

# 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:

---

---

---

---

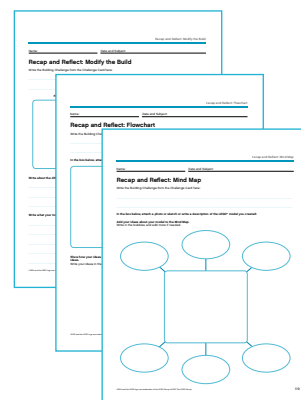
### Notes:

---

---

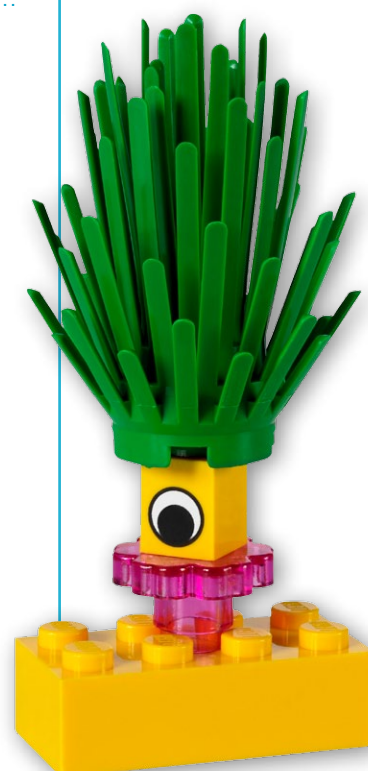
---

---



#### 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.



Language Arts, Writing a Poem,  
4th-5th grades

©2012 The LEGO Group.

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.



Language Arts, Writing a Poem,  
4th-5th grades

©2012 The LEGO Group.

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.



Language Arts, Writing a Poem,  
4th-5th grades

©2012 The LEGO Group.

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.



Language Arts, Writing a Poem,  
4th-5th grades

©2012 The LEGO Group.