Poetry Slam

1. Question & Research Task

Poetry is a way of expressing language creatively. It is a celebration of words that convey thoughts and emotions. Poetry is fun to read, write, and listen to!

Think about what you learned about poetry in 3rd grade. Click the picture on the right to watch a BrainPOP video about poetry and activate your background knowledge.

From: gab051474@myefunspace.com
To: queries@brainpop.com
Subject: poetry

Dear Tim and Moby,

What can you tell me about poetry?

Gabriela

Click the image to view a BrainPop video about poetry.

Image Source: BrainPOP

As you research, keep the following questions in mind:
- What are the different **forms** of poetry?
- How can we write poetry in a way that encourages readers to **visualize** in order to help them understand what they're reading?

**You may need to login to databases by clicking BCPS Digital Content in the Apps Portal.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does a poem's structure create visual images and meaning for readers?

2. Information Sources

Choose several of the sources linked here to complete the Student Activity on Slide 3. Use the graphic organizer provided in class to take notes.

Conventions of Poetry

- What is poetry? (GALE InContext Elementary)
- Conventions of Poetry (Discovery Education)
- Types of Poetry (Penguin Books Article)
- Poetry Terms (Young Writers)

Review Visualization

- Visualizing (Into the Book- *click "Skip Login")
- How to Read and Understand Poetry (Discovery Education)

Build Atmosphere

- Mood and Tone (Discovery Education)
- Mood and Tone (BrainPOP)

Forms of Poetry

Haiku

- How to Write a Haiku (Ken Nesbitt)
- Haiku (GALE InContext Elementary)
- Haiku Interactive Poem (Read Write Think)

Shape or Concrete Poems

- How to Write a Concrete Poem (Ken Nesbitt)
- Shape Poems (Study.com)
- Shape (Theme) Poems (Read Write Think)

Couplets/Quatrains

- What are Rhyming Couplets? (Young Writers)
- Quatrain (Creative Communication)
- Couplets & Quatrains (Writing Forward)

**You may need to authenticate database links by clicking BCPS Digital Content in the Apps Portal.

3. Student Activity

Think about the different types of poems. Use the brainstorming sheets linked below to help you create poetry of your own.

- Haiku Starter (Google Doc- ReadWriteThink)

- Haikus (Google Doc)

- Theme (Shape) Poems (ReadWriteThink)

- Shape Poems (Google Doc)

- Couplets and Quatrains (Google Doc)

Think about :

- Music that would best reflect the mood of your poems.

- Illustrations that would best express the meaning of your poems.

Use the online rhyming generator Rhyme Zone if you need help.

Image Source: Pixabay

4. Assessment Activity

Think back to the drafts of the poems you wrote previously.

Use the Wixie template your teacher has assigned to you in order to create your very own poetry book.

Be sure to include:
- A title for each poem.
- Graphics/Pictures to illustrate each poem.
- Optional: Record yourself reading each poem.

After you finish your poetry book, create a Wixie slideshow.

Directions for Adding Music
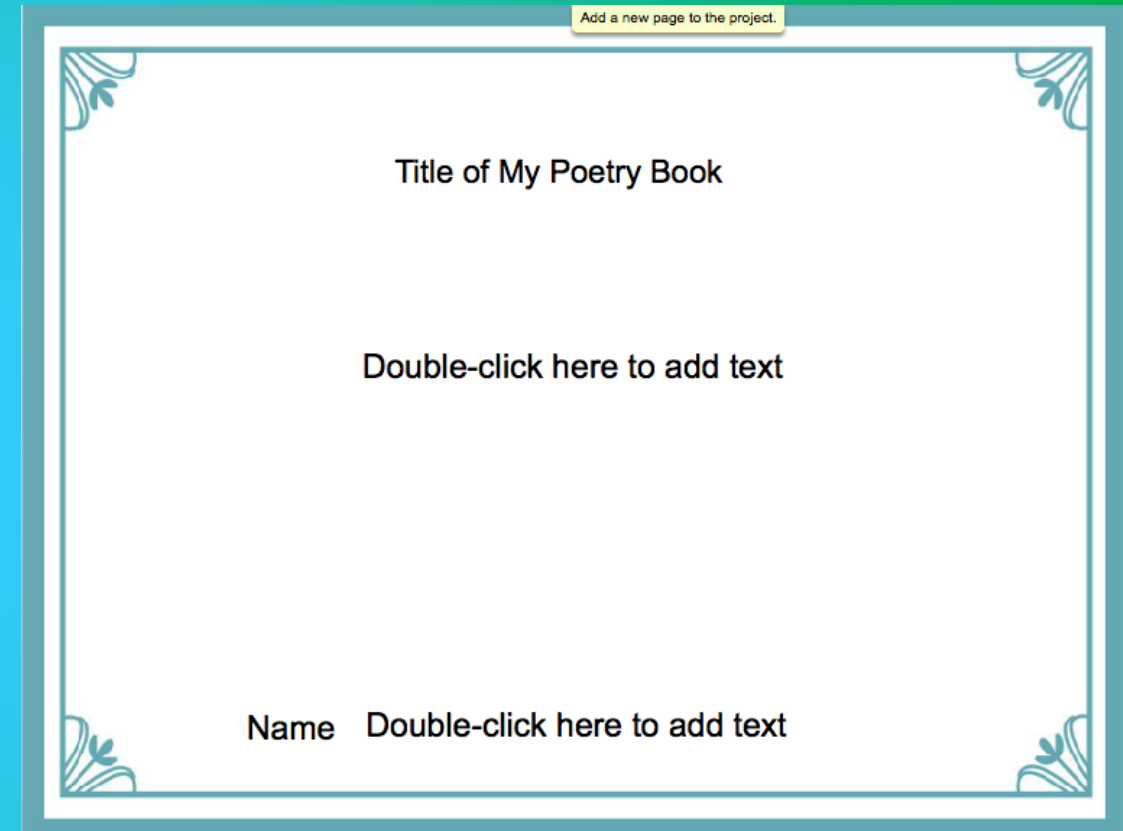
Use this rubric to view success criteria for your poems.

Add a new page to the project.

Title of My Poetry Book

Double-click here to add text

Name   Double-click here to add text

Image Source: Wixie

How does a poem's structure create visual images and meaning for readers?

5. Enrichment Activities

Did you know that Baltimore County has two poetry competitions?

Team BCPS Haiku Contest

Baltimore Reading Council's Young Author's Contest

Image Source: Baltimore Reading Council

What is a Poetry Slam?

A poetry slam is a showcase for performing original poems.

What are the rules?

Though rules vary from slam to slam, the basic rules are as follows:

- Each poem must be the poet's own original work.

- Each poet gets three minutes to read his/her poems.

- The poet may not use props or costumes.

What does the audience do?

The audience supports/applauds the poets by snapping their fingers.

6. Teacher Resources

Grade 4 Library Media: Poetry Slam

Objective: Students will conduct brief, focused research in order to identify and explain how the rules and structures of various forms of poetry help readers better visualize and comprehend given poems.

Time Frame: Four 50-minute class periods

Differentiation strategies for this lesson:
- Have students use learning supports provided in any BCPS Digital Content in the Apps Portal included in this lesson.
- Refer to Digital Content Snapshot/Support pages as needed.
- Consider printing all graphic organizers on Slide 4 prior to instruction.

Notes to the teacher:
- Students must use the learning supports provided in any BCPS Digital Content in the Apps Portal to access digital content and tools such as Wixie.
- Assign the Poetry Book template in Wixie prior to the last lesson. .
- Direct links to BrainPOP will not work in the PowerPoint version of this Slam Dunk; however, it will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.
- YouTube Videos must be displayed to the whole class using the teacher's account.
- A note-taking graphic organizer is available for the research portion of this Slam Dunk. It is linked in the lesson plan for day 2 of this unit. **There is no link to this note-taker in the Slam Dunk itself.**
- Poetry form planning worksheets have been provided as Google documents to aid students in writing their poems. Use of these planning worksheets is optional for the final product. Consider printing these materials prior to instruction.
- See lesson plan guide for assessment presentation options.
- Assign the Poetry Book template in Wixie prior to the last lesson.
- Consider using the Schoology Assignment Apps feature to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

   I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

   I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

   I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

   I.D.2 Engaging in sustained inquiry.