

Lesson Plan Title: Integrated Poetry Writing

Concept / Topic To Teach: Combining Four Poetry Writing Techniques in One Writing Session

Standards Addressed: California State Board of Education, English Language Arts, 1997\*

General Goal(s): To allow students to learn how multiple writing techniques combine together in unified piece of writing.

Specific Objectives: To apply the use of: 1) Image and the Five Senses, 2) metaphor, 3) simile, and 4) personification in a single student composition.

Required Materials:

Visual art painting reproductions or photographic images from magazines.

Sharp Pencil and Composition Paper

Plain sheet of pre-draft paper

Time: One hour

Anticipatory Set (Lead-In): For ten minutes of this exercise, review and reinforce student knowledge of 1) Image and Five Senses, 2) metaphor, 3) simile, and 4) personification. For **Imagery/Five Senses**: ask students to give oral examples of an image of sight, one of sound, one of touch, etc. For **metaphor**: ask students, "If your hand were an animal or a bird, what kind would it be?" Oral responses. Follow up: ask them what it would do, and why. Ask students to form oral responses in complete sentences and say them aloud. For **simile**: ask students, "If your best friend were LIKE some animal or bird, what kind would it be?" Oral responses. Follow up: ask them what it would do and why. Ask students to form oral responses in complete sentences and say them aloud. For **personification**: ask students, "Were the color Red to fall in love, with whom would it be in love?" Oral responses. Follow up: ask them to say why Red would love the [color given in response]. Ask students to form oral responses in complete sentences and say them aloud.

Review concepts of imagery, metaphor, simile, and personification.

Step-By-Step Procedures:

Distribute to each student one fine art reproduction (Marc Chagall works very well for this lesson), or one photographic image from an old magazine.

Distribute composition paper and have students ready with sharp pencil.

Ask students to write a poem that uses:

1. Three images of the five senses.
2. One image of metaphor.
3. One image of simile.
4. One image of personification.

Ask students to fold in half (hamburger style) the pre-draft paper. Fold in half again (hamburger style). Unfold paper so that four equal squares are seen on sheet.

### IMAGERY

In first square, ask students to write images for the five senses in the first square of the folded pre-draft paper. Some students will need prompting. Ask them to look at the painting or photograph and imagine that they have stepped inside the picture. Ask them to write several two- or three-word phrases that show what they see, smell, hear, taste, touch. Orally prompt class for responses. Encourage responses in complete sentences.

### METAPHOR

When students have completed the first square, move on to the second square. Again, ask them to look at painting or photograph and ask them to respond orally to your question: “Were some THING in your picture to be an animal [or bird], what animal would it be?” Reward oral responses in complete sentences. Ask class, “What would the animal DO in your painting?” Encourage quirky, unusual or vivid responses. Ask students to write oral responses on pre-draft paper. Encourage complete sentences. For exceptionally creative responses, ask students to write that line at the top of composition paper and use THAT line as the starting line for their poem.

### SIMILE

When students have completed the second square, move on to the third square. Same procedure for metaphor, as above, only using the word “like” or “as” for comparison. Some alteration of the prompt may be useful: instead of asking “Were some THING in your picture to be LIKE an animal, substitute a comparison for: LIKE some thing in your pocket, room at home, refrigerator, tool box. Encourage students’ knowledge of art, music, sports, hobbies. For a student who likes soccer, ask: “Were some THING in your picture to be LIKE a soccer team/player, what would it be?” Reward oral responses in complete sentences. For exceptionally creative responses, ask students to write that line at the top of composition paper and use THAT line as the starting line for their poem.

## PERSONIFICATION

When students have completed third square, move on to fourth square. Ask students to put finger on an object in the painting or photograph. Ask them to tell you what it is. Ask students, “Were [object] to have a best friend, whom would it be?” Encourage quirky, unusual and creative responses. Ask students, “What would [object] and [best friend] do together?” Ask for elaboration. Ask students, “Were [object] to (fall in love, be angry, be jealous, be sad) with someone, who would it be, and why would it (fall in love, be angry, be jealous, be sad?). Reward oral responses in complete sentences. For exceptionally creative responses, ask students to write that line at the top of composition paper and use THAT line as the starting line for their poem.

Model for class from your folded paper. Read aloud several responses in a sequence of sentences to demonstrate the framework for a poem. The sentences on teacher’s sheet may be from student oral responses, or from teacher’s own creation.

Ask students complete writing assignment by copying and transferring their written answers from pre-draft worksheet IN ANY ORDER to the final composition paper. Ask them to fill in details, elaborate. Give further information about the subject they have chosen.

Ten minute silent writing time.

As you circle around the room, check for student progress by reading over shoulders, encouraging further elaboration on certain points, and orally prompting “stuck” students with further questions about their picture.

End silent writing time.

Ask for VOLUNTEERS to come to front and share writing. Do not force anyone to share if he does not feel comfortable.

Author at front of class may ask the class for raise of hands to give oral response to author’s poem. “What do you like about my poem?” Encourage all responses to author. Give author at front the opportunity to pick students with raised hands.

Plan For Independent Practice: Ask students to revise and complete poems.

Closure (Reflect Anticipatory Set): Ask class how they may use what they have learned about combining writing techniques in other school writing assignments. Ask class to illustrate poems with drawings.

Assessment Based On Objectives: Did student write a composition using all four writing techniques? Were at least three of the five senses employed? Did the students write in complete sentences? Did student give details? Did student use words for emotion? Were

students enthusiastic about sharing their writing aloud with class at the end of exercise?  
Did students have fun?

Adaptations and Modifications (For Students With Learning Disabilities). Special Education: Reduce number of responses from four to two (best friend, favorite activity). Allow students to use phrases rather than complete sentences. Consult with IEP to apply learning objectives for Reading/Writing to this lesson. Ask “early finishers” to collaborate with “late finishers” and act as scribe. Early finisher writes down oral response from “late finisher” on worksheet. Teacher takes dictation from Special Ed. student oral responses and writes oral responses for student on worksheet.

ELL/ELD: Ask for images of cultural artifacts, sports, hobbies, foods from students’ native culture.

Extensions (For Gifted Students): GATE students write more than ten lines. Ask them to use more than one word for emotion in composition. Illustrate compositions when complete. Place compositions on poster paper and hang throughout the classroom.

Possible Connections To Other Subjects: Cross-discipline with science, history, math. Ask students to pick subject from another discipline and describe that subject using five senses, metaphor, simile, personification. For **math**: were the subtraction to have an older brother/sister, whom would it be? What would they do together? Describe subtraction using the five senses. How would it smell? With whom would subtraction fall in love? If the number seven had an aroma, how would you describe it? For **Social Sciences**: were an historical event to have a favorite color, describe the color and tell why. Describe the historical event using the five senses, simile, metaphor, personification.

\*California ELA Contents Standards

Grade Four: Writing

1.0 Writing Strategies

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

Grade Five: Writing

2.0 Writing Applications

2.1 Write narratives:

- a. Establish a plot, point of view, setting, and conflict.
- b. Show, rather than tell, the events of the story.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

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