

Writing Workshop Poetry Lesson

Sandy Cline

Fourth Grade

Language Arts

Materials: “Come to My Party and Other Shape Poems” by Heidi Roemer, other poetry books, “like what” list, copy paper, crayons, colored pencils, and the SMART Board.

Estimated Time: Two class days – 40 minutes each.

Lesson Objective/Purpose: The students will create a poem about something with which they are familiar and illustrate the poem in some way. The students will use similes, metaphors, and other figurative language in their poems. Students will learn about different types of poetry in hopes they will find a form of poetry that appeals to them.

Introduction: I will introduce the book “Come to My Party and Other Shape Poems” to the class and ask them what they think the “shape poems” means. I will allow several students to answer the question. I will leave the question open for the students to discover during the activity.

Focusing Event/Advanced Organizer/Anticipatory Set: I will read a poem to them about a jump rope and ask the class if they can guess in which shape the poem is printed. I will allow several students to answer. Then, I will show them the jump rope poem, which is in the shape of a jump rope arched in the air. I will read them some more poems from the book and ask them to try to picture the shape of each poem before I show them the pictures. I will tell them that today’s writing workshop will be writing poetry. I will tell them that we are going to learn about some different types of poems before they begin working on their poems, but that they will be working on their poems today and tomorrow during writing workshop.

Instructional Procedure/Input:

- Introduce the shape poem book.
- Read some poems to the class and ask them to picture the shapes of the poems.

- Explain the purpose for writing workshop this week.
- Remind the students of the similes in “Because of Winn-Dixie” (which we just finished reading) and show them ways to describe objects using similes by using a “like what” list. The “like what” list gives examples of questions to answer about the subject.
- Read some example poems of objects in which the subject of the poems are described using similes and metaphors by answering the “like what” questions.
- Ask the students to name an object that is green or yellow and give them an example like “_____ is green like the tall grass in summer waiting to be cut,” or “_____ is yellow like the sun shining down on the meadows in springtime.”
- Show the students the different poetry books they can browse through to get ideas about different types of poetry and how they would like to create their own poems.

Check for Understanding/Feedback and Correctives: I will ask students to create a simile about an object in the room using the “like what” list, guiding them as needed.

Guided Practice: As I ask the students for examples of similes about objects in the room, I will write some of them on the SMART Board.

Independent Practice: I will explain to the students that they are going to write a poem of their own about an object or a subject with which they are familiar. The students can write the poem in the shape of the object or just create an illustration for their poems. I will explain that they will spend the rest of writing workshop today and all of writing workshop time tomorrow working on their poems. I will show them a stack of poetry books they can use to get ideas for topics or ways to illustrate or create their poems. I will provide a stack of copy paper for the students to use to create their poems and illustrations after they have created a rough draft.

Closure/Summary: I will remind the students of the writing workshop goals – to be creative and to use language to help the readers visualize the topics. I will remind them of the adjectives lessons from recent weeks and encourage them to use adjectives and other descriptive language in their poems.

Evaluation: Students will be evaluated informally on their participation in the activity as well as their use of similes and other forms of descriptive language in their poems. The poems will

not be graded, merely accepted as works for the students' writing portfolios. The students will be given points for participating in the writing workshop activities.

Accommodations/Adaptations/Modifications (Special Needs Learners): The students will be given the freedom to create their poems as they desire, allowing students with special needs to be successful. Students will be allowed to look at several different types of poems in the different poetry books, giving all students ideas for topics and creativity.