

Grade 2 Theme 1

Poetry-Free Verse Color/Senses Poem

Lesson written by Jo Ellen Muñoz

Performance Standard – Student writes for a variety of purposes and audiences.

GLES: 1.2.2 Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry).

Purpose:

- Write a color/senses poem
- Focus on the writing traits of ideas and word choice
- Identify characteristics of poems (rhyming, rhythm, stanza, imagery words, etc.)

Resources/Materials:

- HM Theme 1, Genre Focus: Poetry
- HM student anthologies and leveled readers that go with Theme 1, Focus on Genre-Poetry
- Variety of poetry books (please see reference section)
- Box of 64 crayons
- Graphic organizer (Appendix A)
- Transparency F1-6 – Guidelines for Writing a Poem
- Colored pencils or pens
- Assessment rubric

Connection to Houghton Mifflin Literature

- Student Anthology pages 110-121, several poems
- Genre Focus on Poetry – How to write a poem

Step One – mini lessons to precede writing:

- I use poetry in my classroom in lots of different ways. We read poems chorally, count the syllables in each line, clap out the rhythm, highlight interesting words, discuss how the poem is written on the page, substitute our words for the author's words, and notice similes or metaphors. As you read each poem in the HM anthology, or other trade books, focus on the unique characteristics of that poem. After discussing each characteristic, write it on a class chart for reference.
- My favorite activity to practice and improve reading fluency is to tape record a choral reading of a poem on Monday. Practice reading the poem every day and record it again at the end of the week. Play back both recordings on Friday and celebrate how much better the poem sounds after practicing!
- To enhance language development and the rhyming characteristic of some poems, play movement games to find rhyming pairs of words. One game is to pick up pairs of rhyming words that have been scattered on the floor and another is to walk around the room and find a classmate holding a word that rhymes with the word you are holding. After being fully immersed in reading and discussing poetry, it seems natural to try writing some poetry.

- Using Mary O’Neill’s *Hailstones and Halibut Bones* (a book of poems about colors) as a mentor text, read several color poems. After reading each poem, discuss and chart the powerful language that makes each color come alive.
- On another day, begin generating sensory words from the students for a few colors. Make a chart similar to the one in the HM Teachers guide, p. T322, but with a few changes. (See chart below.) After brainstorming ideas with your students, your chart might look something like the following:

Color	Look	Sound	Feel	Smell	Taste	Feeling
Red	sunset, apple, fire	sirens blaring	hot fire, spicy sauce	burning	salsa, sweet candy apple	like dancing, a summer day
Blue						

- After charting a few colors, write a color/senses poem as a whole class. Choose a color from your brainstorming chart. Model for the students how to turn the ideas from the chart into complete thoughts. Encourage ideas from the class.

Step 2 – mini lessons for writing:**Prewrite:**

- Show the students a box of 64 crayons. Ask students to choose a color they would like to write about in their poem. They might like to branch out and choose a crayon from the box and actually use the name written on the crayon as the title of their poem or they can use the more common colors of red, green, blue, etc.
- Next, arrange your students into partners. Depending on your preference and need of student, partners can have the same color or a different color. Working in pairs, students will help each other generate sensory words for their color choice, using a graphic organizer (please see Appendix A).

Draft

- Show the students Transparency F1-6, “Guidelines for Writing a Poem.” Discuss the steps. Point out to the class they have already completed step two (senses words) and they will do step five (read poem aloud) later when they are revising.
- Independently, students compose their color poems. They use the ideas from their graphic organizer, turning each idea into a complete thought. The organization of the senses can be in any order the student chooses. After ten minutes of silent, uninterrupted writing, the teacher begins walking around the room guiding and conferring quietly with individual students.

Revise

- Since poetry is a feast for the ears, have each student stand up, hold their poem and a pencil in their hands, and walk around the room, reading their poem to several classmates. You will find the students stop in the middle of a reading and use their pencil to correct a mistake. More importantly, they are hearing the fluency of their writing.
- At this point, you might bring the whole class together and discuss the fluency of their poems. Ask the students to think about their poem as they read it aloud. Was the rhythm of your poem pleasant to read? Did you stumble over some parts as you read your poem aloud? Perhaps they stumbled because their thoughts were awkward or unclear. Pass out colored pencils or pens to each student. Now ask the students to reread their poems paying attention to the spots that were difficult to read aloud. Each student makes any needed corrections.
- Finally, the student meets with an adult for an editing conference. (Inviting a parent to help is an excellent resource.) The adult circles high frequency words that are misspelled and asks the student to correct the spelling by looking on the word wall or their personal word bank. The adult helps to correct all other spelling and punctuation errors.

Final draft

- Student reads poem to an adult as the adult types the poem. You might also ask your reading buddies to help with the typing, or if you have access to a computer lab, you might want to try having each student type their own poem.

Publish:

- Students will mount their typed poems on a corresponding piece of construction paper to match the color of their poem.
- Other creative suggestions for backgrounds are sponge painting, shaving cream paint, straw blowing, marble painting, or a water paint wash. These options allow for mixing to obtain the perfect color.
- Their poems are now ready for display.

Assessment:

- Ideas – The student elaborates on the idea of a color. He or she includes supporting details by describing how each of our senses might perceive the chosen color of the poem.

1 2 3 4 5 6

- 1.2.2 – Word Choice – The words of the poem paint a picture for the reader. The reader knows exactly what color the poem is describing. The author uses colorful words.

1 2 3 4 5 6

- Fluency –The poem reads fluently aloud.

1 2 3 4 5 6

- 1.3.3 – Conventions –High frequency words are spelled correctly.

1 2 3 4 5 6

24-21 Outstanding O

20-18 Above Satisfactory S+

17-15 Satisfactory S

14-12 Below Satisfactory S-

11-1 Needs Work N

This poem is multilevel in many ways. Some students will write just one line for each of the senses - others will elaborate and make their poem flow and sing. Regardless, all writers can succeed with this poem at any level of writing.

Reference for teacher:

HM Teacher’s guide: Theme 1, Silly Stories

Trade Books/Mentor Texts:

Heard, Georgia *Creatures of Earth, Sea, and Sky: Poems*

Joose, Barbara, M. *I Love You the Purplest*

O’Neill, Mary *Hailstones and Halibut Bones*

Sendak, Maurice *Chicken Soup with Rice*

Appendix A

Graphic Organizer

Color	Look	Sound	Feel	Smell	Taste	Feeling

Appendix B – Color Poem Samples***White***

by Tony, second grade student

White is gooey and so is mud.
White candy is sweet.
White looks like a ghost dancing
at the mall.
White tastes like goo
dripping down the walls.
White looks like a ghost singin' and jammin' and rockin'
and rollin' at night.

Wisteria

by Shaylee, second grade student

Wisteria is the color of a flower.
It is the color of a mountain.
It sounds like a
sweet child whispering.
Wisteria feels like a soft hand.
Wisteria is the taste of sprinkles.
It is the smell of ice cream.
It makes people feel calm, sweet, honest, and brave.
It also makes people feel shocked.
Wisteria is the sound of a crumpled paper.
And everyone knows
it is in the purple family.

Gross Green Asparagus

by Jason, third grade student

It looks like green slime dripping from above.
It's as silent as the wind blowing in the grass.
It feels like squishy grapes.
Asparagus green looks like all the grass in the world.
It smells like a fresh bowl of fruit.
It tastes like green
sour patch candy tingling in your mouth.
It makes me feel calm in my backyard.

What is Blue

by Daisy, third grade student

Blue looks like water and the sky.
It's so beautiful.
It is the most beautiful of all colors.
Blue sounds like waves going by.
It sounds like a morning wind.
Blue feels soft and sometimes
cold because of the cold wind.
Blue is the feeling of tears
coming from the sky.
Blue is the feeling of sadness inside.

What is Gray???

by Loloma, second grade student

Gray looks like a sad night sky.
It sounds like a wolf howling on the top of a cliff,
with the Northern Lights showing so beautiful in the sky.
Gray feels like a rough suitcase.
It smells like a piece of clay.
Gray tastes like a burnt piece of popcorn!
It makes me feel gloomy.

Pinclon

by Sierra, third grade student

Pink is the color of beauty inside of you.
Pink is the color in the sunset.
And pink is a new baby so soft
but everyone knows pink is a mother's color of a rose.
Pink sounds like your beauty inside of you
and pink is a lullaby singing its song.
Pink is love, peace, and joy.