

Lesson Plan #1 – Writing

Title: I CAN WRITE A POEM

Objectives: In this lesson, the participants will:

1. gain knowledge about what poetry is.
2. recognize that their experiences and perceptions have value.
3. demonstrate ability to write a poem by fill in the blanks with words that they have chosen and that are meaningful to them.

Session Time: 30-45 minutes

Materials: paper, pencils, pens

Methods: Individual participation; teacher guidance

Instruction:

It is important for students to recognize and understand that their experiences shape who they are and that these experiences have value and are worth sharing. The following lesson provides an opportunity not only for students to recognize that they can write a poem but that what they have to say has value and relevance.

Activity

1. Read this “sample poem” to students:

*I, Bob,
A boy, tall, funny, happy
Son of Mom
Lover of animals, sports, food
Who feels nervous
Who needs money, another vacation, less homework
Who fears spiders, heights, aliens
Who would like to see Dr. Phil, Jennifer Lopez, and Jim Carrey
Am a resident of Sesser, Illinois
Welcome you to my poem.*

2. Discuss the poem with the students. Ask these questions:
 - What kind of person is Bob?
 - What did you find most interesting about him?
 - What surprised you about him?
 - Do you think you would like Bob, or not? What is it about his poem that makes you think so?

3. Provide students with this format and explain that they are to “fill in the blanks” with words that they have carefully chosen to describe themselves.

4. Explain that students will be asked to share their poems at the end of the activity.

I, _____
(my first name)

_____, _____, _____, _____,
(four adjectives that describe me)

(Son, daughter, wife, husband, mother, father, sister, brother, friend)
of.....

Lover of.....(three things, people or ideas)

Who feels.....(up to three descriptive words)

Who needs.....(up to three descriptive words)

Who fears.....(up to three descriptive words)

Who would like to see.....(up to three people, ideas or places)

Am a resident of(city, state)

Welcome you to my poem.

Conclusion:

It is important that students be encouraged to write about themselves. After all, it's a subject that they know well and in which they can be the “expert.” By choosing this format, the teacher can impose limits that force the student to choose his or her words carefully and thus avoid straying from the focus of the activity. While the format is simple, it requires students to give some thought to the words they choose to describe themselves. Finally, by letting the students know at the beginning of this activity that they will be sharing their work with others, the student is more likely to give serious thought to the activity.

Note: This lesson is included in the workshop, *Write Fright*, in the *SIPDC Catalog of Professional Development Opportunities*.