can write “I LOVE YOU”).</li><li>2. Then, brainstorm a list of words or phrases that describe your mother. (You can use the printed list and the words we just came up with to begin brainstorming)</li><li>3. Remember that you can use single words, phrases, or even full sentences in your acrostic poem. Make sure to use appropriate and creative vocabulary.</li><li>4. Write words or phrases on the lines that begin with the same letters.</li><li>5. Fill in the rest of the lines to create a poem.</li><li>6. When you are done, share your draft with a teacher.</li><li>7. Then write your final draft in the <i>Blank Tulip</i> and decorate it for your Mother’s Day card. You may use a line sheet to make sure the lines of your poem are straight.</li></ol> <p>Time will be given tomorrow and over the next week to work on your poems. Take your time and your mother is sure to be proud and touched by the amazing creativity and love you have put into her card.</p>
<p><b>EVALUATION</b></p>	<p>The students will be formatively assessed on their poem and participation. They will receive verbal feedback during class discussions about their observations and involvement. Feedback of their poem draft will be based on creativity, vocabulary and observance of appropriate rules for acrostics.</p>

<p><b>PROFESSIONAL OBJECTIVES</b></p>	<p><b>Professional Competencies:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Competency 2:</b> To communicate clearly in the language of instruction, both orally and in writing using correct grammar, in various contexts related to teaching.</li> <li>• <b>Professional Competency 4:</b> To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.</li> <li>• <b>Professional Competency 6:</b> To plan, organize and supervise a class in such a way as to promote students’ learning and social development.</li> </ul> <p><b>Indicators that I have met my objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will understand vocabulary explanations</li> <li>• Students will be able to follow instructions without additional need for clarification.</li> <li>• Students will constructively work together to write a practice poem.</li> <li>• Students will understand what is expected of them and successfully construct their own creative acrostics.</li> </ul>
<p><b>SELF-REFLECTION POST-LESSON</b></p>	<p><b>What went well?</b></p> <ul style="list-style-type: none"> <li>• Students constructively participated and engaged in the brainstorming, writing, reading and reviewing activities.</li> <li>• Students began by deconstructing poetry examples. They were able to make relevant and clear observations about the poems and with prompting were able to build on and clarify their peer’s comments. Their observations covered most of the important aspects of acrostics and perfectly segued into the 5 easy steps for writing acrostics.</li> <li>• One student read the list aloud and when we started writing our practice poem we reviewed the five steps. This provided a good opportunity for formative assessment of students’ understanding and memory of the five steps.</li> <li>• I made sure to engage all students and when we were reviewing the list of vocabulary words, I asked students to help define words for their peers and this was successful at increasing engagement and felt collaborative and positive for all.</li> <li>• As we were writing the practice poem, students also encountered aha moments when they began to fully understand the specific rules for acrostics (ex. the first letter of each line must start with the capital letters from the topic word).</li> </ul> <p><b>What needed improvement?</b></p> <ul style="list-style-type: none"> <li>• I need to develop better time-management skills for activities. I had to rush at the end for both classes. We were not able to complete the poem and read it through in its complete form. We did get to each stage and students appeared to understand the breadth of vocabulary available, the instructions, and the intent of the activity; however, the extend aspect felt rushed.</li> <li>• I need to ensure that I spell all words correctly. If I am unsure of a word, I should model what I would want students to do when they struggle with a word – ask for help or find a dictionary and look it up. I misspelled intelligent and this is both ironic and a poor model for the students.</li> <li>• I could use more talk moves to ensure that all students understand explanations.</li> </ul>

## POEM 1

**P**owerful  
**O**riginal  
**E**xciting  
**T**houghtful  
**R**hyming  
**Y**ou can be a poet, too!

## POEM 2

**S**unny days  
**P**rintemps  
**R**ainy days  
**I**ce melting  
**N**ew flowers  
**G**reen grass

## POEM 3

**T**akes the time to get to know everyone  
**E**nthusiastic about learning  
**A**ccepting of all  
**C**ares about students  
**H**elps people all day long  
**E**xcited to be in school  
**R**eally happy to be a teacher!



# **To create an acrostic, follow these five easy steps:**

1. Pick a topic.
2. Write your topic *vertically* in capital letters.
3. Brainstorm a list of words or phrases that describe your topic.
4. Referring to your list, write words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.

# Mother's Day Acrostic

<b>M</b>	
<b>O</b>	
<b>T</b>	
<b>H</b>	
<b>E</b>	
<b>R</b>	
<b>S</b>	
<b>D</b>	
<b>A</b>	
<b>Y</b>	

## Mother's Day Poems

### Joy-Elation

amazing	delightful	glad	positive
amuse	delighting	glorious	satisfied
amused	ecstatic	good	smiling
amusing	enchanted	grand	special
bliss	enchanted	great	sunny
blissful	enthusiastic	happy	sunshine
brilliant	excellent	hilarious	terrific
calm	excited	humorous	tremendous
calming	exciting	jolly	vivacious
cheerful	extraordinary	joyful	witty
comical	exuberant	marvelous	wonderful
content	fabulous	perfect	
contented	fantastic	pleasant	
delight	fit	pleasing	
delighted	funny	playful	

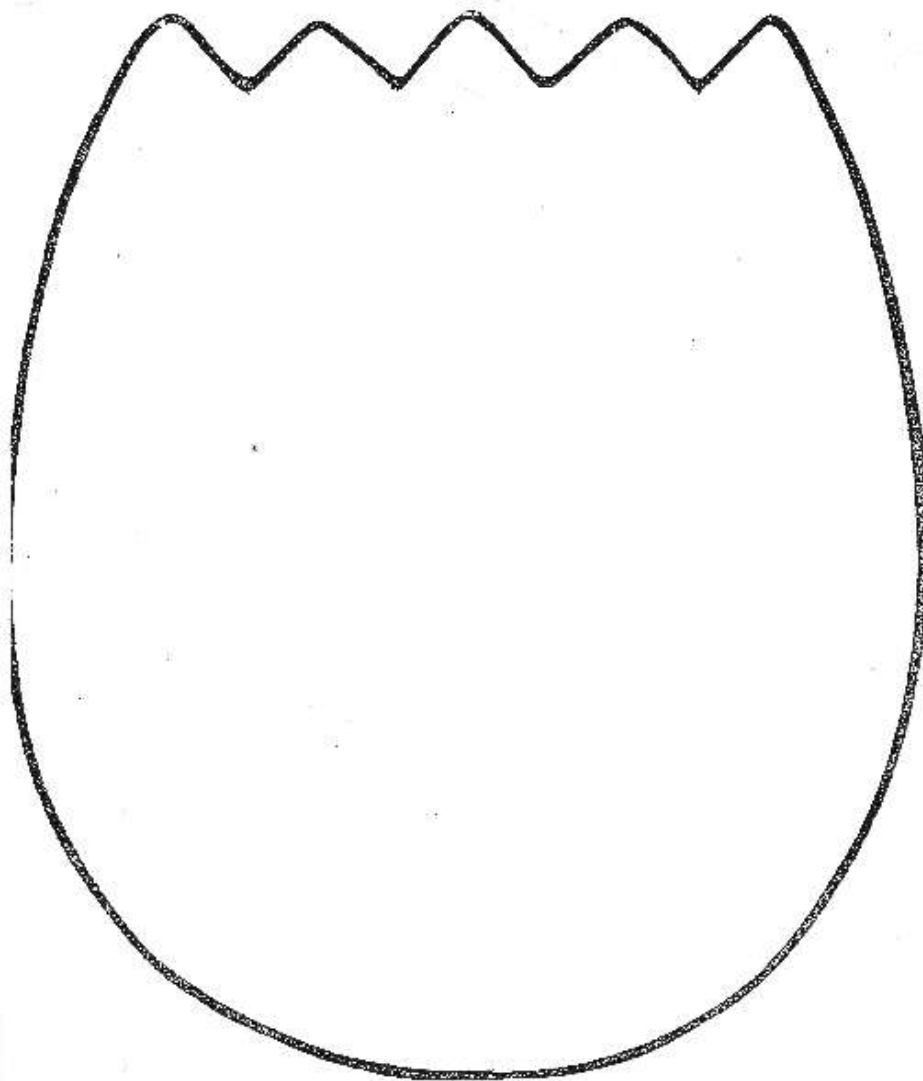
### Love-Affection-Concern

admired	empathetic	loving	sympathetic
affectionate	fair	melow	thoughtful
agreeable	forgiving	nice	trustworthy
caring	friendly	open	truthful
charming	generous	optimistic	understanding
charitable	giving	patient	unselfish
comforting	helpful	peaceful	warm
conscientious	honest	pleasant	
considerate	huggable	polite	
co-operative	interested	reasonable	
courageous	interesting	reliable	
courteous	intelligent	respectful	
curious	kind	sensitive	
dedicated	kindly	sharing	
devoted	lovable	sweet	

### Sight-Appearance

amazing	distinct	gorgeous	sparkling
beautiful	elegant	graceful	unusual
bright	glamorous	intelligent	
colorful	glowing	poised	

## Pattern for Tulips



Make as many as needed.