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## **Bright Idea #2**

**LESSON PLAN** by adapted from Sarah Hollenbeck,  
<http://www.lessonplanspage.com/LAWordBeadsWritingFunnyPoetry2.htm>

**Lesson:** "Word Beads: Writing Poetry"

**Length:** 30-45 minutes

**Age or Grade Intended:** 2<sup>nd</sup> grade

**Academic Standard(s):**

- 2.5.4
  - Write rhymes and simple poems.

**Performance Objectives:**

- After participating in this activity, students will develop 2-3 poems using the word beads given to them.

**Assessment:**

- The teacher will be assessing how well the students pay attention while she is reading the poems. They should be facing the reader, not talking, and not disrupting the other students.
- The teacher will also pay attention to the students' participation during the introduction, closure, and questioning sections (after she has read the poems).
- Short anecdotal and mental records can be taken as the teacher walks around and watches/helps the students during the writing process.
- After the students have created their poems with the word tiles, the students will write them down in their writing journals. When they have completed at least 2 poems, they will turn their journals in to the teacher. The teacher will then use these journals to see how each individual did with the lesson.

**Advanced Preparation by Teacher:**

- Materials needed:
  - Lots and lots of word tiles. ☺ Each child needs to be able to have a fairly large pile of tiles from which to choose their words.
  - Squares of blank paper so that the students can write their own words.
  - *Where the Sidewalk Ends* by Shel Silverstein
  - Large piece of white paper with one of the poems written on it (only one stanza if longer).

- The teacher needs to make sure that each child has their writing journal with them to use in the activity. If students do not keep their journals at school at all times, tell them that they will need them that day or send a reminder home a few days before.

## **Procedure:**

### **Introduction/Motivation:**

- The teacher will ask his/her students what "funny" means.
  - "Tell me about someone you know who is funny." (Bloom's, Knowledge)
  - "Have you ever read funny books? Which ones were they?" (Bloom's Knowledge)
  - "Have you ever read funny poetry?" (Bloom's, Knowledge)
- The teacher will then have the students describe what makes each person or thing funny.
  - Possible responses:
    - ✓ Something that they did (an act).
    - ✓ Something that they said.
    - ✓ The words used.
- The teacher will then explain the activity to the class.
  - "Today we will be creating poems. You will use the pile of word tiles in front of you to make your sentences. The tiles are only there to guide you; you may write your own words, as well. First, think of what you might want your poem to be about. You could write about cats or something that happened to you recently. Then, look through your pile of word tiles and find words that go along with your topic. You can also use the tiles to give you ideas of words that you can use for the rhyming part. Once you have decided on a topic and found tiles to use, arrange them in sentences to form a 4 line, AABB style poem. If you would like, you can write additional words that you cannot find on a tile on a blank square. You may also ask your neighbor if they have a tile with the word you are looking for on it. When you are happy with your poem, write it down in your poetry journal. You will repeat this process so that you end up with 2 or 3 poems. Your journals will then be turned in to me. Don't forget to put your tiles back in the buckets and throw away your squares of paper when you have finished." (Gardner, Linguistic)
- The teacher will then ask one student to restate the rules of the activity. (Bloom's, Comprehension)
- The teacher will then proceed with the Step-by-Step Plan.

### **Step-by-Step Plan:**

- The teacher will begin by reading short selections from Shel Silverstein's *Where the Sidewalk Ends*. When she has finished reading her selections, she will ask the students some questions about what was read.

- "What did you like about the poetry?" (Bloom's, Knowledge)
- "What are some of the things that the poetry made you think of?" (Bloom's, Application)
- "What do you think the author was trying to say/talk about?" (Bloom's, Synthesis)
- "Give me some examples of words that were used that made you laugh." (Bloom's, Knowledge)
- The teacher will then move instruction to the poem written on the piece of paper and begin discussing/teaching about AABB patterned poetry.
  - "The type of poem that you will be writing today is called a quatrain. A quatrain contains 4 lines of poetry. The first two lines of the poem end with words that rhyme; the second two lines also end in rhyming words. However, the two pairs do not rhyme with each other. For this reason, many people call this type of poem an AABB pattern of poetry. (Write A, A, B, and B after each respective line on the paper to illustrate this idea.) If all four of the lines rhymed then it would be an AAAA pattern."
  - "Someone give me 2 words that rhyme." (Bloom's, Application)
    - ✓ Teacher writes these words one on top of the other on the board.
  - "Very good. Now someone give me 2 more words that rhyme but do not rhyme with the first two." (Bloom's, Application)
    - ✓ Write these two on top of each other under the first two.
  - "What pattern of poetry did we just create with these four words?" (Bloom's, Knowledge)
  - "Exactly. Someone explain to me why we call it that." (Bloom's, Comprehension)
  - "Correct. Today you are going to create your own poetry using the AABB pattern."
- The teacher will then move into the word tiles activity. (Gardner, Kinesthetic)
  - "The first thing that you are going to do is think about something that you would want to write a poem about."
  - "Then, take a look through your pile of word tiles. Find words that could be used to describe the topic you chose. These will be your starting points for creating your poem."
  - "Begin arranging your tiles into sentences. If there are words that you know you want to use but cannot find a tile for, ask your neighbor if they have one. If they do not, take one of the squares of white paper on your desk and write the word on it. You may only use these white squares for 6 words in each poem. If you are having trouble using only 6, talk to me, and we will see what we can do."
  - "Make sure that your first two sentences and your second two sentences rhyme, but the two pairs of sentences do not rhyme."
  - "When you have finished your poem, raise your hand. I will come to your desk and tell you what to do next."

- The teacher should walk around the room and observe how each child is doing throughout the process. They can also help those who are struggling with creating ideas or making sentences.
- As students begin to raise their hands, make sure that their finished poems are done correctly in an AABB pattern. If they are, allow them to write it down in their journal.
  - “Good. Now I would like you to record your poem in your writing journal. When you have finished writing, try your hand at creating another poem, and write that one in your journal as well.” (The second one allows the teacher to assess either how well they understood it the first time or how well they adjusted and learned from a ‘not-quite-right’ first attempt.)
  - “If you finish early, you may draw pictures to go along with your poems. When you feel that you are completely finished, place your journal in the basket on my desk. Don’t forget to put your tiles back in the bucket and throw away your pieces of white paper. Then, sit at your desk and read quietly until the rest of your classmates have finished.”

### **Closure:**

- The students will be asked to share their favorite poem with a partner. (Gardner, Interpersonal).
- The teacher will then ask 2 students to share their poems with the entire class. (Gardner, Interpersonal)
  - “Who can tell me what her rhyming words were?” (Bloom’s, Knowledge)
  - “Did her poem follow the correct pattern?” (Bloom’s, Application)
- To finish up the lesson, the teacher will ask the students questions about writing their poems.
  - “What did you like about the activity?” (Bloom’s, Knowledge)
  - “What did you not like about the activity?” (Bloom’s, Knowledge)
  - “What was the hardest part for you in writing your poem?” (Bloom’s, Evaluation)
  - “What would you like to do differently the next time that we do this activity?” (Bloom’s, Application)

### **Adaptations/Enrichments:**

- For students who are having difficulty understanding how the poem is structured (the AABB part), provide them with 4 strips of paper. Each of these slips will have a sentence written on it. When put in order, the strips will form an AABB patterned poem. The student will first put these sentence strips in order so that they make the AABB patterned poem; the poem must make sense. (Gardner, Kinesthetic) Then, have them explain to you why they put the sentences in the order that they did. (Bloom’s, Comprehension) If they give you an acceptable answer, have them begin writing their own poem. Instruct them to only focus on the first two lines. When the student has finished those, have them cover the first two lines. They will then write the next two lines

without looking at the other two lines but using the same topic. After they come up with those 2 sentences, have them uncover the first two and “squeeze” the 4 sentences together. Ask them to read their poem to see if it makes sense. If it does, they will write it down in their journal. This process can be repeated for their second poem as well.

- For students who excel at AABB pattern, challenge them to create an ABAB patterned poem for their second one.

**Self-Reflection:**

- Did all of the students participate actively in the discussions?
- Did the majority (80%) of the students write their poems in AABB form?
- Was there anything that did not go as planned?
- What would I do differently the next time that I use this lesson?

**Rubric:**

- Rubric can be found on the last page.



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	1	2	3	4	
<b>Actively participated in discussion</b>	Student participated less than 50% of the time.	Student participated less than 60% of the time.	Student participated at least 80% of the time.	Student participated at least 95% of the time.	_____
<b>Completed assignment</b>	Student did not complete a poem.	Student only completed one poem.	Student completed 1 poem but did not finish a second one.	Student completed at least 2 poems.	_____
<b>Correct pattern usage</b>	Student did not follow the AABB pattern.	Student followed the AABB pattern on only one of their poems.		Student followed the AABB pattern on all completed poems.	_____
<b>Spelling of words (per poem)</b>	Student had 6 or more misspelled word wall words.	Student had 4-5 misspelled word wall words.	Student had 2-3 misspelled word wall words.	Student had all word wall words spelled correctly.	_____
					_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**