

# Poetry Plus II! An Integrated Unit

**Grade Level:** Third

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**Length of Unit:** Not applicable. Lessons may be used throughout the year and correlated to any Core Knowledge topic.

## I. ABSTRACT

This unit is a continuation of Poetry Plus! The unit continues to introduce students to the literary genre of poetry. The student will be exposed to various forms of poetry and guided in the writing of original poetry.

## II. OVERVIEW

- A. Identify concept objectives:
  - 1. The students will gain an understanding and appreciation of poetry.
- B. This unit covers the writing of ten original poems. It also provides curriculum related
  - 1. Poetry to enhance the teaching of skills and topics.
- C. Skills to be taught:
  - 1. Biographical poem
  - 2. Haiku
  - 3. Tanka
  - 4. Lanterns
  - 5. Definition poem
  - 6. Color poem
  - 7. Shape poem
  - 8. Parts of speech poem
  - 9. Diamante
  - 10. Ode

## III. BACKGROUND KNOWLEDGE

- A. For teachers:
  - 1. Core Knowledge Scope & Sequence
  - 2. Syllabication Rules
    - a. Every syllable has one vowel sound. Do not divide a word with only one vowel sound.
    - b. A compound word is divided between the two simple words.
    - c. Prefixes and suffixes are divided from the root word except for the suffix “ed” which is not divided unless it follows the consonants t or d.
    - d. If there is a consonant between two vowels, the word is usually divided after the consonant if the vowel is short, and after the vowel if the vowel is long.
    - e. If two or more consonants come between two vowels, the word is usually divided between the first two consonants unless the consonants are blends or strong digraphs, and then they are not divided. For example: munch-  
ing. The digraphs are sh, ch, ck, wh, or th.
    - f. If a vowel is sounded alone in a word, it makes a syllable by itself.
    - g. If two vowels are together in a word but sounded separately, they are divided between the vowels. For example: me-di-ate.
    - h. If a word ends in “le” preceded by a consonant, the word is usually divided before the consonant. For example: waf-fle, sti-fle.

#### IV. RESOURCES

- A. A variety of poetry books
- B. Overhead projector
- C. Sentence strips and chart
- D. Class set of dictionaries
- E. Additional resources are listed in the bibliography section

#### V. LESSONS

##### Lesson One: Biographical Poems

- A. Daily objectives:
  1. Lesson Content: biographical poems
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives:
    - a. The students will review describing words (adjectives).
    - b. The student will write a biographical poem
- B. Materials:
  1. Chalkboard or dry erase board
  2. chalk or markers
  3. dictionaries
  4. overhead projector
- C. Key vocabulary:
  1. Adjective-a word that describes a noun.
  2. Biographical-about a person's life.
- D. Procedures:
  1. Introduction: Define key vocabulary on board. Read examples of teacher's Biographical Poem from overhead:  
Kim  
Fun, Responsible, Loving  
Daughter of Shirley and Buck  
Much loved by her family  
Sibling of Terry, Cara, Dwight, Greg, Thom, Jennifer  
Wishes ice cream had no calories  
Wants to be a good friend  
Who fears deep water  
Who is afraid of snakes  
Who feels excited  
Who gives encouragement  
Who would like to see the world  
Lover of Steve, Chase, Alyson, Dottie and Fred Flintstone  
Resident of Mustang  
Iraggi
  2. Group practice: Read over "Biographical Poem" worksheet (Appendix A).
  3. Independent practice: Complete individual poems.
  4. Closure: Share poems. Laminate poems and post or place in poetry folder
- E. Evaluation: Rubric (Appendix B)
- F. Benchmarks: 1/3 Copy or compose using correct spacing and formation of letters.

##### Lesson Two: Haiku, Tanka, Lantern

- A. Daily objectives:
  1. Lesson Content: a variety of poetry forms

2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
3. Skill Objectives:
  - a. The student will review and make use of syllabication rules.
  - b. The student will write Haiku, Tanka and Lantern poems.
- B. Materials:
  1. Paper
  2. pencil
- C. Key vocabulary:
  1. Haiku-an unrhymed Japanese poem of three lines. The lines contain five, seven and five syllables, respectively.
  2. Tanka-an oriental poem of seven lines. The lines contain five, seven, five, seven, seven syllables, respectively.
  3. Lantern-a Japanese poem written in the shape of a lantern. The poem has five lines containing one, two, three, four, one syllables, respectively.
- D. Procedures:
  1. Introduction: Review rhyming words by playing a “stepping” game. The class brainstorms words correlated to the current Core Knowledge topic. The teacher lists the words on the board. The students divide into two teams. As the teacher calls a word, the students race to step the word on the board. Following the game, the teacher explains the format of Haiku, Tanka, and Lantern poetry.
  2. Group practice: The class uses the word list and divides the words into syllables. The list remains on the board for the duration of the lesson.
  3. Independent practice: The student writes an individual Haiku, Tanka and Lantern poem.
  4. Closure: Share poems. Place completed poems in Poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 4/28 Write for a variety of purposes and audiences.

### **Lesson Three: Definition Poetry**

- A. Daily objectives:
  1. Lesson Content: definition poetry
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives: The student will review facts about current Core Knowledge topic. The student will correctly use commas in a series. The student will correctly use punctuation at the end of a sentence. The student will write a definition poem.
- A. Materials:
  1. Paper
  2. pencil
  3. Optional: may want to have paper with clip art
- B. Key Vocabulary: current Core Knowledge topic vocabulary
- C. Procedures:
  1. Introduction: Review current Core Knowledge topic vocabulary words by playing “Guess My Word.” The teacher reads the definition of a word and the students try to guess the correct word. The teacher explains the importance of defining things clearly. The teacher explains the format of a Definition Poem. (Appendix A)
  2. Group practice: The class writes a Definition Poem together.

3. Independent practice: The student will choose a vocabulary word and write a Definition Poem.
  4. Closure: Share poems. Place completed poems in Poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 4/28 Write for a variety of purposes and audiences.

#### **Lesson Four: Color Poems**

- A. Daily objectives:
1. Lesson Content: color poems
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives:
    - a. The student will write a Color Poem using complete sentences.
    - b. The student will use correct capitalization and punctuation.
- B. Materials:
1. Paper
  2. pencil
  3. old magazines or picture books
  4. bag of crayons
  5. overhead projector
  6. overhead projector sheets
  7. markers
- C. Key vocabulary: none necessary for this lesson (unless you want to teach synonyms for colors, Ex: scarlet instead of red)
- D. Procedures:
1. Introduction: Discuss favorite colors and the way that colors make you feel. (At this point, you may review previously taught Core Knowledge topics and see if a particular color brings to mind a particular Core Knowledge topic.) You may want to graph favorite colors or teach synonyms for common color names.
  2. Group practice: Have each team draw one crayon from the bag. Have the groups designate a recorder. Give each group a marker and overhead projector sheet. Instruct the class that each group has five minutes to complete a five sentence color poem about the color of crayon that they drew from the bag. Share and edit the poems when time is up.
  3. Independent practice: Write a color poem.
  4. Closure: Share poems. Place in poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 3/24 Use descriptive language

#### **Lesson Five: Shape Poem**

- A. Daily objectives:
1. Lesson Content: shape poem
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives:
    - a. The student will write a poem about a given shape which is correlated to the current Core Knowledge topic.
    - b. The student will use correct capitalization and punctuation.
- B. Materials:
1. Blank paper
  2. paper with printed shape (Viking ship, longhouse)

3. pencil
- C. Key vocabulary: Current Core Knowledge topic vocabulary
- D. Procedures:
  1. Introduction: Show and read the students an example of a shape poem.
  2. Group practice: Have the students trace their hand print on the blank paper. Brainstorm ideas for a poem about their hand. Have them write the poem as a class and copy it on their paper.
  3. Independent practice: Give the student the printed shape and have them write a poem around it.
  4. Closure: Share poems. Place in poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 4/4 Effectively express ideas in oral and written modes.

### **Lesson Six: Parts of Speech Poetry**

- A. Daily objective:
  1. Lesson Content: parts of speech poetry
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives: The student will identify the following parts of speech: article, noun, adjective, conjunction, verb, and adverb.
- B. Materials:
  1. Paper
  2. pencil
  3. dictionaries
- C. Key vocabulary: Current Core Knowledge topic vocabulary
- D. Procedures:
  1. Introduction: Review the parts of speech. Make a chart on the board and have the students give examples of articles, nouns, adjectives, conjunctions, verbs and adverbs. Explain the format of a Parts of Speech Poem. (Appendix A)
  2. Group practice: As a class, write a poem correlated to current Core Knowledge topic.
  3. Independent practice: The students write individual Parts of Speech Poems.
  4. Closure: Share poems. Place in poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 3/24 Use descriptive language

### **Lesson Seven: Diamonte**

- A. Daily objectives:
  1. Lesson Content: Diamonte poetry
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives:
    - a. The student will identify the following parts of speech: noun, adjective, and participle.
    - b. The student will identify antonyms.
    - c. The student will write a Diamonte poem.
- B. Materials:
  1. Paper
  2. pencil
  3. index cards containing pairs of antonyms (nouns)
- C. Key vocabulary: n/a

- D. Procedures:
  1. Introduction: Review antonyms. Have the students play “Antonym Memory” using index cards. Review nouns, adjectives and participles. Explain the format for a Diamonte poem. (Appendix A)
  2. Group practice: Write a class Diamonte.
  3. Independent practice: Have each student draw one card from the memory game and write a Diamonte beginning with that word.
  4. Closure: Share poems. Place in poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 3/18 Use a writing process to develop and refine skills.

### **Lesson Eight: Ode**

- A. Daily Objective:
  1. Lesson Content: ode
  2. Concept Objectives: The student will gain an understanding and appreciation of poetry.
  3. Skill Objectives: The student will write an Ode.
- B. Materials:
  1. Paper
  2. pencil
  3. copy of “Ode to Homework” (Appendix A)
- C. Key vocabulary: n/a
- D. Procedures:
  1. Introduction: Have the class brainstorm a list of things that they love and a list of things that they dislike. Read “Ode to Homework” aloud to class. Discuss the mood of the poem.
  2. Group practice: Choose something related to current Core Knowledge topic and write an Ode as a class.
  3. Independent practice: Write an Ode.
  4. Closure: Share poems. Place in poetry folder.
- E. Evaluation: Rubric
- F. Benchmarks: 3/18 Use a writing process to develop and refine skills.

## **VI. CULMINATING ACTIVITY**

Invite parents to a poetry reading reception. Each student may choose their favorite poem from the year to recite. Punch and cookies may be served afterwards.

## **VII. HANDOUTS/WORKSHEETS**

- A. Biographical Poem worksheet
- B. Haiku, Tanka, Lantern worksheet
- C. Definition Poem worksheet
- D. Parts of Speech Poem worksheet
- E. Diamonte worksheet
- F. Ode worksheet

## **VIII. BIBLIOGRAPHY**

- A. Teacher Resources
  - Fisk, Sally. Poetry Plus. Michigan: Instructional Fair, 1996, ISBN 1-56822-279-3
  - Orndoff, Eleanor. Poetry Patterns. California: Evan-Moor, 1990, ISBN 1-55799-176-6
  - Spellman, Linda. Poetry Party. California: Learning Works, 1981, ISBN 0-88160-038-5

B. Student Resources

The teacher should have available a wide selection of poetry books for the students to read and enjoy.

Appendix A

Biographical Poem

First name: \_\_\_\_\_  
Three adjectives: \_\_\_\_\_  
Son/Daughter of \_\_\_\_\_  
Much loved by \_\_\_\_\_  
Sibling of \_\_\_\_\_  
Wishes \_\_\_\_\_  
Wants to be a \_\_\_\_\_  
Who fears \_\_\_\_\_  
Who is afraid of \_\_\_\_\_  
Who feels \_\_\_\_\_  
Who gives \_\_\_\_\_  
Who would like to \_\_\_\_\_  
Lover of \_\_\_\_\_  
Resident of \_\_\_\_\_  
Last name: \_\_\_\_\_

**HAIKU**

**ERIC THE RED WAS (5)  
A BRAVE VIKING EXPLORER (7)  
HE FOUNDED GREENLAND (5)**

**TANKA**

**LEIF ERICSON WAS  
A VIKING SAILOR WHO SAILED  
WESTWARD FROM GREENLAND  
HE FOUND NORTH AMERICA  
BEFORE COLUMBUS.**

**LANTERN**

**SAIL  
VIKINGS  
SAIL ONWARD!  
DISCOVER LANDS,  
NEW**

### Definition Poetry

A definition poem gives a very brief definition or description of someone or something. It begins with a question. Next, it has one sentence which gives several facts about the topic and uses commas in a series. The poem ends with an exclamatory sentence. Here is an example:

Who was Pocahontas?

Pocahontas.....

was the daughter of Wahunsonacock (Powhatan),  
she helped the English settlers get food,  
she was kidnapped by the settlers,  
and later married an Englishman, John Rolfe.

That was Pocahontas!

Write your own definition poem:

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## Parts of Speech Poems

**Format:**

article (a, an, the) + noun  
adjective + conjunction (joining word) + adjective  
verb + conjunction + verb  
adverb  
noun (synonymous or relating to first noun)

**Example:**

A brain  
    Intelligent and wise  
Learn and store  
    Rapidly  
Computer.

Now write your own:

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### Diamonte

A Diamonte is fun and easy to write! In a Diamonte you begin with a noun (1<sup>st</sup>) and end with an opposite noun (2<sup>nd</sup>).

Format:

one noun

two adjectives (describing 1<sup>st</sup> noun)

three participles (ending in -ing, about 1<sup>st</sup> noun)

four nouns (two about 1<sup>st</sup> noun, two about 2<sup>nd</sup> noun)

three participles (ending in -ing, about 2<sup>nd</sup> noun)

two adjectives (describing 2<sup>nd</sup> noun)

one noun

Example:

Student  
Bright, smart  
Asking, learning, knowing  
Growth, change, development, wisdom  
Planning, studying, teaching  
Bright, smart  
Teacher

Write your own Diamonte:

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## Appendix A

An ode is a poem that speaks to someone or something with feelings of great respect and admiration. Writing an ode is easy! Just follow these simple steps:

1. Choose a topic to write about.
2. Brainstorm rhyming words and easy phrases that could be about your topic.
3. Put your ode together.

Here is an example of an ode:

### Homework

Homework, oh Homework,  
I love you, you're great!

As an evening activity,  
I think you're first-rate!

Homework, oh Homework,  
I can't get enough!

I love reading and writing  
And all that good stuff!

But, Homework, oh Homework,  
I just need to say....

Homework, dear Homework,  
It's April Fool's Day!  
--by Kim Iraggi

## Appendix A

POETRY RUBRIC

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

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

Poem: \_\_\_\_\_

Student

Teacher

Did I put my  
name and date  
on my paper?

Did I write  
neatly and form  
letters  
correctly?

Did I spell all  
words correctly?

Did I capitalize  
correctly?

Did I punctuate  
correctly?

Did I follow the  
correct format?

*Welcome to my third-grade class!  
I'm so glad you're here!  
I've made a bag of goodies,  
to help describe our year.  
The eraser is to let you know  
it's okay to make mistakes,  
we'll correct and learn from them  
no matter what it takes!  
The "Smarties" say I know you're smart,  
and really special, too.  
The "Lifesaver" is to remind you  
that I am here for you.  
The pencil grip represents work  
and learning that we'll do,  
because third-grade is very hard,  
but it's a lot of fun, too!  
The "Snickers" says we'll laugh alot,  
while traveling through grade three.  
The penny is to let you know  
you're valuable to me.*

*-----Mrs. Iraggi*