



Planning: **Application**

Subject:

Grade Range:

Creative Writing: Exploring Poetry

5th – 8th

Welcome to Blackbird & Company’s English Language Arts program!

Exploring Poetry is one of the application elements of our ELA program.

As your students work through this Poetry Guide, they will discover the craft of writing poems and the delight of reading poetry. Over the course of 7 lessons, students will be introduced to some of the basic techniques used by poets, explore excellent poetry, and practice writing original poems. Incorporating both analytic and creative exercises to spark the poet inside of your students, this guide will reveal connections between poetry and prose, develop the poet’s unique voice, and explore the diverse potential of language.

This Planning Schedule is provided to help YOU plan and prepare to mentor your students as they engage in the work of writing poetry, developing confidence in their voice, strengthening their ability to communicate ideas and convey observations of their world in a new way.

Are you ready? Let’s go!

The following guidelines assume you are planning for the start of a typical school year beginning the last week of August and ending the first week of June. This equals about 40 calendar weeks, and allows for 175-180 days of instruction when accounting for breaks and holidays. If you are starting mid-year, or are following a different schedule, simply adjust the dates as needed.

Exploring Poetry – Planning

June – August (Overall subject preparation)

- ➔ Familiarize yourself with the material by reading the introductory pages in the Student Workbook. Spend some time looking through student pages 1-52 to familiarize yourself with the process and nature of the lessons, stopping to look at the companion books and materials that are utilized and referred to throughout the guide work.

Exploring Poetry – Mapping

July – August (Scheduling for the school year)

Things to consider as you map:

- ➔ *Exploring Poetry* is best employed two days per week for each section but can be accomplished in larger, once-per-week blocks if needed or desired. Your students will need approximately 2 hours per section, depending on the developmental stage of your budding poets. This unit requires 7 weeks to complete. Each section can stand on its own and is not dependent on work previously completed. If using a twice-per-week schedule, work does not need to be assigned on consecutive days. This Guide can be scheduled throughout the year intermingled with other applicational materials for variety and fresh interest.
- ➔ Guide corrections need to be done weekly to insure your students receive all input, corrections, and encouragement needed to be successful.
- ➔ Map out your intended *Exploring Poetry* schedule on your academic calendar in pencil, leaving room for possible adjustments along the way. Look at the overview of all ELA materials being used during the year to select the best time to allow students to fully engage in this creative activity. Pay attention to other assignments and work load to avoid overwhelming your student.



SAMPLE MAPPING GUIDE

Now you have decisions to make about holidays, activities, and interruptions in scheduling.

Your student should easily complete this unit by the end of the fall or spring semester.

This sample schedule assumes the following breaks: 1 week in November for Fall Break, 3 weeks in December/January for Winter Break, 1 week in April for Spring Break.

We recommend you add this applicational tool into your schedule after you have established a solid pattern and routine with the longer grade level collection elements, around the 16th week of school. This material can be easily staggered with other applicational elements to keep it interesting and inviting.

We will map out a 7 lesson/14 week (1 lesson every other week) offering here, but you can roll all elements into once-per-week assignments, or sprinkle in between other application elements as desired.

Duration: 7 weeks (over 14 weeks)

Week 1 - Section 1: What is Poetry? (week 16 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
															1	2	3	4	5	6	7																					

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 1 Day 1	<ul style="list-style-type: none"> Section 1: What is Poetry? pages 1-5 Think About It, Collins, Lowell, MacLeish, Merriam Detailed Sentence Activity 	
Lesson 1 Day 2	<ul style="list-style-type: none"> Section 1: What is Poetry? pages 6-8 Nye, Hoban, Brooks, Morrison 	

Week 2 - Section 2: Words and Phrases (week 18 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
															1	2	3	4	5	6	7																						

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 2 Day 1	<ul style="list-style-type: none"> Section 2: Words & Phrases, pages 9-14 Vocabulary, Katz, Word Collecting & Defining, Alliteration, Cummings, Simile, Metaphor, Student Creation 	
Lesson 2 Day 2	<ul style="list-style-type: none"> Section 2: Words & Phrases, pages 15-17 Francis, Soto, Harley, Coatsworth, Silverstein, Brainstorm, List Poem 	

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Week 3 - Section 3: Imagination (week 20 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
															1	2	3	4	5	6	7																					

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 3 Day 1	<ul style="list-style-type: none"> Section 3: Imagination, pages 19 – top of 23 Vocabulary, Daniels, Personification, Persona Poems, Merwin, Prelutsky, 	
Lesson 3 Day 2	<ul style="list-style-type: none"> Section 3: Imagination, pages 23-24 Haiku, Senryu, Tanka, Cinquain Student Creation 	

Week 4 - Section 4: Image (week 22 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
															1	2	3	4	5	6	7																						

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 4 Day 1	<ul style="list-style-type: none"> Section 4: Image, pages 25-top of 29 Worth, Cedering, Snapshot Images/Stevens, Found Poem/Heard Student Exploration & Creation 	
Lesson 4 Day 2	<ul style="list-style-type: none"> Section 4: Image, pages 29-30 Line Break, Student Snapshot Line Break Creation 	

Week 5 - Section 5: Mood (week 24 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
															1	2	3	4	5	6	7																							

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 5 Day 1	<ul style="list-style-type: none"> Section 5: Mood, pages 31-34 Vocabulary, Mood/Stafford, Ode form/Sato, Aubade form/Farjeon Art Card Student Exploration 	
Lesson 5 Day 2	<ul style="list-style-type: none"> Section 5: Mood, page 35-36 Mood Line Break Student Creation 	

Week 6 - Section 6: Rhythm & Rhyme (week 26 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
															1	2	3	4	5	6	7																								

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 6 Day 1	<ul style="list-style-type: none"> Section 6: Rhythm & Rhyme, pages 37-40 Vocabulary, Couplets, Tercets, Quatrains, Stevenson Rhyme Scheme, Syllable Smith Poem Analysis 	
Lesson 6 Day 2	<ul style="list-style-type: none"> Section 6: Rhythm & Rhyme, pages 41-43 Poe Poem Analysis, Perfect Rhyme, Near Rhyme, Slant Rhyme Dickinson Student Rhyme Creations 	

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Creative Writing: Exploring Poetry



Week 7 – Section 7: Read, Write, Revise (week 28 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
															1	2	3	4	5	6	7																					

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Lesson 7 Day 1	<ul style="list-style-type: none"> Section 7: Read, Write, Revise, pages 45-48 Ammons, Holman, Fleischman, Updike Homophone Activity 	
Lesson 7 Day 2	<ul style="list-style-type: none"> Section 7: Read, Write, Revise, pages 49-51 Memory Brainstorms Student Poem Creation and Revision 	

Complete *Exploring Poetry*

This suggested schedule can be easily modified to fit your own needs.