

So You Want to Be A Poet?

Grade Level or Special Area: Fourth Grade

Written by: Ginger Norton, The Classical Academy, Colorado Springs, CO

Length of Unit: Nine lessons (approximately 60 minutes each)

I. ABSTRACT

The purpose of this unit is to get students excited about writing poetry and to give them a good beginning to the process. Students will write a variety of poems. They will assess themselves, as well as be assessed by their peers, and their teacher. Teachers are encouraged to teach this unit in conjunction with the Core Knowledge poems listed in the poetry sequence. The lessons in this unit may be taught throughout the year and in any order. The lessons may also be split into smaller time periods as well.

II. OVERVIEW

A. Concept Objectives

1. Students recognize how to write for a variety of purposes and audiences. (Adapted Colorado Standard 2)
2. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado Standard 4)

B. Content from the *Core Knowledge Sequence*

1. Fourth Grade Language Arts: Writing, Grammar, and Usage (page 87)
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
2. Fourth Grade Language Arts: Poetry (page 88)
 - a. Terms
 - i. Stanza and line

C. Skill Objectives

1. The students will complete a poetry survey.
2. The students will write a free verse poem.
3. The students will write two poems about themselves.
4. The students will write two syllable poems.
5. The students will write a Diamante poem.
6. The students will write color poems.
7. The students will write “What if...” poems.
8. The students will write two Clerihew poems.
9. The students will choose five poems for final editing and assessment.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Poetry Matters* by Ralph Fletcher (this is an excellent book for teacher and students who have little experience writing poetry)
2. *How to Write Poetry* by Paul Janeczko (this is an easy read that gives helpful hints on writing poetry)

- B. For Students
 1. Students should have prior knowledge of poetry from previous Core Knowledge studies.
 2. Students should have prior writing experiences in a variety of arenas from past years of learning.

IV. RESOURCES

- A. *Love that Dog* by Sharon Creech (Lesson One)
- B. *Poetry Matters* by Ralph Fletcher (Lesson Two)
- C. Poetry journals (these journals are a place for the students to keep all of their poems and pictures throughout the unit; they may consist of a composition book in which the students write all their poems or a folder with pockets and blank paper) (Lessons Two-Nine)
- D. Teacher-selected and teacher-created poetry – optional (all lessons)

V. LESSONS

Lesson One: Getting Started (approximately 60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will complete a poetry survey.
- B. *Materials*
 1. Appendix A – one for each student
 2. *Love that Dog* by Sharon Creech
- C. *Key Vocabulary*
 1. Couplet – two lines in a poem that usually rhyme
- D. *Procedures/Activities*
 1. Pass out the Poetry survey in Appendix A. Have the students complete the first question. Allow students to discuss their ideas of poetry.
 2. Discuss the idea of rhyme. Ask the students, “Do all poems have to rhyme?” No
 3. Discuss the different types of poems. Tell the students that there are many different types of poems. Tell the students that poems can be stories, nursery rhymes, songs, etc. Have the students share different types of poems that they might have read.
 4. Tell the students that poems can be as short as two lines (couplet) or as long as a story called an epic.
 5. Allow students to complete the poetry survey. Tell them to be honest because they will not be graded on this survey.
 6. You will need to discuss the goal part of the survey. Have students brainstorm with you possible goals that they might accomplish in this unit such as learning to use more descriptive words, choosing appropriate synonyms, learning to enjoy writing poetry more, etc)

7. Ask students to tell you why people might dislike reading and/or writing poetry. Allow those who admit to not liking poetry to explain why they dislike it.
 8. Inform the students that you will be reading a story that is written from the point of view of a boy who does not think he will like writing poetry. Tell them that the book is written as a series of journal entries that turn out to unintentionally be poems.
 9. Read *Love that Dog* by Sharon Creech. This will take the majority of the class, but it is an easy and enjoyable read.
 10. Tell the students that you hope they will learn to enjoy writing poetry in this unit.
- E. *Assessment/Evaluation*
1. The teacher will assess students' prior understanding of poetry and their goals through informal discussion and the poetry survey.

Lesson Two: Free Verse (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write a free verse poem.
- B. *Materials*
1. *Poetry Matters* by Ralph Fletcher
 2. Poetry journals
 3. Examples of free verse poetry of the teacher's choosing
 4. Appendix K – one for each student
 5. Appendix L – one for the teacher
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Tell students that one of the great things about poetry is they can break a few rules. Poets often don't write in complete sentences and they often stretch the truth a little.
 2. Tell the students that poetry can sometimes feel like a game where the poet is searching for just the right words to create a picture or strong emotion in the reader. Good poets can create vivid images, strong emotions, and even may cause the reader to hear certain sounds in the poem simply by the words they write.
 3. Tell the students that in the rest of this unit, they will be learning about specific formats or ways of writing poetry.

4. In this lesson, however, the students will be writing free verse poetry that has very little rules.
5. Tell the students that their goal for this poem is to make their readers either feel a strong emotion, see a vivid image, or hear specific sounds just by the choice of words they use.
6. Tell the student that free verse poems usually do not rhyme so they do not need to worry about rhyme.
7. Tell the students that free verse can sometimes be the most fun, but also take the most amount of work.
8. Model some free verse poems that you wrote. (Use *Poetry Matters* by Ralph Fletcher for help in creating a free verse poem. This book also has great examples to share with the students.)
9. Tell the students that they should not yet worry about stanzas or line. They may just write the whole poem as a clump for the time being. Note-it would be helpful to model one of your poems through every step.
10. Brainstorm a list of topics for the students to write about. You may choose to limit the topics to emotions, animals, people, etc. or allow the students' imagination to roam.
11. Have the students write a list of strong adjectives and verbs about their subjects. Allow them to use a thesaurus to find synonyms for their word choices.
12. Have the students think of the image that they want to convey through their poem and decide which words from their list would help to do that.
13. If students struggle with writing their poems, tell them to think about expressing their ideas in a different way. If they are writing about an object or animal, they could pretend to be that object and write from its point of view. Or they could pretend to be talking to the subject of their poem. Allow the students to quietly discuss ideas with a partner if they get "writers block."
14. The poem may be as long or as short as it needs to be.
15. When the students are finished with their rough draft, they may conference with the teacher for suggestions and comments.
16. After most students are happy with their word choices and the flow of their poem so far, give a mini lesson on breaking the poem into lines. Tell the students that lines don't have to be a complete sentence. In fact, fragments are often more poetic than complete sentences.
17. Tell the students that they are going to break their clump of a poem into lines now. Tell them that, as poets, they have a lot of freedom in how they break up their poem. Suggest to the students that they find a quiet spot where they can read their poem aloud. As they read aloud they should listen for places that have natural pauses. Every time the students want to start a new line, they should put two slash marks // in that space between the words that will be broken up.
18. Then, have the students rewrite their poem using the line breaks.
19. They should then read the poem again to see if it makes sense.
20. Tell the students that as they become more practiced in their poetry writing, they can experiment with leaving spaces between lines to convey a sense of time or using shape in writing their poems. (See chapter six of *Poetry Matters* for help in using these techniques.)
21. Tell the students that they will need to revise and edit their poems just like they would have to in all of their writing.
22. When the students are completed, pass out Appendix K and have them assess their own poetry using the self-assessment checklist.

23. Then, collect the poems and evaluate them using the rubric in Appendix L. If there is time you will want to conference with the student to give them positive comments and suggestions.
 24. Give the students time throughout the unit to practice writing free verse poems.
- E. *Assessment/Evaluation*
1. Students will assess their own poems using the self-evaluation checklist.
 2. The teacher will evaluate the students' poems using the rubric in Appendix L.

Lesson Three: Getting to Know You Poems (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write two poems about themselves.
- B. *Materials*
1. Appendix B – one copy for each student
 2. Appendix C – one copy for teacher
 3. Appendix D – one copy for each student
 4. Appendix E – one copy for the teacher
 5. Appendix L – one for the teacher
 6. Poetry journals
- C. *Key Vocabulary*
1. Stanza - Stanza- a section of a poem
- D. *Procedures/Activities*
1. Tell the students that they are going to be writing poems about themselves in this lesson.
 2. Pass out a copy of Appendix B and Appendix D to the students.
 3. Tell the students that the first poem they will write is a Biographical Poem. Biographical Poems can be about themselves or other people.
 4. Direct the students' attention to the Biographical poem format on Appendix B.
 5. Model an example of a Biographical poem (see example on Appendix C).
 6. Then show the students the format for the "I am" poem on Appendix D.
 7. Show the students an example of an "I am" poem already written (see Appendix E).
 8. Tell the students that for the remainder of the class time they will be writing one of each type of poem.
 9. Remind the students that all writers create a rough draft and then revise and edit those rough drafts before writing a final copy. They should do the same with their poems.

10. Allow the students extra time in writing or during the next poetry lesson to complete their poems if they do not finish in this lesson.
 11. After the students are finished with both poems, they may draw a self –portrait.
 12. Allow each student to choose one poem to turn in for evaluation by the teacher.
- E. *Assessment/Evaluation*
1. Students’ poems will be assessed using a rubric in Appendix L.

Lesson Four: Syllable Poems - Haiku and Cinquain (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write two syllable poems.
- B. *Materials*
1. Butcher paper
 2. Appendix F – one copy as a transparency or for teacher
 3. Appendix K – one copy for each student
 4. Poetry journals
- C. *Key Vocabulary*
1. Syllable – a group of letters that make up one sound in a word
- D. *Procedures/Activities*
1. Tell the students that they will be writing two poems that are written according to the number of syllables on each line.
 2. Inform the students that the first poem they will write is called a Haiku.
 3. Ask student to offer information on what country might have developed the Haiku.
 4. Tell the students that a Haiku poem is a Japanese poem. The subject of a Haiku is always something in nature.
 5. Show the students an example of a Haiku poem (see Appendix F).
 6. Have them count the number of syllables in each line.
 7. As a class, brainstorm different nature topics on a piece of butcher paper. For each topic, include a few descriptive word choices to get the students’ imaginations flowing.
 8. Show the students an example of a Cinquain poem.
 9. Ask the students to tell the difference between a Cinquain and Haiku (the Cinquain poem does not have to have nature as its subject; there are more lines in a Cinquain; There is a different number of syllables for each line).
 10. Assign the students both poems.
 11. Tell them they should pick a nature topic from the butcher paper for their Haiku.

12. For their Cinquain, tell the students that they need to choose someone who they admire to write about.
 13. After students have written their rough drafts, they need to complete a self-evaluation checklist in Appendix K.
 14. Then they will have a short conference with the teacher and receive approval to write their final copies.
 15. When students have completed their final copies of both poems, they may draw a picture for each. If they choose, they may create a card for the subject of their Cinquain poems and paste their poems inside as a gift to the person.
- E. *Assessment/Evaluation*
1. The students will assess their own poems using the self-evaluation checklist.
 2. The teacher will informally assess the students' poems during the student-teacher conference.

Lesson Five: Diamante Poems (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write a Diamante poem.
- B. *Materials*
1. Appendix G – one for the teacher
 2. Appendix L – one copy per student for teacher's use
 3. Poetry journals – one for each student
- C. *Key Vocabulary*
1. Participle – a word that functions like an adjective, but also show the action of a verb.
 2. Synonym – a word have the same meaning of another word
 3. Antonym – a word having the opposite meaning of another word.
- D. *Procedures/Activities*
1. Tell the students that they will be writing Diamante poems. Inform them that there are several types of Diamante poems and in this lesson they will be writing a seven-line poem.
 2. Review the definitions for synonym and antonym.
 3. Tell the students that this poem starts with one subject and ends with a completely different subject that is usually the opposite or antonym of the first subject.
 4. Show the students an example of a Diamante poem. Discuss the fact that the beginning subject and ending subject are antonyms.

5. Briefly explain to a student the definition of a participle. Point out the participles in the model poem.
 6. Ask students to point out where the description changes from the first subject to the second subject. (The middle of the fourth line, third noun)
 7. As a class, brainstorm possible subjects for the students' Diamante poems. Include the antonyms for the subjects as well. Write these subjects on the board.
 8. Assign a Diamante poem to the students. Tell them they may use a subject from the board or chose their own subject.
 9. Modification: If students struggle with the writing of the poem, write a Diamante poem together as a class or allow students to work in partners.
 10. Have the students self-evaluate their poem and then write their final copy.
 11. Optional: Have a conference with the student based on the student's checklist.
- E. *Assessment/Evaluation*
1. The students will self-evaluate their poems using a checklist.
 2. The teacher will informally evaluate the students' poems during a conference.

Lesson Six: Color Poems (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write color poems.
- B. *Materials*
1. Appendix H – one for the teacher
 2. Appendix K – one for each student
 3. Poetry journals
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Tell the students that they will be writing color poems in this lesson.
 2. Tell the students that colors can often evoke powerful pictures in a person's mind.
 3. Give them an example. Say the name of a color and tell them what comes to your mind. For example, red might evoke a picture of the Colorado red rocks of Garden of the Gods in Colorado Springs, or the red in a beautiful sunset.
 4. Tell the students to close their eyes.
 5. Say the name of a color and have students develop a picture of that color in their minds.
 6. Then, allow the students to share their pictures.

7. As a class include descriptive adjectives to improve the images.
 8. Model an example of a color poem.
 9. As a class, write a color poem.
 10. Extension: As the students are developing images in their minds of different colors, allow them to walk outside and look at nature to try to find some more images.
 11. Give the students the assignment of writing a color poem. They may choose any color.
 12. Tell the students that they must compare the color to at least two different images and they must use descriptive words that paint a picture of the color for the reader.
 13. After students have written their rough drafts, allow them to team up with a partner and read their poems to their partners.
 14. The partners must give one positive comment about the poem and at least one suggestion of how the poem can be improved.
 15. The partner must then complete the partner assessment checklist in Appendix K.
 16. Extension: Have the students name as many emotions as they can think of.
 17. Write these emotions on the board.
 18. Then, have the students compare these emotions to different visual images using similes. See an example of emotion color poems in Appendix H.
 19. To help students with the emotion color poem, have them recall a time when they felt that emotion. Then ask them to tell you what it would look like if they drew a picture of that image. What color would be the predominate color in the picture?
 20. Allow the students to draw a picture if they need to.
- E. *Assessment/Evaluation*
1. The students will assess each other's poems using a peer assessment checklist.

Lesson Seven: What if... Poems (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write “What if...” poems.
- B. *Materials*
1. Appendix I – one for the teacher
 2. Appendix L – one for the teacher
 3. Poetry journals
 4. “What if” questions for extension activity

- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Ask the students, “Have you ever felt like you had a lot of questions running through your mind, but no answers?”
 2. Allow the students to share some of their questions with you.
 3. Tell the students that there is a type of poem that addresses questions that people might have. This poem allows the poet to not only ask the questions, but to also develop his or her own answers to the questions.
 4. Tell the students that this poem is called a “What if…” poem.
 5. Show the students a model of the poem (see Appendix I).
 6. As a class, create a series of “What if” questions to boost the students’ creativity. Write the questions on the board.
 7. Allow the students to get into partners and create interesting answers to the questions in a poetic style. Have the partners share their answers with the class.
 8. Take a few of the questions and answers and write a “What if…” poem as a class. Revise and edit the poem until the class agrees it is a good poem.
 9. Tell the students to write their own poems with their own questions. They may write either a series of questions, or a question with a longer answer.
 10. When the students have completed their poems, they should turn them in to the teacher for feedback.
 11. Then they should write their final drafts and place them in their poetry journals.
 12. Extension: As a fun activity, write enough “What if” questions for each student in the class. Then put the questions in a hat, bowl, etc. and have the students each pick a question. They then must start their poem with that question. After they are done with one, they may switch and do another question.
- E. *Assessment/Evaluation*
1. The teacher will assess the student’s “What if” poem and provide appropriate comments and suggestions.

Lesson Eight: Clerihew Poems (approximately 60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will write two Clerihew poems.
- B. *Materials*
1. Appendix J – one for teacher
 2. Appendix L – one for teacher

3. Poetry journals
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Tell the students that for their final poem, they will be writing poems about people who they have studied throughout the year.
 2. Introduce the students to the Clerihew poems. Tell them that the poem was named after the man who developed the poem.
 3. Tell the students that Clerihew poems are about famous people.
 4. Show the students a couple of models of Clerihew poems.
 5. Discuss the fact that the name of the person must appear at the end of the first line and the next line should rhyme with that person's name.
 6. Remind the students that two lines that rhyme with each other are called a couplet.
 7. Tell the students that the Clerihew poem consists of two couplets.
 8. Clerihews are also humorous poems so tell the students that, even though they must include a truth in the poem, they may take poetic license by stretching the truth a little.
 9. Brainstorm names of famous people they have studied over the year. Characters from novels the students have read are appropriate as well.
 10. Tell the students that they must write at least two Clerihew poems about two different people. When they are finished with their two poems, they should turn them in to the teacher for evaluation and comments.
 11. The poems will then be returned to the students for changes and final drafting.
 12. They may illustrate their poems.
- E. *Assessment/Evaluation*
 1. Students' poems will be assessed by the teacher.

Lesson Nine: Final Assessment (approximately 60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize how to write for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Writing and Research
 - i. Produce a variety of types of writing – including stories, reports, summaries, descriptions, poems, letters – with a coherent structure or story line.
 - b. Grammar and Usage
 - i. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
 - c. Terms
 - i. Stanza and line
 3. Skill Objective(s)
 - a. The students will choose five poems for final editing and assessment.
 - b. The students will complete a poetry survey.
- B. *Materials*
 1. Poetry journals
 2. Appendix K – one for each student
 3. Appendix L – for the teacher

- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. The students' final assessment will be an evaluation of five poems from the unit.
 2. Tell the students that they must choose their five best poems to be assessed for a grade.
 3. Allow the students time to make their selection.
 4. Give the students time to make any final changes to their poems. This is especially important for any poems they chose from the beginning of the unit that they might want to improve upon now. Provide students with a self-evaluation checklist to help them with their improvements.
 5. Allow students to have a partner read and evaluate their poems using the peer evaluation checklist.
 6. When the students have turned in their five poems for assessment, give them the post unit survey.
 7. Tell them they will not be graded so they should be honest.
 8. If you choose, have a short conference with the student where you may discuss the poetry goal in further detail.
- E. *Assessment/Evaluation*
 1. Students will be assessed on five poems that they wrote throughout the unit.
 2. Students will assess their poems and completion of their poetry goal.

VI. CULMINATING ACTIVITY

- A. Have student complete the post unit survey and turn in for informal evaluation.
- B. Compile a Class Poetry Book. Allow each student to pick one or two of their best poems to include in the book. Include their illustrations in the book.
- C. Have a Poet's Tea. Provide the students with tea or juice and cookies. The students will read one of their poems in front of the class.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pre-unit Poetry Survey
- B. Appendix B: Biographical Poem Format
- C. Appendix C: Biographical Poem Example
- D. Appendix D: "I am" Poem
- E. Appendix E: "I am" Poem Example
- F. Appendix F: Haiku and Cinquain Poems
- G. Appendix G: Diamante Poem
- H. Appendix H: Color Poem
- I. Appendix I: What if...Poem
- J. Appendix J: Clerihew Poem
- K. Appendix K: Self-Evaluation and Peer Checklists
- L. Appendix L: Poem Rubric
- M. Appendix M: Post-unit Poetry Survey

VIII. BIBLIOGRAPHY

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Appendix A
Pre-unit Poetry Survey

Answer the following questions. You will not be graded on your answers so please be honest and specific.

1. What is poetry? Write your own definition.

2. Have you ever written a poem? If yes, was it at school or on your own time? Describe the experience. Was it positive or negative?

3. On a scale of 1 to 10, rate your feelings about writing poetry. Circle one number. (1=I'd rather get a cavity filled, 10= I wish I could write poetry all day)

1 2 3 4 5 6 7 8 9 10

4. Describe the emotions that arise in you when you hear that you must write a poem in school. Why do those particular emotions come up?

5. What would you most like to learn or improve in your writing of poems? Think carefully because this will be your **poetry goal** for this year.

Appendix B

Biographical Poem Format

First name: _____

Three adjectives: _____

Son/Daughter of _____

Much loved by _____

Sibling of _____

Wishes _____

Wants to be a _____

Who fears _____

Who is afraid of _____

Who feels _____

Who gives _____

Who would like to _____

Lover of _____

Resident of _____

Last name: _____

Appendix C

Biographical Poem Example

Teacher Example

Have the students fill out the above sheet for their rough draft. The lines that have colons after them, should be deleted from the final copy. The lines that do not have colons should be written in to the poem. See the final copy example below for further explanation.

First name: Ginger
Three adjectives: Humorous, Intelligent, Loving
Son/Daughter of Phil and Judy
Sibling of Jodie, Penny, Andrew and Erik
Much loved by her family
Wishes she could travel the world
Wants to be a great teacher
Who fears snakes
Who is afraid of mice
Who feels compassion for other people
Who gives homework to her students
Who would like to see the autumn colors of the Northeast again
Lover of chocolate
Resident of Colorado Springs
Last name: Norton

The final copy of the poem should look like the following:

Ginger
Humorous, Intelligent, Loving
Daughter of Phil and Judy
Sibling of Jodie, Penny, Andrew and Erik
Much loved by her family
Wishes she could travel the world
Wants to be a great teacher
Who fears snakes
Who is afraid of mice
Who feels compassion for other people
Who gives homework to her students
Who would like to see the autumn colors of the Northeast again
Lover of chocolate
Resident of Colorado Springs
Norton

Appendix D

“I am” Poem

First Stanza

I am (two characteristics that you have)
I wonder (something you are curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (a desire that you have)
I am (the first line of the poem repeated)

Second Stanza

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

Third Stanza

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Appendix E
“I am” Poem Example

I am...

*I am a witty woman who cares deeply for others.
I wonder what other people are thinking.
I hear the laughter of friends responding to my jokes.
I see the emotion on peoples' faces.
I want to be someone a friend can lean on in hard times.
I am a witty woman who cares deeply for others.*

*I pretend I am on a beach, away from all my problems.
I feel the spray of ocean water on my face.
I touch the soft white sand with my bare feet.
I worry about my friends and family.
I cry when a close friend is hurting.
I am a witty woman who cares deeply for others.*

*I understand what it is like to feel lonely.
I say, try to live life to the best of your ability.
I dream about traveling the world.
I try to laugh often.
I hope to learn how to enjoy life even more.
I am a witty woman who cares deeply for others.*

Appendix F

Haiku and Cinquain Poems

Haiku poems are ancient Japanese poems about nature. They are composed of three lines with a specific number of syllables in each line.

Line 1 = 5 syllables

Line 2 = 7 syllables

Line 3 = 5 syllables

Example:

*The solemn cloud looked
Down at the wilting flower
and cried tears of rain.*

A Cinquain poem has five lines. Each line has a specific number of syllables.

Line 1: Title (noun) = 2 syllables

Line 2: Description = 4 syllables

Line 3: Action (verb) = 6 syllables

Line 4: Feeling (phrase) = 8 syllables

Line 5: Title (synonym for the title) = 2 syllables

Example:

*Mother
Kind, pretty, sweet
Laughing, teaching, playing
Loving me even when I disobey
Parent*

Appendix G

Diamante Poem

In a Diamante poem, the poet goes from one subject to a completely different (opposite) subject by the time he/she reaches the bottom. The poem should be in the shape of a diamond so word choice is important.

Line One: one noun (subject one)

Line Two: Two Adjectives describing subject one

Line Three: Three participles telling about subject one

Line Four: Four nouns –the first two related to subject one, the second two related to subject two

Line Five: Three participles telling about subject two

Line Six: Two adjective describing subject two

Line Seven: One noun (subject two)

Example of a Diamante Poem

Autumn
crisp, barren
falling, dying, blowing
leaves, vibrant colors, rain, flowers
blooming, beginning, refreshing
warm, new start
Spring

Appendix H

Color Poem

A color poem is a poem that uses descriptive words to paint an image of the color in the reader's mind. The following is just two examples of how color can be used in a poem.

Example 1 (describing the color):

*Blue is the color of the cold ocean waves
crashing against the hot summer sand.
Blue is the color of the sky
providing a scenic backdrop
for the majestic Colorado mountains.*

Example 2 (describing emotion as a color):

*Anger is red like lava in an active volcano.
It spits and bubbles
before it erupts into a hot,
fiery flood of destruction.*

Appendix I

What if...Poem

What if poems start with a “What if” question. Sometimes they consist of just a list of questions. Sometimes they are followed by an answer. These poems can be a series of one-line questions followed by one line answers or the question may be one line and the answer several lines longer. Encourage your students to be creative and imaginative in their answers.

The poem below is just one example of a “what if” poem.

What if...

*What if we could understand the language of the trees and wind?
Would we would hear the secrets whispered
by the wind in the dark of night
and the quiet, melodious laughter of the trees
as they recount the foolish antics of humans?*

Appendix J

Clerihew Poem

Facts about Clerihew poems:

- They are about well-known people. (actors, authors, historical figures, etc.)
- Tend to be humorous.
- Composed of two couplets.
- The first line ends with the famous person's name. The next line must rhyme with that name. Students should be encouraged to use descriptive words in their first line instead of writing "There once was a person named...."
- Follows the aabb pattern.

Here is an example of a Clerihew poem:

*Energetic little Pollyanna,
Was glad she wasn't named Hannah.
She lived with her Aunt Polly,
Who didn't believe in giving her a dolly.*

Appendix K

Self-Evaluation and Peer Checklists

Self-Evaluation Checklist

After you have finished your poem, use this checklist as a final check. You need to be able to check all the spaces before you may consider your poem completed. If you are having difficulty with a particular area, please see me for a time to discuss and improve your poem.

_____ I have followed my teacher's directions for this poem and my poem has all the required elements.

_____ My poem is creative.

_____ I have used an appropriate word choice for this poem.

_____ My poem shows the meaning, emotion, or message that I want to communicate to my readers.

_____ My final copy is neat and beautiful.

_____ I am proud of my effort on this poem.

I have completed this checklist carefully and honestly. _____
Student's Signature

Peer Checklist

After reading your partner's poem, use this checklist to evaluate his/her work. Please be fair and honest. Discuss the checklist with your partner.

_____ I understand the message, emotion, or meaning of the poem.

_____ The poet has chosen the best words for this poem.

_____ The poet has clearly tried his or her best on this poem.

I have carefully and fairly evaluated my partner's poem. I was honest when I completed this checklist.

Student's Signature

Appendix L Poem Rubric

This rubric may be used for both grading and evaluation purposes. Use this rubric when conferencing with students on how to improve their poems. This rubric should also be used when making a formal assessment on the students' final five poems. Each of the five poems should be assessed by the following guidelines. The five scores should then become part of the final grade for the students.

	4	3	2	1
Directions/ Format	The student clearly followed directions and followed the format of the poem. (If the format was not followed, the change in format was effective and appropriate.) The meaning of the poem is clear and effective.	The student followed the directions of the poem and format. (If the format was not followed, the change in format was appropriate.) The meaning of the poem is clear.	The student followed the directions and format of the poem somewhat. Any change in format was not effective and appropriate. The meaning of the poem could be a little clearer.	The student did not follow directions or the format of the poem. Changes in the format were not effective or appropriate. The meaning of the poem is unclear.
Style	The poem is creative. The student used great word choices for the poem. A strong visual image, emotion, or sound could be experienced by the reader.	The poem is creative. The student used good word choices for the poem. A visual image, emotion, or sound could be experienced by the reader.	The poem is somewhat creative. More appropriate word choices could have been made. A visual image, emotion or sound was lacking in the poem.	The poem is not very creative. Word choices were lacking. A visual image, emotion or sound was not found in the poem.
Effort	The student put much effort into creating this poem.	The student put some effort into the writing of this poem.	The student put little effort into the writing of the poem.	The student put very little effort into the writing of the poem.

For the final assessment, teachers may choose to also include the following section in their grading of the five poems.

Improvement in poetry writing skills	The student has demonstrated significant improvement from the beginning of this unit.	The student has shown good improvement from the beginning of this unit.	The student has shown adequate improvement from the beginning of this unit.	The student has shown little to no improvement from the beginning of this unit.
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Appendix M
Post-unit Poetry Survey

Answer the following questions. You will not be graded on your answers so please be honest and specific.

1. How has your definition of poetry changed from the beginning of this unit?

2. Have your feelings about writing poetry changed since the beginning of this unit? Explain below.

3. On a scale of 1 to 10, rate your feelings about writing poetry. Circle one number. (1=I'd rather get a cavity filled and 10 = I wish I could write poetry all day)

1 2 3 4 5 6 7 8 9 10

4. What was your most favorite poem to write? Why?

5. What was your least favorite poem to write? Why?

6. Do you feel like you accomplished your poetry goal? Explain.
