



## Lesson 10: Summarizing what we know about cetaceans

**Objective:** Students will learn about different types of poetry, and will write poems to express what they know about whales and dolphins.

**You will need:**

- Copies of *Examples of Poems* (pages 10-4 to 10-5) for each student
- Copies of *Poetry Planning Worksheet* (page 10-6) for each student
- Cetacean fact sheets, computers with internet access and/or cetacean reference books

**Standards:** CCSS.ELA-Literacy.W.4.4; CCSS.ELA-Literacy.W.4.5; CCSS.ELA-Literacy.W.4.7; CCSS.ELA-Literacy.W.4.9; CCSS.ELA-Literacy.L.4.6;

**Strategy:**

1. Explain to students that the class will be learning about different types of poetry, and that each student will be writing a poem.
2. Ask the students what they know about poems or poetry. Write any responses on the board. These might include that poems have words that rhyme, or that poems are funny.
3. Explain that there are many different types of poems. All are creative ways of expressing thoughts, facts or emotions. Some poems can be funny, some can be sad. Some have lines that rhyme, some do not.
4. Hand out copies of “Examples of poems” to each student.
5. Either read, or select students to read aloud, the explanation of each type of poem, and the example on the sheets. Be sure to carefully explain the structure of each type of poem.
6. Make sure that students know what a syllable, synonym, adjective, and noun are.
7. Tell students that they will be creating poems about cetaceans. They should use knowledge/information that they have gained from the first lessons in the curriculum when writing their poems (i.e. the poems should contain facts and not be completely fictional).
8. Give each student a copy of the Poetry Planning Worksheet and any reference materials you want them to have (fact sheets from this curriculum, computers with internet access, books etc.)
9. Ask students to complete the planning worksheet.
10. Once students have selected a topic, done some research and chosen a type of poem, have them write the first draft of their poem.
11. Divide students into small groups and have them read their draft poems aloud to each other. Remind them that these poems are DRAFTS, which means that others in the group may have suggestions about ways the poems could be improved. Encourage students to be constructive with their criticism. Remind them that it is more helpful to suggest a specific way to improve the poem than to say something like, “I didn’t like the second line.”) Also remind them that different people often have different opinions about things, and that opinions show personal preferences, so there are no “right” or “wrong” opinions. Similarly, the author of the poem may choose to take advice from others in the group, or may choose to stick with the original draft version of the poem.



12. Once everyone in the group has read their poem and received feedback, allow some time for students to revise their poems if they wish.
13. Allow students to illustrate their poems. This may be done by hand, or could be done electronically (using Word, PowerPoint or Publisher to create a poster that incorporates the poem as well as graphics).
14. A suggested grading rubric is provided (page 10-3).

#### References:

- Activity modified from *Multipurpose Poetry: Introducing Science Concepts and Increasing Fluency* <http://www.readwritethink.org/classroom-resources/lesson-plans/multipurpose-poetry-introducing-science-69.html?tab=4#tabs>
- Grading rubric modified from one created by Christine Lewy and accessed at: <http://departments.bcsd.com/CIPD/Chris%20Poetry%20rubric.pdf>
- Examples of Poems from <http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html>)



## Poetry Rubric

Writing and illustrating a poem.

|   | <b>Beginning</b><br><b>1</b>  | <b>Developing</b><br><b>2</b>  | <b>Accomplished</b><br><b>3</b>  | <b>Exemplary</b><br><b>4</b>  | <b>Score</b> |
|---|---|--|--|---|--------------|
| Form  | Uses an inappropriate poetic form.  | May use an appropriate poetic form.  | Effectively uses an appropriate poetic form.   | Creatively uses an appropriate poetic form.   |              |
| Word Usage  | Student's use of vocabulary is very basic.  | Student's use of vocabulary is more telling than showing.  | Student's use of vocabulary is routine and workable.   | Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.                                 |              |
| Language Conventions (spelling, grammar, punctuation) | May contain frequent and numerous errors in spelling, grammar, and punctuation that interferes with the reader's understanding. | May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader's understanding. | Has mainly grade-level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader's understanding. | Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding. |              |
| Effort  | Student's work lacks understanding of the assignment.   | Student's work demonstrates some understanding of the assignment.  | Student's work demonstrates an understanding of the assignment.  | Student's work demonstrates a complete understanding of the assignment and goes beyond the requirements.  |              |
| Illustration  | Lacks an illustration.  | Uses an illustration that may add to the poem's meaning.   | Uses an illustration to enhance the poem's meaning.  | Effective and creative use of an illustration enhances the poem's meaning.  |              |
|   |   |  |  | <b>TOTAL SCORE:</b>   |              |



## Examples of Poems

**Acrostic:** poetry in which the first letter of each line, when read vertically, spell out a word. The word is usually the subject of the poem.

*Vanilla*  
*As I eat it on my brownie*  
*Not doubting it's sweet*  
*Ice cream is a tasty treat*  
*Lots of lingering taste*  
*Lasting to the end*  
*Always my favorite!*

**Cinquain:** a poem with five lines. Each has a required number of syllables, and a specific topic.

Line 1: Title (noun)- 2 syllables

Line 2: Description- 4 syllables

Line 3: Action- 6 syllables

Line 4: Feeling (phrase)- 8 syllables

Line 5: Title (synonym for the title)- 2 syllables

*Flowers*  
*Pretty, fragrant*  
*Waiting, watching, weeding*  
*Enjoying all the while they grow*  
*Gardens*

**Quatrain:** rhyming poems of four lines. Poets use letters to express the rhyme pattern or scheme. The four types of quatrain rhyme are: AABB (shown in the example), ABAB, ABBA, and ABCB.

*Picnic planning in July*  
*Traveling up the mountains so high!*  
*What an adventure for me*  
*Because I prefer mountains to sea!*

**Limerick:** a whimsical poem with five lines. Lines one, two, and five rhyme with each other and lines three and four rhyme with each other. Rhyme pattern: AABBA

*A flea and a fly in a flue*  
*Were caught, so what could they do?*  
*Said the fly, "Let us flee."*  
*"Let us fly," said the flea.*  
*So they flew through a flaw in the flue.*



**Diamonte:** diamond-shaped poems of seven lines that are written using parts of speech.

Line 1: Noun or subject

Line 2: Two Adjectives

Line 3: Three 'ing' words

Line 4: Four words about the subject

Line 5: Three 'ing' words

Line 6: Two adjectives

Line 7: Synonym for the subject

*Home  
Safe, caring  
Loving, sharing, talking  
Friendship, food, car, travels  
Living, loving, enjoying  
Joyous, adventurous  
Family*

**Concrete/shape poem:** poem that form a visible picture on the page. The shape usually reflects the subject of the poem.

*Trees blossoming in the spring  
Clouds above give rain  
Fruit will come soon  
Nature is at work  
while  
trees  
stand  
still*

**Free verse:** poetry without rules of form, rhyme, rhythm, or meter.

*What do the oceans do at night?  
Do they tease and tickle the bottom of boats?  
Do they ripple away in fright?  
Or are the beaches like coats  
That keep them still and quiet  
And once the day breaks and it's breakfast time  
Do the oceans wish for some other diet than fish?*



## Poetry Planning Worksheet

1. What will your poem be about? You can choose one species of cetacean, or a group of cetaceans, or cetaceans in general. Write your answer in the space below.

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2. Use reference materials (fact sheets, internet, books) to do some research about your cetacean to use in your poem. Write down at least 3 interesting facts about your cetacean(s). Use these questions as suggested places to start: What does it look like (size/color/appearance)? Where does it live? What does it eat? Does it have any unusual behaviors?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. What type of poem do you want to write? Use the Examples of Poems sheet to help you choose a type of poem.

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