

STELLAR S.E.L.!



Excerpts Only

WRITE BRAINTM POETRY & FLOW-ETRY

A K-12 CREATIVE WRITING PROGRAM
IN THE CRAFT OF POETRY & SPOKEN WORD

INNOVATIVE PROJECT-BASED LITERACY

Lesson Plans & Activities

*Every student is a poet...
even though they may not know it!*

It's big to craft a poem.
It's truly no small thing.
When others read your poems,
it's to your words they'll cling.

Just write and get your thoughts out.
Make it special, take your time.
Play with language and with shapes.
Choose your words and make them rhyme.

Send readers on a journey,
full of feelings, sights, and sounds.
They'll get lost in your poems,
at the end of which they're found.

- written by
WRITE BRAINERS

This program is an inspiring and innovative approach that will engage your students as they develop vital skills and make meaningful connections to themselves, their peers, their ideas, and to these engaging experiences of whole student development!

This program does not require a certain timeframe for implementation. You can work it into any planned block to enhance and expand it, or you can build it into your schedule for implementation with flexible fidelity —

**Any Time of Year,
with Any Type of Learners...
AND Anytime of Day!**

POETRY & FLOW-ETRY

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WRiTE BRAiN POETRY & FLOW-ETRY

The WRiTE BRAiN POETRY & FLOW-ETRY PROGRAM enriches the WRiTE BRAiN curricula and gives students more opportunities to explore creative writing and expand their literacy skills. These POETRY POP-iNS can be used at any point throughout implementation. Poetry is meant to be fun and flexible! The main objective of the WRiTE BRAiN POETRY & FLOW-ETRY PROGRAM is to provide students with more literary tools and expose learners of all ages (Pre-K to 12 and even Adult Ed) to the various forms and structures of poetry.

If you are using the WRiTE BRAiN POETRY & FLOW-ETRY PROGRAM alongside our In School Curricula or Afterschool Program we have selected lesson plans that align with each of these poetry activities. The RECOMMENDED ALIGNMENT for each individual style of poetry will strengthen the “current moment” of the WRiTE BRAiN story-writing process. Please see the RECOMMENDED ALIGNMENT chart located on pages 8 and 9.

For example: ACROSTiCS are typically written using a person’s name and many students may be familiar with writing this style of poetry with their own name. During the **Character Development** lesson plans, creating acrostic poems for their characters is a fun and engaging way for students to strengthen their character development skills. Students will create new attributes for the characters they are writing about and in turn make their stories stronger.

The **SCHOOL-TO-HOME CONNECTION** (Optional) allows for extra time for students to engage with and discover poetry in a real-world context. For additional poetry exposure, educators can assign students tasks or projects to do at home. *Encourage students to write poems outside of the classroom!* These additional poems can be shared aloud with the class or the activities can take place within the classroom if time permits. All of these activities can be completed using WRiTE BRAiN Story Mats or Story Cards.

Educator’s Note: *When introducing poetry and different styles of poems to students you are encouraged to bring in samples.*

Famous children’s poets/authors include:

- Shel Silverstein
- Dr. Seuss
- Roald Dahl
- A.A. Milne

**“Children seem naturally drawn to poetry -
it’s some combination of the rhyme, rhythm and the words themselves.”**

JACK PRELUTSKY

Concrete Poems

POETIC HISTORY: A concrete poem is a poem that takes the shape of the object it is describing. For example, in a concrete poem about an airplane the words on the page are arranged to look like an airplane. Concrete poems are descriptive poems. They are a fun way to introduce form to students, as the word choices are limited depending on the shape of the object.

Extended Value

Concrete poems engage spatial learners. Drawing and thinking of words in terms of structure and form connects poetry to STEM and enhances STEAM education. The act of tracing increases fine motor skills and encourages students to think of objects with regard to dimensions.

Materials: Tracing paper, Pencils, WRiTE BRAiN Wordless Books, Story Mats or Story Cards

Activity:

- Have students flip through their wordless books, focusing on the illustrations they see. Ask them to notice any recurring images. *Note: This activity can also be completed using Story Mats or Story Cards.*
- Describe to students what a “concrete” image is and tell them that they will be tracing an image and writing a poem within the outline.

- Explain that concrete poems are meant to describe the object they are taking the shape of.
- Have students select one element within their illustration that is large enough to trace.
- (If students choose an image too small to trace, they can free-hand draw it.)
- Students will trace the outline of their chosen image.
- Using their drawing as the subject of their poem, have students create a poem within the lines of their shape.

Example Poem: See poem below.



SCHOOL-TO-HOME CONNECTION:

Have students find an object in their house that they would like to write a concrete poem about. Then, focusing on word choice and form, students will create a concrete poem to describe the object they have chosen.

Examples include: a lamp, the refrigerator in their kitchen, a pet.

Does
he
think, feel, worry
or
love?

Orangefish
Sampson is not gold.
His scales are a dark orange that
Shimmer in the light. His expression is
Unchanging, which makes me think he's depressed.
I cannot complain about Sampson, except
To say that he doesn't make me feel
Heard. Sampson is a goldfish.
He is a good fish, but he
Is not gold.

Acrostics

POETIC HISTORY: Acrostics are poems where a word (such as a person's name) is written vertically down the side of a page and each letter is used to begin a line of the poem. An acrostic usually does not rhyme, but like all poems, it can! An acrostic is a form of descriptive poetry and is used to characterize or describe the chosen word or person.

Extended Value

Acrostics are typically written using names. This is a great icebreaker when placing students into new groups, introducing a new student, or at the beginning of the school year. Use this style of poetry as a Social-Emotional component to your program and have students get to know one another by asking their classmates questions and writing acrostic poems about one another.

Materials: Blank paper, Pencils, Wordless Books, Graphic Organizers, Adjective Alley Word Sheets

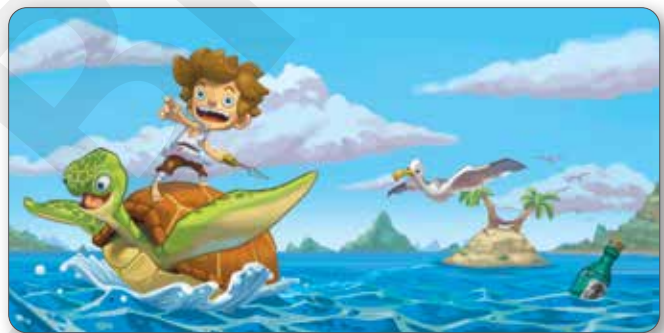
Activity:

- Have students choose one of the characters from their story to write a poem about.
- Ask each student to write the name of their character vertically down the side of a blank piece of paper.
- Use each letter of the character's name to write a word or sentence describing that character. *In the lower grades, students can do this activity by writing one adjective per letter/line to describe their character.*
- Have students use the **Adjective Alley Word Sheet**.
- In older grades, or as a challenge to younger poets, have students write one full line of the poem per letter. These lines can work together to create one longer poem that fully describes their character. If they are feeling inspired, they can add a last name!*
- For added time or for an additional activity, students can create an acrostic poem for an **adjective** describing a character instead of the character's name.

Example Poems:

Sleepy
Little
Icky
Messy
Enchanting

Boyish witty and handsome
Really likes to play
One of a kind and always asking questions
The reason why I giggle
Here for you forever
Everyday I think of how much I love you
Reminding me to be humble
Sometimes annoying, but always loyal



Tommy the turtle glides
Over waves
Majestic
Magical
Young and full of life
THE
Tiny turtle is eager to swim
Under the ocean's surface
Racing the waves with his
Tenacious companion
Leo riding on his back!
Even the best swimmers cannot compete!

SCHOOL-TO-HOME CONNECTION:

Encourage students to write an acrostic poem using the name of one of their friends or family members. What are their friend's or family member's thoughts, feelings, hopes, fears, and physical characteristics? Can students use new adjectives to describe their friend or family member? Is their friend or family member similar to any of the characters in their story?

Notes

Handwriting practice lines consisting of multiple horizontal dotted lines for writing.



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