



ArtsforLearning Online Curriculum

Unit 5 **Words in Motion!**

Part 2 Exploring

Unit 5: Lesson 9

Students Brainstorm Individual Poems

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LITERACY OBJECTIVE

By the end of this lesson students will be able to brainstorm ideas for writing a poem by reflecting on the poems read in the unit and by thinking about words and phrases that can communicate the topic and help convey feelings and the five senses to the reader.

LITERACY "I CAN" STATEMENT

"I can brainstorm ideas for writing a poem by reflecting on the poems I have read and by thinking about words and phrases that can communicate my topic and help me convey feelings and the five senses to my reader."

LESSON OVERVIEW

Steps	Pacing: 40-60 Minutes
Step 1: Introduce Part 2 Step 2: Introduce Lesson 9 Step 3: Review Free-Verse Poetry Characteristics & Introduce Free-Verse Poem Rubric Step 4: Create a List of Topics for Poems	10 Minutes
Step 5: Guide Students to Brainstorm Individual Poems	20 Minutes
Step 6: Warm up with the BrainDance Step 7: Share & Reflect on Brainstorm Ideas through Movement Step 8: Close Lesson 9	15 Minutes

*To break the lesson into smaller segments, stop after brainstorming in Step 5 and resume the follow day with students sharing their brainstorms through movement.

STANDARDS ALIGNMENT

TARGETED STANDARDS

Reading Standards (Literature)

RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

Writing & Language Standards

W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking & Listening

SL 3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion

and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY STANDARDS

Reading Standards (Literature)

RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

Writing & Language Standards

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TEACHING RESOURCES

STUDENT NOTEBOOK

-Free-Verse Poem Brainstorm

CLASSROOM CHARTS

-Unit Overview for Students

-Poem Topics Chart (Created in Class)

-Free-Verse Poem Rubric

SAMPLES & TEMPLATES

-Free-Verse Poem Brainstorm - Sample

ARTS MATERIALS

- Unit 5, Track 33: “BrainDance of Words #4,” by Debbie Gilbert
- Laptop or Tablet
- Speakers (Optional)

LIFE & LEARNING SKILLS

Unit 5 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. Part 1 lessons are written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.

**LEVERAGING MOMENTS**

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE PART 2

Process: Introduce Part 2 and review the Unit Overview for Students. Provide students with additional scaffolding as needed to write and choreograph poems.

Suggested Dialogue

INTRODUCING PART 2

"You're going to take the skills you've gained as word explorers and dancers, and you're going to use them to write your own poems. Then, you will choreograph your poems into dances that you will eventually perform for an audience."

Show Unit Overview.

"Let's visit the Unit Overview, so we can see where we are in our process."

STEP 2: INTRODUCE LESSON 9

Process: Give an overview of the lesson objectives: Discuss poem topics and poetry criteria; students brainstorm individual poems.

Suggested Dialogue

INTRODUCING THE LESSON

"Today you will become poets, and you will begin writing your own poems. To start, we'll talk about what makes a good poem. Then, we will review the topics of the poems we have read. After that, you will spend time brainstorming ideas, words, and phrases for your own poems."

"By the end of today's lesson, you will be able to say, 'I can brainstorm ideas for writing a poem by reflecting on the poems I have read and by thinking about words and phrases that can communicate my topic and help me convey feelings and the five senses to my reader!'"

STEP 3: REVIEW FREE-VERSE POETRY CHARACTERISTICS AND INTRODUCE FREE-VERSE POEM RUBRIC

Process: Review free-verse poetry characteristics. See menu below for **Characteristics of Free-Verse Poetry**. Discuss the criteria for students' poems and introduce or create the Free-Verse Poem Rubric. See a sample rubric here.

WORD EXPLORER GUIDE TO READING POETRY

Pay attention to the ways poets use words & phrases to:

-Communicate a focused topic

Example:

My 7th Birthday
The maple syrup streams
In winding rivers
down my leaning tier of
birthday blueberry pancakes.
I inhale
slowly,
completely.
I'm no longer six.

Non-example:

Birthdays

I love my birthday. I have a birthday party every year and eat whatever I want for breakfast.

-Help readers imagine how something looks, smells, sounds, tastes, or feels to the touch

Examples: a melting purple popsicle, crackling popping fire, slippery sidewalk

-Express emotions

Examples: joyful, frightened, nervous, angry, sluggish, hopeful

See this resource page for visual icons to support reading and writing poems.

CHARACTERISTICS OF FREE-VERSE POETRY

Free-verse poetry has

No set line length

No set rhythm

No set rhyming pattern

Rubric Differentiation

This rubric reflects the focus of the unit: using words & phrases to communicate details about the topic, feelings, and images. Feel free to expand the rubric and your instruction on revision to include other criteria.

TEACHING TIP: POEM TOPICS**Topics explored in the unit:**

- Animals, including insects and fish
- Celebrations or special events
- Ordinary things
- Kinds of days (lazy kind of days, sad kind of days, etc.)

Other possible topics

- Special possessions, such as stuffed animals
- A place such as a barn, tree house, beach, etc.

Suggested Dialogue**REVIEWING THE CHARACTERISTICS OF FREE-VERSE POETRY**

"To begin, let's review the characteristics of free-verse poetry. (Review characteristics posted on chart.) You will write free-verse poems, just like the poems we have been reading and dancing in this unit."

"Next, let's review what we have learned about poems. We have been exploring how poets use words and phrases to create images, evoke feelings and ideas, and to help us think of experiences we have had. We'll use these ideas to guide our poetry writing."

Record elements of poetry on a class Free-Verse Poem Rubric.

STEP 4: CREATE A LIST OF TOPICS FOR POEMS

Process: Create a list of potential poem topics by reviewing the poems read in the unit and eliciting other ideas. Record topic ideas on chart paper or the board.

Suggested Dialogue**IDENTIFYING A TOPIC**

"The first step in writing a poem is to identify a topic. Let's create a list of topics by reviewing the topics

of the poems we read in the unit. The first poem we read was "Dragonfly." That poem was all about a dragonfly; so one potential poetry topic is to write a poem about an insect or an animal. I'll record that on our topic chart. (Record "animal/insect" on chart.) Did we read any other poems about animals? ("kitten") The poets of "Dragonfly" and "kitten" chose words and phrases to help us create vivid images of the animals and to evoke a mood and feeling particular to that animal."

"What other poems did we read?" (Students respond. Guide students to identify celebrations, ordinary things, and kinds of days as other possible topics.)

"Are there any other topic ideas you want to add to our chart? (Students respond.) In a few minutes, you will use this list of topics to brainstorm ideas for your poems."

STEP 5: GUIDE STUDENTS TO BRAINSTORM INDIVIDUAL POEMS

Process: Guide students to select topics and brainstorm words and phrases that might be used to convey feelings, details about the topics, and help the reader imagine how something looks, feels, smells, sounds, or tastes. Students can brainstorm more than one poetry topic. See the menu **Differentiation Options: Brainstorming Free-Verse Poems** for ways to scaffold the activity. See menu and this resource page for a sample of student poem brainstorming.

See the menu below **Writing Extension: Instruct on Similes & Metaphors** if students are ready to incorporate figurative language into their poetry.



Differentiation Options: Brainstorming Free-Verse Poems

Select one of the options listed below or structure the dancing, presenting and reflecting in a way that appropriately meets students' needs and fosters engagement.



Model & guide brainstorm for whole class. If students need support brainstorming their poems, model the process and then guide students step by step as done in Step 5. For additional support, use the highly scaffolded instruction in Resources, pages 48-49.



Guide brainstorm for some students while others work independently. For students who require support brainstorming potential poems, pull a group and guide them through the process.



Students brainstorm independently. For students who have prior experience brainstorming and writing poems, introduce the process and allow them to work independently.

TEACHING TIP: WRITING EXTENSION: INSTRUCT ON SIMILES & METAPHORS

If students are ready, use this brainstorm activity as an opportunity to instruct on similes and metaphors.

Define each figure of speech and then guide students to identify examples of each in the mentor poems. Then, ask students, "What does [topic] make you think of?" Have students practice writing similes and metaphors in their brainstorm boxes.

ELL SUPPORT: BRAINSTORMING & WRITING

Option 1. Teacher-Assisted

Student writes and/or draws words or phrases in A4L Student Notebook, pages 20-21. Student shares with teacher his/her brainstorm notes. Teacher reviews student's notebook and offers feedback.

Option 2. Peer-Assisted

This configuration allows student to share with a writing partner his/her brainstorm notes. Partner shares his/her brainstorm notes. ELL student writes/draws words or phrases. Writing partner reviews ELL notebook and offers feedback.

Tips

-Allow ELL students to use a highlighter to identify key concepts and new vocabulary. This will reduce stress and increase student participation in writing activities.

-Generally, groups of 3-4 benefit students most in the unit activities. These groups can stay the same or change, depending on students' needs throughout the unit. ELL students benefit from a variety of grouping configurations. It is recommended that students be given opportunities of different grouping structures with native speakers based on their language proficiency.

See also this resource page for visual icons to support ELL in reading and writing poems.

An Example of Brainstorming a Free-Verse Poem

The poem topic modeled in the organizer below aligns with the poem used in the sample rubric, here.

Suggested Dialogue

SELECTING TOPICS

"Now that we have a list of potential topics, let's get started with our brainstorm. I will guide you to select topics and brainstorm words and phrases we might use to communicate details about your topic, to convey feelings, and to use the five senses to help readers see, hear, smell, feel, and taste what you are imagining. A brainstorm is often just a list of words, so don't worry about putting your poem together yet."

"Turn to pages 20-21 in your A4L Student Notebook. We will use this space to brainstorm your poems. At the top of your page is a place for you to record your topic. You will have a chance to brainstorm more than one topic, so it is okay if you have more than one idea for your poem topic. Who has an idea for a topic? (2-3 students respond.) Write your topic in the space provided. I'll do this with you." (Students record topics. Display graphic organizer on document camera and record topic.)

FOCUSING THE TOPIC BY DRAWING UPON MENTOR POEMS

"Before we start brainstorming words for your poems, I want you to think more deeply about this topic and ask yourself: What do you want to write about this topic? Let's use the poems we have read together as guides.

What was "Dragonfly" about? (Students respond "A dragonfly flying and landing on a dock.") How about "kitten"? (Students respond "The kitten pouncing on a piece of fluff.") In each of these poems, the poet focused on a specific action or characteristic of the animal. If you are writing about an animal, think about what you want to focus on. For example, if I decided to write about my pet turtle, I might write, "My turtle coming out of his shell to eat raisins," because I like to watch him do that.

What was "Sparklers" about? (Students respond "A kid describing playing with fireworks on the 4th of July.") The poet chose to focus on this specific event rather than writing about the other things that he or she did on that 4th of July. If you are writing about a special event or something that happened to you, what will you focus on? For example, if I decided to write about my 7th birthday, I might write, "Waking up and having blueberry pancakes for breakfast," because that was the best part of my day.

Our third poem, "clothesline," was a vivid description of clothes on a clothesline blowing in the wind. If you are writing about an object, think carefully about what you want to describe. For example, if I decided to write about the school playground, I might write, "The playground when it's winter," because I like to imagine what all the equipment is feeling.

Take a moment and write a sentence focusing your topic. (Students focus their topics.) Share your ideas with a partner. (Students pair-share.) If you decide to change your focus later on, that's ok."

BRAINSTORMING WORDS AND PHRASES

"I'm going to guide you to brainstorm words and phrases that will help the reader imagine how things look, sound, feel, taste, and feel. Close your eyes. (Students close eyes.) Create a picture in your mind of your topic. What do you see? What colors and motions do you imagine? What do you hear? Are there loud noises or very quiet noises? What do you smell? Do you taste anything? How do things feel to the touch? What emotion do you want to communicate? For example, do you want to communicate feeling giddy and lighthearted, feeling scared, or feeling sad? You can write a word like 'peaceful' or an expression that captures that word like 'ahhh' or 'relaxed to the bone'."

"Take a few minutes to write words or phrases in each of these boxes. It might help you to look over at our Words in Motion Wall or look back in your A4L Student Notebook to get ideas for words and phrases you might use in your poems."

"I'll circulate to support you. (Students brainstorm.) Let's hear a few ideas. Share your topic and a word or phrase on your brainstorm list." (2-3 students share.)

"Turn to the next page and try this process one more time for another topic. (Students brainstorm.) Let's hear a few more ideas. Share your topic and one of your favorite words or phrases on your brainstorm list." (2-3 students share.)

STEP 6: WARM UP WITH THE BRAINDANCE

Process: Lead the students in the BrainDance of Words #4. The audio track for BrainDance of Words #4 (Unit 5, Track 33) has verbal cues and musical accompaniment for the BrainDance. If desired, instead of using the audio track, use the verbal cues below to guide students through the BrainDance. This can be facilitated as a generic BrainDance without descriptive words, with descriptive words, with or without music.

WARMING UP WITH BRAINDANCE

"Let's start by warming up our bodies and brains with the BrainDance to prepare us to share our brainstorm ideas through movement. Stand at the side of your desk for this BrainDance.

Breath: Breathe quietly.

Tactile: Bouncily tap your head, your arms, your fronts, your backs, your legs, and your feet.

Core-distal: Expand your body into an enormous shape and contract into a miniscule shape.

Head-tail: Ripple your body forwards and backwards and from side to side.

Upper half: Freeze the lower half of your body. With the top half of your body, move suddenly.

Lower half: Freeze the top half of your body. With the lower half of your body, move gently.

Body-half right: Freeze the left side of your body. With the right side, move playfully.

Body-half left: Freeze the right side of your body. With the left side, move nervously.

Eye-tracking: Follow your right thumb with your eyes. Move it angrily from side to side. Follow your left thumb with your eyes. Move it unhurriedly from side to side.

Cross-lateral: Purposefully reach your arms across the front of your body on different levels.

Vestibular: Aggressively spin and then freeze in a hopeful shape.

Breath: Breathe quietly."

STEP 7: SHARE & REFLECT ON BRAINSTORM

IDEAS THROUGH MOVEMENT

Process: Using movement, students share and reflect on words and phrases they generated during the brainstorm. First they will identify one or two words and phrases on their brainstorm page to share. Then they will pair off and decide who will be partner A and B (and C, if necessary).

GUIDING STUDENTS THROUGH THE FOLLOWING PROCESS

1. Partner A names his or her topic.
2. Partner A says his or her selected word or phrase.
3. Partner A creates a shape or movement for that word or phrase.
4. Partner B says, "I saw you _(describe shape or movement)_"
5. Partner A responds by sharing more details about the idea or adding descriptive words to brainstorm list.
6. Partner A asks, "Are there any other words or phrases I might use?"
7. Partner B shares and partner A records ideas on a brainstorm page.

Repeat the process for remaining partners. Students can share multiple words and phrases if time allows.

Suggested Dialogue

MODEL SHARING WORDS AND PHRASES USING MOVEMENT WITH A STUDENT VOLUNTEER

"As part of your brainstorm, you will share some of the words and phrases you generated with a partner through movement. This will help you clarify and add to your ideas."
"

"I'll show you what this will look like. Can I have a volunteer to be my partner?"

Have the volunteer come to the front of the room.

"I will select a word or phrase that I want to share from my brainstorm page.

1. First, I'll say my topic. My topic is a snake.

2. Next, I'll say the word or phrase I selected: "moving through the grass."

3. Now, I will show a shape or a short movement to go with this word or phrase. (Show hands moving side to side in forward motion.)

4. Now I'll ask my partner, "What did you see?" (Coach partner B to share observations. For example, "I saw your hands slithering from side to side.") I'll use my partner's observations as an opportunity to think more about my idea. I think the word "slithering" matches what I was picturing, so I'll add this to my brainstorm list.

5. Finally, I'll ask my partner for other ideas. Do you have any other ideas for me? Are there any words on our Words in Motion Wall that I might use? (Coach partner B to respond and talk with you about possible words or phrases. Model revisiting Words in Motion Wall for ideas.) I'll write these ideas down on my brainstorm page."

GUIDING STUDENTS TO SHARE WORDS AND PHRASES USING MOVEMENT

"Now you try. Find a partner. (Students pair up, or teacher assigns pairs or trios.) Decide the order in which you will share. Select a word or phrase from your brainstorm page to share and think of a shape or movement to go with it. (Students respond.) Now, share your words and phrases with each other through movement, and add any additional ideas to your brainstorm page."

Scaffold students through sharing and reflection with as much support as needed.

STEP 8: CLOSE LESSON 9

Process: Close the lesson with a look forward describing the next lesson.

Suggested Dialogue

LOOKING FORWARD

"In our next Lesson, you will write your poems!"

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 9! YOU ARE NOW READY TO MOVE ONTO LESSON 10 OF UNIT 5.

Is this Lesson Public or Members only?:
Members Only