

BONUS LESSON | Poems and Resources for the Struggling Writer

Core Curriculum Standards

Reading Literature: Craft and Structure

- RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Writing: Production and Distribution of Writing

- W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening: Comprehension and Collaboration

- SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Lesson Goals

Outcomes

Students will recognize the characteristics of the following types of poems: I Am, Acrostic, Haiku, and Erasures. Students who are struggling with getting started may find these poems to be less intimidating to create.

Literary Terms

short poem form, syllable count

Materials

Sample Haiku Handout and worksheet

Sample Student Short Form Handout

"Rain" by Charnishia Burgess, 2011 7GP Winner

<http://www.7gp.org/charnishia-rain>

"The Sunset" by Helen Baraki

<http://www.7gp.org/helen-the-sunset>

"The Silly Little Lighthouse" by Jaci Street, 2011 7GP Winner

<http://www.7gp.org/jaci-the-silly-lighthouse>

Writer's notebooks

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Lesson Plan

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DO NOW (5 minutes)

Provide a “grab bag” of words and/or themes to help students gather ideas to write poetry. You can also use various photos to prompt students to begin writing poetry.

WHOLE GROUP (20 minutes)

Explain to the class they will be learning about the characteristics of four types of poems: I Am, Acrostic, Haiku, and Erasure. Most students are familiar with these poems and often find success in creating poems with these poetic structures.

Discuss with students that an **I Am** poem is one that can be used to describe any character, setting, idea or concept found in language arts (literature), social studies, science, math, and art.

Copy and paste the following link for a handout to help students create their own *I Am* poems: http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf

Discuss with students that an **acrostic** poem has a topic idea running down the left side of the poem. Each letter in the topic word has a new thought that runs off the side from left to right and is relevant to the topic word. The topic word is typically the title. Copy and paste the following link for students to create their own acrostic poems: <http://www.readwritethink.org/files/resources/interactives/acrostic>

Discuss with students that **haiku** is a form of Japanese poetry. It expresses a single feeling or impression. Read the Sample Haiku Handout and Student Short Form Samples. Use the Haiku Writing Handout to create poems together as a class; then have students write a Haiku with a partner. Finally, have students write their own Haiku and share it with the class. A Haiku typically follows these rules:

Written in 17 syllables. Syllable count is typically 5-7-5

Written in the present tense

Contains seasonal word/reference

Usually a pause at the end of the 1st or 2nd line.

Note: The poem, “The Silly Lighthouse” (Student Short Form Samples) is not a haiku.

Ask students if they know what type of poem this exemplifies. (See “Extra”).

Discuss with students that an **erasure** is a form of found poetry or found art created by erasing words from an existing text in prose or verse and framing the result on the page as a poem. The results can be allowed to stand in situ or they can be arranged into lines and/or stanzas. For samples of erasure poetry, refer to the website www.erasures.wavepoetry.com. This site is also interactive and enables students to create their own erasure poems.

EXTRA — Other Short Poem Forms

There are many short form styles, old and new, including one called a shadorma. The syllable count is usually 3-5-3-3-7-5. Another is a cinquain, a French short form of poetry. It has five lines and the syllable count is 2-4-6-8-2. Sometimes cinquains have a rhyme scheme such as abccb, ababb, or abaab. There are many variations on cinquains, but most are identified by the syllable count.

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A limerick is another example of a short poem form. The standard form of a limerick is a stanza of five lines, with the first, second and fifth lines rhyming. “A Silly Light House” by Jaci Street is an example of a limerick. One final example, the tanka, is recognized by its syllable count (5-7-5-7-7). Convey to students that although short form poetry contains few words, it can effectively and creatively capture a thought, emotion or feeling.

PARTNERS/SMALL GROUPS (15 minutes)

With a partner or in small groups, have students create an example of each type of poetry discussed, and then share their collaborative works with the class.

INDEPENDENT (10 minutes)

In their writer’s notebooks, have students write either an “I Am”, “Acrostic”, “Haiku”, or an “Erasure” poem independently. Students may want to use some of the words/themes pulled from the beginning during the “Do It Now” activity.

REFLECTION (10 minutes)

For those students who were having difficulty writing a poem, ask them to reflect upon their confidence level after this lesson.

Sample Haiku Handout

by Anonymous

Haiku is fun but
It doesn't always make sense
Refrigerator

by Basho (1644–1694)

Killed by the great snowfall,
All dead and withered lies the grass
That lately waved so tall.

by Basho (1644–1694)

The old pond —
a frog jumps in,
sound of water.

by Basho (1644–1694)

The first cold shower
even the monkey seems to want
a little coat of straw

by Richard Wright (1908–1960)

Whitecaps on the bay:
A broken signboard banging
In the April wind.

Student Short Form Samples

Rain

by Charnishia Burgess (7GP Winner, 2011)

Pours so wet and loud
Water that comes from gray clouds
Plants need it today

The Sunset

by Helen Baraki (7GP Winner, 2014)

The sun setting low
Lighting up the night so bright
It is beautiful

The Silly Lighthouse

by Jaci Street (7GP Winner, 2011)

The cat in the lighthouse meowed.
She attracted quite a crowd.
The seahorse laughed,
As did the sea lion calf.
Her mother was so proud.

NAME _____ CLASS _____ DATE _____

Haiku Writing

TOGETHER

five syllables

seven syllables

five syllables

PARTNERS

five syllables

seven syllables

five syllables

BY YOURSELF

five syllables

seven syllables

five syllables