Cinquain Poetry Lesson Plan

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2nd Grade

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***Michigan Curriculum Framework* Content Standards and Benchmarks:**

CCSS.ELA-Literacy.W.2.5

**Lesson Outcomes:**

TLW continue building background knowledge to identify strategies used by poets

TLW verbalize differences between a cinquain poem and other poems discussed

TLW create a cinquain poem of their own

**Rationale/Purpose for Lesson:**

The cinquain poem is another type of poem, which shares some but not all of the features of poetry we have been learning. It is important to notice the similarities and differences between the types of poems. Cinquain poems are also a great way to learn about parts of speech.

**Assessment:**

Students will share something new they learned about poems from today’s activity.

**Resources/Materials Required:**

“Features of Poetry” poster

Markers/pen

Chart paper

ELMO projector

Cinquain poem frame (one for each)

Wiriting Journals

**Introduction:**

The poem we will read today will look different from the other poems we have read. After we look at this poem, we are going to talk about how it looks and how it is the same or different from the other poems. We will add our new learning to our “Features of Poetry” poster.

**Procedures:**

1. Cinquain poems are different from the poems we have learned about before. Discuss if they have heard a word that sounds like cinquain before (“cinco” meaning 5 in Spanish). A cinquain poem has five lines: line one is a noun for the title, line two is 2 adjectives, line three is 3 action (verb) words, line four is a 4-word phrase, and line 5 is a synonym for the title. Take time to give and ask for examples for the parts of speech.
2. Display and read a cinquain poem together. Turn and talk to a partner about the similarities and differences you notice between a cinquain poem and other poems. Add ideas to the “Features of Poetry” poster.
3. Write a cinquain poem together as a class, after the teacher has selected a topic. Give students time at each line to brainstorm possible words with a partner, then use class popsicle sticks to pick someone to answer for the class poem.
4. Give students the cinquain poem format sheet. Each underline should only have one word written above it. They may quietly confer with students at their table to share ideas and ask questions. Teacher will circulate the room to make sure students are following the format correctly.
5. Students are given the opportunity to share their poem with the class.

**Closure:**

We can see that cinquain poems are very different from the poems we have been learning about, but that doesn’t mean they aren’t poems. Tomorrow we will be looking at and listening to an entirely new kind of poem and adding any new information to our poster.

**Evaluation and Reflection: (to be completed after the lesson has actually been taught)**

I think the students really enjoyed this activity. I think scaffolding from teacher-led to individual writing worked well. I also think it was a good idea to have the students turn and talk throughout the lesson in order to share their ideas. One thing to work on in those cases is to keep practicing getting attention back to the teacher faster after talking with a partner, but I could tell most of the discussions pertained to the lesson. Next time, I might use an exit slip for an assessment instead of a discussion. The discussion did not allow for all of the students to share their opinions, but I was able to assess through reading their poems and how well they used the correct format.