



 **Janel Spencer-Levy**

 520.247.0506

 [jnspencer12@yahoo.com](mailto:jnspencer12@yahoo.com)

 [www.janelspencer.com](http://www.janelspencer.com)

## Lesson 1 (PreK-K): Monster Poetry

*June 6, 2016*

### Overview

Students unleash their creativity and imagination by creating their own monsters and a class monster poem. Students practice rhyming words and reading.

### Materials

1. Board and marker or large paper and pen
2. Paper and colored pencils or markers

### Lesson Plan

1. Introductions—teacher introduces herself and learns student’s names.
2. Students are asked, “What is a monster?” Teacher reads monster poems by Shel Silverstein.
3. Students create their own monster: draw, name their monster, and share.
4. Create a monster poem together and write on board/large paper for students to see—each line includes one of their monster’s names. As the lines are created, students and teacher read back the poem together.
5. Students form a circle and read “The Utter Zoo Alphabet” by Edward Gorey.
6. Rhyming game: instructor begins with a word that the students then come up with a rhyming word for.

## Lesson 1 (1st-3rd): Pets & Rhymes

*June 6, 2016*

### Overview

Students discuss what poetry can do and practice writing their own poems with a prompt, learning about rhyme and listening to poems to help spark their creativity. Students practice reading their own poems and poems of others aloud.

### Materials

1. Board and marker or large paper and pen



2. Paper and colored pencils or markers

### Lesson Plan

1. Introductions—teacher introduces herself and learns student’s names.
1. Children explore, “What is poetry? Why do we write?”
2. Students are introduced to ways of rhyming poems (although not all poems rhyme) including ABAB and ABCB.
3. Students are read a poems by Shel Silverstein and JonArno Lawson about pets.
4. Students are free to write a poem about a pet or another topic they’d like to write about; afterwards their poems are shared aloud.
5. Students take turns reading more Shel Silverstein and JonArno Lawson poems about animals and monsters aloud.

## Lesson 2 (Mixed ages): Haiku Poetry

*June 13, 2016*

### Overview

Students are shown ways of carefully observing the world around them and learn to write their observations in haiku form.

### Materials

3. Bean bag
4. Paper and pencils or colored pencils

### Lesson Plan

1. Children are asked to close their eyes and name things they see on their school’s playground every day. They are then asked to pay special attention before going outside to things they may not have noticed before, looking high and low, up-close and far away.
2. The students gather in an area outside as a group. They are given a few minutes to find something they have never seen before. Then, in a circle, a bean bag is passed around to give the students an opportunity to say what they discovered. This is repeated in 3 different areas: in the outside patio, near the playground, and in the garden.
3. Students come back inside to read and learn about haikus (see Haiku worksheet). Students form a circle and it is divided into three: one group reads, the other group drums out each syllable, and the third group counts how many syllables per line (5/7/5). On the right side of the worksheet is a poem and translation of the Japanese to allow discussion of the origins of the haiku form.
4. Students are then given an opportunity to write their own haiku poem about something they saw outside or something else they see every day. Students can draw a picture of the subject of their poem.
5. Haiku charades: students act out things they wrote about and others guess what they are pretending to be. The student who guesses right switches places with the “actor.”

Upcoming: Make journals and found poetry, plus  
learn about metaphors!

