

Winter Poems

Overview

Students will use write a winter poem after going outside and experiencing winter weather.

**Lesson
Planner**

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| Time Required | 1 hour |
| Key Concepts/Terms | Senses, Metaphor, Simile, Adjective, Personification, Hyperbole, Cinquain, Haiku |
| Prerequisites | <ul style="list-style-type: none">• Knowledge of expectations for outdoor classroom conduct• Knowledge of concept maps.• Types of poems• Types of descriptive language |
| Setting | <ul style="list-style-type: none">• 10-minute field study outside• Remainder of lesson inside |

Standards**MD VSC 5th Grade Reading/Language Arts**

- 4.1. Compose texts using the prewriting and drafting strategies of effective writers and speakers
- 4.2.b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language
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Objectives

Students will complete a graphic organizer and write a poem in order to describe winter using as much descriptive language as possible.

**Materials
Required**

- Paper for taking notes outside
 - Pencils
 - Chart paper
 - Multiple class sets of colored utensils (i.e. 20 red markers, 20 blue markers, 20 purple markers, etc.)
 - Clipboards with notepaper or notebooks
 - Lined paper for writing description
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Background Information

At this point in their writing classes, students are moving into poetry and will begin by writing a winter poem.

Some types of descriptive language that students can be encouraged to use:

- Imagery – using words and phrases that appeal to the senses
- Simile, Metaphor, Hyperbole, Personification
- Alliteration

Some types of poetry students can be encouraged to use:

- Cinquain
 - Haiku
 - Rhyming
 - Shape
 - Free verse
 - Acrostic
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Procedure

Follow the steps in the table below to conduct the activity. **Sentences in bold are suggestions for what teachers might say to students.** *Items in italics are possible teacher answers to questions.*

| Phase | Step | Action |
|---------------|----------|--|
| Engage | 1 | <p><u>Ten Minute Exercise</u>: Introduction to concept maps/outdoor learning.</p> <p>If students are unfamiliar with concept maps and/or using the schoolyard as a classroom, begin by creating a concept map together as a class to go over rules and expectations for learning outside.</p> <p>As you go through the concept map, think aloud for how you are choosing where to draw your bubbles to connect different concepts on the map. For instance,</p> <p>“I am going to write the idea first and then put a bubble around it to make sure my bubble isn’t too big or too small for my information.”</p> <p>Or</p> <p>“I am going to connect this idea to that one instead of the main topic since they are related.”</p> <p>Or</p> <p>“That’s a good idea! Where would you connect that idea on our concept map?”</p> <p>Have in mind some expectations for outdoor learning specific to your schoolyard that you want to be sure students include. For instance,</p> <ul style="list-style-type: none"> • <i>Regular school rules still apply (respect each other, listen to the speaker, follow directions, etc.)</i> • <i>No yelling, screaming, tapping on/waving into windows that will disrupt class learning inside the school building.</i> • <i>“Look, learn, and let go” when you see insects.</i> |

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| | 2 | <p><u>Concept Map (10 Minutes)</u></p> <p>On the board, present to students (or have them volunteer) types of descriptive language they can learn. The list can include:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Imagery • Alliteration • Personification • Hyperbole • Adjectives <p>“You will be creating a concept map of descriptive words and phrases about winter.”</p> |
| Explore | 3 | <p><u>Directions (5 minutes)</u></p> <p>“Outside, take notes about ways to describe winter.”</p> |
| | 4 | <p><u>10-Minute Field Study</u></p> <p>Bring students outside. Keep track of the time, giving students ample warning for when it’s time to head back in. Perhaps take students on a walk, pausing every minute or so, encouraging students to use their senses and their imagination to describe winter weather.</p> |
| Explain | 5 | <p><u>Concept Maps (10 minutes)</u></p> <p>Once back in the classroom, have students add to their concept maps ways to describe winter that they took notes on outside. Encourage students to label their descriptions – is it a simile, alliteration, an adjective? They should add what they came up with outside and continue adding new ideas that they come up with.</p> <p>Choose one or more types of descriptive language to introduce to students and have them brainstorm in their groups ways to use that type to describe winter.</p> |

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| Evaluate | 6 | <p><u>Writing (10 minutes)</u></p> <p>Students should now have an opportunity to write a poem about winter. They should use the ideas from their concept map, their graphic organizer. They can write one piece together as a group or individual pieces.</p> <p>Types of poems:</p> <ul style="list-style-type: none"> • Acrostic • Rhyming • Free Verse • Cinquain • Haiku • Shape |
| | 7 | <p><u>Sharing (5 minutes)</u></p> <p>Student groups should have a chance to share their organizers and/or the poems they came up with.</p> <p>As a follow-up, artists can have a chance to illustrate their descriptions.</p> |

Vocabulary

Understanding of the following terms is required in this activity.

| Term | Definition |
|-----------------|---|
| Simile | A comparison of two things using like or as. |
| Metaphor | A comparison of two things without using like or as. |
| Imagery | Words or phrases that appeal to the senses. |
| Alliteration | Repeated consonant sounds at the beginning of words or within words. |
| Personification | Giving something that is not human, human characteristics. |
| Adjective | A part of speech that describes something. |
| Hyperbole | An exaggeration not used to mislead but to emphasize a point or description. |
| Cinquain | Poetry with five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has two words that express the feeling, and line 5 has one word which recalls the title. |

| | |
|-------|--|
| Haiku | A Japanese poem composed of three unrhymed lines of five, seven, and five syllables, usually containing a season word. |
| Shape | Poetry written in the shape or form of an object. |

Written by Christa Haverly



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Name: _____

Date: _____

Some Forms of Poetry

Acrostic – The first letter of each line spells out a word or phrase central to the poem. Experiment with rhyming, descriptive language, or phrasing in these!

Nature is
Awesome,
True but it is also
Unique and
Relaxing and very
Exciting

by Aileen, 10, Maple Crest Public School, Canada

Rhyming – A poem in which the end syllables of each line rhyme. These poems often have rhythm as well.

I Miss You

I miss you in the morning;
I miss you late at night.
Just to think about you
Is my joy and my delight.
I can't wait to see you;
Please hurry and come back.
You always make me happy;
You have that special knack!
By Joanna Fuchs

Haiku – A Japanese poem composed of three unrhymed lines of five, seven, and five syllables, usually containing a season word.

a haiku
by raghad

clouds

clouds white and puffy
soar through the air gracefully
clouds I wish to touch

Name: _____

Date: _____

Free Verse – Free from form. Does not have to rhyme, does not need punctuation, does not need capital letters, etc. Experiment with where to break your lines – what message can you send with taking this control?

Autumn
by Fern

Wind
Blowing briskly
Leaves fall
From
The
Trees
We rake
Colored leaves
In
A
Big
Pile.

And jump.

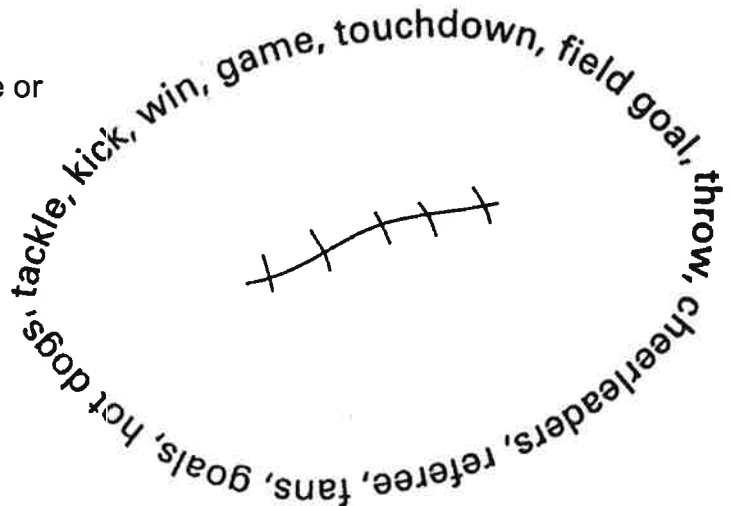
Cinquain – Poetry with five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has two words that express the feeling, and line 5 has one word which recalls the title (not a repeat of the title; rather, a synonym or another way of interpreting the title).

Bubbles
by Buster

Bubbles
Delicate spheres
Softly floating above
Unbelievable happiness
Transparent

FOOTBALL by Becky

Shape – Poetry written in the shape or form of an object.



tackle, kick, win, game, touchdown, field goal, throw, cheerleaders, referee, fans, goals, hot dogs