

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Introduction to Poetry

Suggested grade/age: 2nd Grade

Approximate time needed to complete lesson: 60 minutes

Learning objective(s) and significance of lesson:

Learning Objective: *I can see the world like a poet.*

This lesson incorporates our recommended curriculum, Lucy Calkins, into the writer's Workshop Framework in an effective way. The Gradual Release of Responsibility model (supported by Writer's Workshop) helps scaffold information in meaningful ways to give students the necessary practice they need to master writing strategies. The activities produced from the lesson can be used as an informal pre-assessment for teachers to gauge student understanding and also give direction for instruction and grouping of students. This lesson provides students with many opportunities to talk, share, collaborate, and learn from one another increasing vocabulary and language development. Lastly this lesson hits the following Minnesota Common Core State Standards: 2.1.4.4 & 2.6.5.6

Brief summary/outline of lesson:

Mini Lesson (10-15 minutes)

- Teacher introduces poetry to students. "Poets see the world in fresh new ways."
- Then have students describe what a pencil sharpener looks like in a Think Pair Share. Teacher then reads the poem Pencil Sharpener by Zoe Ryder White and has students share how the poet sees a pencil sharpener in a "fresh new way"
- Do the same activity with the poem The Ceiling by Zoe Ryder White

Guided Practice (5 minutes)

- Show students a picture or actual pencil. Think out loud about how you would describe it like a poet would.
 - *"I know pencils are made out of wood, so this pencil reminds me of a tree because tress are made out of wood too. Hmmm, let me think about how I can see the pencil in a fresh new way. How about, The Pencil smells like a forest. Because forests are made out of trees too."*
- Students Think Pair Share with their neighbors to describe the pencil using their 5 senses

****Extended Practice (15-20 minutes)**

- Students receive mystery bags on small groups. Each group is supposed to look at the everyday object inside and describe it using their senses like a poet would. They should write down how they describe the object in their writer's notebook.

Independent Writing/Conference (20 minutes)

- Students take their writing from the extended practice and continue to work on developing it into a poem (I don't expect 2nd graders to be able to do this). Students should add more ideas, AND draw an illustration. Point out the sometimes illustrations provide more to write about.

Closure/Sharing (5-10 minutes)

- Students should share their writing with someone in the classroom. They can share their illustration, a few words, or their entire writing.

Or

- Share a few students' writing using a writer's chair, whole group.

** Extended practice is not typical of Writer's Workshop Framework, however it is included in this lesson to help students practice the strategy in small groups.

Related Resources:

Crafting Writers K-6, Elizabeth Hale

Writing Workshop the Essential Guide, Ralph Fletcher

Awakening the Heart: Exploring Poetry in Elementary and Middle School, Georgia Heard

Units of Study for Primary Writing, Lucy Calkins (curriculum)

Possible extensions or adaptations for different purposes/student needs:

- If students are struggling on using their imagination, make a chart comparing the difference between how a poet describes something versus a scientist.

Scientist's Notes on a Leaf	Poet's Notes on a Leaf
One inch long, three inches wide	Tiny enough to be a tree for a village of snails
Sawtooth Edge	It's as if someone scissored the edges to make them pretty
Dark green on one side	Painted a deep forest green

For additional information, contact: **ENTER YOUR EMAIL HERE**

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