

Writing a Poem

4th-5th grades

Overview

In this build series, students will discuss their understanding of alternative forms of writing. They will talk about a poem they like and explain why it appeals to them. They will also consider what the author hoped to accomplish and discuss how they prepare to write a poem.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Reading for Literature:

- Determining the theme of a story, drama, or poem from details in the text.

Reading: Foundational Skills

- Reading on-level text with purpose and understanding.
- Reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing:

- Composing an opinion on topics or texts, supporting a point of view with reasons and/or information.
- Recalling information from experience or gathering information from print and digital sources.

Language:

- Using knowledge of language and its conventions when writing, speaking, reading, and listening.
- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.
- Acquiring and using grade-appropriate, domain-specific words and phrases.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *poem*, *poet*, and *poetry*.
- Focusing on a particular poem, series of poems, or author.
- Reading and discussing a variety of styles and forms of poetry. It is a good idea to examine such styles as rhyming, free verse, haiku, and limerick.

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.



Vocabulary:

- **poem:** a kind of writing, usually in verse, that uses words chosen for their sounds, beauty, and meaning
- **poet:** a writer of poems
- **poetry:** a piece of literature written with techniques such as meter, metaphor, and rhyme

Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

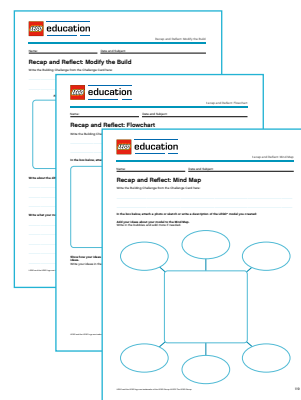
Extensions

After completing the build series, encourage further learning by:

- Constructing a “tool kit” of what a poet would use and why (rhythm, rhyme, description). This may be made into a collage, book, or physical collection of objects that represent different “tools.” (Language Arts, Visual Arts)
- Comparing simple poems from various eras or different parts of the world. (Social Studies)
- Exploring the links between poetry and music by studying the lyrics to a popular song and repeating these build challenges and identifying and discussing some of the song's poetic elements. (Music)

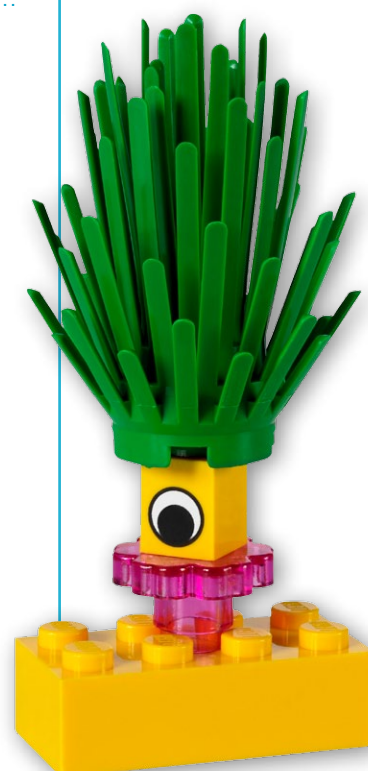
Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Writing a Poem

1 Think about



These four building tasks will help you express your thoughts and ideas about poetry.

Build: Build a model that represents a poem that you like.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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4th-5th grades

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Topic: Writing a Poem

2 Remember



Now that you've thought about a specific example, it is useful to recall what made you think it was interesting or entertaining.

Build: Build a model that represents what you like about this poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Topic: Writing a Poem

3 Imagine



Now you will use your imagination and creativity to think about the poet who wrote this poem.

Build: Build a model that represents why you think the author wrote this poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Topic: Writing a Poem

4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents something important you should think about when writing a poem.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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