

School-wide Poetry Unit  
Approximately 8 weeks

Day 1:

Students will divide into groups of 5. Each group will have 20 minutes to brainstorm any words or phrases that come to mind about the topic “poetry”. Students will write their thoughts on a large posterboard with colorful markers. After brainstorming, students will present their ideas to the class.

Day 2:

Students will read from our class writing book All Write. In this chapter students learn what poetry is and how there are many different types of poetry. The class will then listen to a selection of poems by Shel Silverstein.

**\*\*\*\*Over the next few weeks, students will learn about different types of poems. Each day will be focused on a new poem.**

Day 3:

Acrostic Poem- Class will create an acrostic poem as a class then work individually to create one using their first and last name.

Day 4:

Haiku Poem: Class will create a haiku poem as a class then work individually to create one about a subject of their choice.

Day 5: Couplet and Triplet Poems:

Class will create couplet and triplet poems as a class then work individually to create a few about a subject of their choice.

Day 6:

Students will edit and revise their acrostic, haiku, couplet and triplet poems. After editing and revising their own, they will trade their poems with someone in their group and peer edit the poems.

Day 7:

5 W's Poem: Students will work as a class to create a 5 W's poem. They then will create their own 5 W's poems individually.

Day 8:

I Am Poem: Students will create an I am poem as a class then they will create their own.

Day 9:

Quatrain Poem: Students will work together to make a quatrain poem. They then will complete one individually.

Day 10:

Free Verse: Students will read examples of free verse poems. They will understand that they can be about anything and do not have to rhyme or be a certain length. Students then will work on a free verse poem of their choice.

Day 11:

Students will edit and revise their 5 W's, I Am, Quatrain, and Free Verse poems. After editing and revising their own, they will trade their poems with someone in their group and peer edit the poems.

Day 12:

Cinquain Poem: Students will work together as a class to create a cinquain poem. They then will make their own and include it with their other poem rough drafts.

Day 13:

I Do Not Understand Poem: This is a difficult poem for students to create. They will be encouraged to dig deep and make this poem as personal as possible. We will do an example as a class then each student will complete their own.

Day 14:

Family Metaphor and Shape Poems: Students will learn about how to create both of these poems. After they understand them, they will create their own family metaphor and shape poems. Students will be reminded to use creativity.

Day 15:

Students will edit and revise their cinquain, I do not understand, family metaphor, and shape poems. After editing their own, they will have a friend in the class edit them as well.

**\*\*\*\*Over the next 2 weeks, students will take all of their edited poems and write their final copies on their poetry books. The following must be included: cover page (with a photo of the author), title page, dedication page, table of contents, poems and illustrations, and about the author page.**