

```html

# Lesson Plan: The Poetry Superpower

**Subject: English Language Arts**

**Grade Level: 4th-5th (Age 10)**

**Time Allotment: 60-75 minutes**

## Materials Needed

- Whiteboard or large sheet of paper
- Markers or pens
- Several sheets of plain and colored paper
- Pencils, colored pencils, or markers for writing and illustrating
- A few printed examples of simple Haiku, Acrostic, and Free Verse poems (easily found online)
- Optional: A fun hat to be the "Poet's Hat"
- Optional: A "Feeling Words" list or chart

## Learning Objectives

By the end of this lesson, the student will be able to:

- Identify and describe the basic rules of at least three poetic forms: Haiku, Acrostic, and Free Verse.
- Analyze a short, simple poem to identify the mood or feeling it conveys.
- Create at least two original poems using different forms to express a specific feeling, memory, or idea.

## Alignment with Standards (Example based on Common Core ELA Grade 5)

- **CCSS.ELA-LITERACY.RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CCSS.ELA-LITERACY.W.5.3.D:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-LITERACY.W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

---

## Lesson Procedure

### Part 1: The Spark - What is Poetry? (10 minutes)

1. **Hook - Feeling Words Brainstorm:** Start by asking, "If the color blue had a feeling, what would it be? What about a thunderstorm? Or the smell of cookies baking?" Write the student's answers on the whiteboard. Explain that poets do this all the time—they connect feelings to objects, sounds, and ideas.
2. **Introduce the "Superpower":** Tell the student, "Poetry is like a superpower. It lets you capture a feeling, a memory, or a big idea and share it with someone else using just a few carefully chosen words. Today, you are going to learn how to use this superpower."

## Part 2: Learning the Secret Codes - Types of Poems (15 minutes)

Briefly introduce three poetic forms, using simple examples. Focus on the "rules" of each as a fun challenge, not a strict test.

### 1. Acrostic Poem:

- **The Code:** Write a word vertically down the page. Each letter of that word starts a new line or phrase that describes the word.
- **Example:** Show an acrostic poem for a simple word like "SUN" or the student's name. Work together to create one for a word like "HOME" on the whiteboard.

### 2. Haiku:

- **The Code:** It's a short poem from Japan about nature or a specific moment. It has a special syllable pattern: **5 syllables** in the first line, **7 syllables** in the second, and **5 syllables** in the third. (Clap out the syllables together to practice.)
- **Example:** Read a simple haiku like, "Green grass is growing / A warm sun shines on my face / Spring is finally here." Count the syllables together.

### 3. Free Verse:

- **The Code:** This is the rule-breaker! Free verse poetry has no set rhythm, rhyme, or pattern. It's all about expressing an idea or feeling in a way that sounds like natural speech. The poet decides where to break the lines to create emphasis.
- **Example:** Read a short, simple free verse poem. Point out how some lines are short and others are long, and how that makes you feel as a reader.

## Part 3: The Poetry Creation Station (25-35 minutes)

This is the core creative activity. Frame it as their workshop to practice their new superpower.

1. **Set the Scene:** Lay out the colored paper, pens, and markers. Present the optional "Poet's Hat." Say, "Welcome to the Poetry Creation Station! Your mission is to write at least two poems, each using a different 'secret code' we learned."
2. **Choose a Topic/Feeling:** Encourage the student to pick a topic that is important to them. Refer back to the "Feeling Words" brainstorm. Prompting questions could include:
  - "What is your favorite memory?"
  - "How do you feel on a rainy day?"
  - "What's something you find funny or silly?"
  - "Describe your favorite animal without saying its name."
3. **Create!:** Let the student work independently. Be available as a guide to help count syllables for a haiku, brainstorm words for an acrostic, or offer encouragement for their free verse. Remind them that it doesn't have to be perfect—it just has to be theirs.
4. **Illustrate:** Once a poem is written, encourage them to add a small drawing that matches the mood of their poem.

## Part 4: Poet's Showcase & Reflection (10 minutes)

1. **Share:** Ask the student to share one or both of their new poems. Applaud their creativity and effort. Ask a follow-up question like, "What feeling were you hoping to share in that poem?" or "Which line is your favorite?"
2. **Wrap-up Discussion (Formative Assessment):**
  - "Which type of poetry was your favorite to write? Why?"
  - "When might you use this 'poetry superpower' again?"
  - "What's one thing you learned about poetry today that surprised you?"

## Differentiation and Inclusivity

- **For Support:** Provide a "word bank" with vivid verbs, adjectives, and feeling words. Start with the acrostic form, as it is often the most straightforward. Work collaboratively on the first poem if needed.
- **For Extension/Challenge:** Encourage the student to incorporate figurative language, like a simile ("the sun was like a giant orange") or a metaphor. They could also try a rhyming form like a simple AABB couplet or a limerick.

## Assessment Methods

- **Formative (Ongoing):**
  - Observe student's participation in the opening brainstorm and discussion.
  - Listen to their analysis of the example poems to check for understanding of mood.
  - Check in during the "Creation Station" to see if they are applying the "rules" of their chosen poetic form.
- **Summative (End of Lesson):**
  - The student's completed two poems will serve as the primary assessment, demonstrating their ability to use poetic forms to express an idea (Meeting Learning Objective #3).
  - The closing "Poet's Showcase" and reflection questions will assess their ability to identify the forms and discuss the mood of their work (Meeting Learning Objectives #1 & #2).

...