

**INTRODUCTION TO POETRY:** I can identify poetry  
and explain why authors write  
in poetic form by  
appreciating the art form of  
poetry, making  
personal connections and  
collecting interesting poems.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently



**Connection:** Today I want to introduce to you poetry by sharing a couple of my favorite poems. Listen carefully and read along silently as I read “Soap Bubbles” by Valerie Worth. I am going to read it twice to an idea of what Valerie is trying to tell me. Then a second time, to give myself a chance to really think about what she has to say. It is very important to read poems more than once. No one can get the full meaning of ANY poem by only reading it one time!

## How will you be assessed today?

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**CONNECTION:**

Soap Bubble

The soap bubble's  
Great soft sphere  
Bends out of shape  
On the air,  
Leans, rounds again.  
Rises, shivering, heavy,  
A planer revolving  
Hollow and clear,  
Mapped with  
Rainbows, streaming,  
Curled: seeming  
A world too splendid  
To snap, dribble,  
And disappear.



**1st Read:** Ok, so I know that Valerie is describing bubbles and using a lot of other things to show (not tell) what they look like.

**2nd Read:** Hmm, as I was reading the second time, some of the words she used really struck me. Like how she compared a bubble to the planet and how it is 'mapped with rainbows'. That really made me able to picture the special part of a bubble that has all of those beautiful colors.

I love this poem because it made me think about bubbles in a way I never had before! That is one of the many things poetry can do for us!

Poetry can come in many forms. "Soap Bubbles" was describing what bubbles look like.

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Other poems, tell a story. This poem called “Speech” by Jim Daniels tells a story about when Jim was younger and had to learn how to speak without slurring his words. Listen as I read and think about the story it tells.

Read the poem and the narrative about the poem. Discuss with your class the insecurities that Jim felt and how writing felt safe for him.

Today I am going to teach you how to brainstorm ideas for wonderful poems like Valerie and Jim wrote by sharing with you some of where our inspiration for poems comes from. Each of these inspirations will help you open up to the poet inside of you.

Speech Class (for Joe)

Jim Daniels

We were outcasts –  
you with your stutters,  
me with my slurring –  
and that was plenty for a friendship.

When we left class to go to the therapist  
we hoped they wouldn't laugh –  
took turns reminding the teacher:  
“Me and Joe have to go t shpeesh clash now.”  
or “M-m-me and J-Jim ha-have to go to  
s-s-speech now.”

Mrs. Clark, therapist, was also god, friend, mother.  
Once she took us to the zoo on a field trip:  
“Aw, ya gonna go look at the monkeys?”  
“Maybe they'll teach you how to talk.”  
We clenched teeth and went  
and felt the sun and fed the animals  
and we were a family of broken words.

For years we both tried so hard  
and I finally learned  
where to put my tongue and how to make the sounds  
and graduated,  
but the first time you left class without me  
I felt that punch in the gut –  
I felt like a deserter  
and wanted you  
to have my voice.

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## Teach

First of all, let's look at the different poetry posters. They will let us know the different kinds of poems we can write. Then you will watch me as I choose a Poetry Poster and start to write the first thing that comes to my mind. I am not worried about if it sounds right, or if it even makes sense. These are just ideas that I will pull from later



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## Observation Poems

Poems about  
things you see  
when you walk  
out the door.  
Maybe  
something you  
see a lot.

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## Concerns

Poems about  
worries or  
concerns at  
home, things  
you see on  
the news,  
things you see  
around you

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# Memories Poems

Poems about  
your favorite  
memories.  
Close your  
eyes, what do  
you see?  
What can you  
remember?



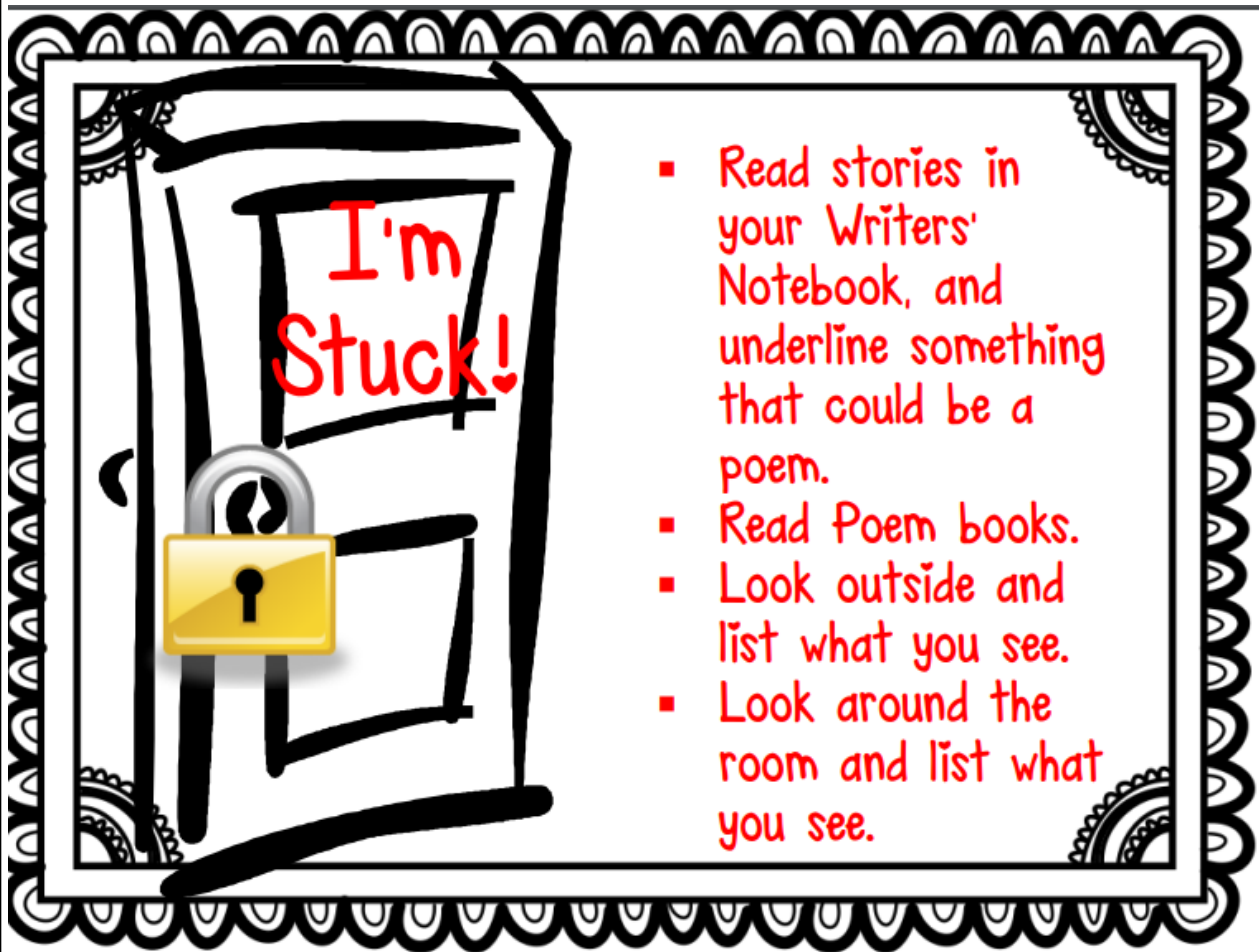
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**Curiosity  
Poems**

Poems that ask questions about our Earth, your life, school, etc. What do you want to know about?

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(Think Aloud)

1. First, I am going to choose what Poetry Poster I want to use. I am thinking that I might choose the Curiosity Poster because I always have questions about the things I am seeing.
2. Next, I am going to think about what I see or have seen during the days. I walk around my neighborhood a lot. Every time I walk home from the gym, I walk by people who are eating outside and I always see people eating outside and I always wondered what made those people want to get together. How do they know each other? Why are they together? Are they longtime friends? Are they family members?
3. Now, I am going to take one of those questions and I am going to answer it. Since poetry is one of my favorite forms of creativity, I am going to make up my answers and just write.

**AND IT GOES LIKE THIS... Why are those people together?  
Son has been in college for weeks.  
Dad just came to visit from home.  
And they discuss sports and grades.  
Dad always cared a lot about grades, more than anything.  
“Did you do well on your first test?”  
Son’s eyes lower in shame.  
He got a low grade on a Science test  
That Science test was hard**

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Ok, great! I just wrote what first came to my mind. It was like a story unfolding. There are some things I might change, but not now. I will save my changes for later when I am focusing on this poem. Right now, I am just brainstorming and free writing thoughts.

Active engagement: turn and talk to a partner, envision how it might go or try something quickly-Now, writers, it's your turn to try. I want you to first choose a Poetry Poster to use as inspiration and then start to list ideas about the poster. Next, take one of the ideas and expand it by free writing your thoughts.

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Link: I will be looking for 2-3 writers' work to share with the rest of the class. Please work hard so you can raise your hand to share at the end of the lesson.

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**Mid-workshop interruption: Writers, remember that you are free writing, so do not worry about it coming out perfectly. These are all just ideas for future poems.**



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Share: Bring students together and share the poem, “It was the paper and me. The paper that didn’t make fun of what I said or how I said it.” Jim Daniels  
So as we were writing, I saw such beautiful poems in the making! I feel that it is really important for us to be able to share our writing and feel SAFE in the classroom to do so. Then, I thought about Jim Daniels. Jim felt safe to share his feelings and thoughts on paper as opposed to telling his friends. I think that we could be each others’ paper. What do you think I mean by that?

\*Hold classroom discussion. – goal being that the students are sure to make each other comfortable to share writing in class with everyone.

**HOMEWORK: TRY WRITING ANOTHER POEM. ALSO, BRING A FAVORITE POEM TO CLASS AND BE PREPARED TO SHARE WHAT MAKES IT SPECIAL TO YOU.**

