

5th Grade Poetry Lesson Plan: "I Am From" Poem

Grade: 5th

Subject: English Language Arts

Duration: 5 days (1 hour each day)

Standards:

- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events.
 - CCSS.ELA-LITERACY.L.5.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
 - CCSS.ELA-LITERACY.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
 - ELL Standard: ELD.P1.5.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (applicable during peer reviews and reflections).
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Objectives:

- Students will write a personal poem using the "I Am From" template.
 - Students will revise their poems for correct spelling, grammar, and punctuation.
 - Students will create a self-portrait that visually represents their poem.
 - Students will reflect on their personal identity and heritage through their poetry and artwork.
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Materials Needed:

- "I Am From" poem template below (provided to students)
- Google Doc or Word Doc for typing and editing the poem
- YouTube link to self-portrait tutorial (students will need headphones)
<https://www.youtube.com/watch?v=mkNfugL6jBg&authuser=0>
- White cardstock for portraits
- Pencils, black Sharpies, colored pencils
- Glue, laminator
- Matching cardstock for backing
- Scissors

Day 1: Introduction to the "I Am From" Poem

1. Mini-Lesson (15 minutes):

- Introduce the poem "I Am From" as a way to reflect on personal identity and heritage.
- Read an example poem to the class and highlight its structure (using sensory details, objects, traditions, etc.).
- Discuss the importance of sensory details in creating vivid images in writing.

2. Guided Writing (30 minutes):

- Hand out the "I Am From" template.
- Allow students to begin brainstorming using the prompts in the template (e.g., favorite foods, traditions, sounds, etc.).
- Provide support and guidance as students begin filling out the template.

3. Sharing (15 minutes):

- Ask a few students to share their initial ideas with the class or a small group for peer feedback.
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Day 2: Drafting the Poem

1. Mini-Lesson (10 minutes):

- Review the importance of organization in writing a poem.
- Discuss the use of stanzas in poetry and how they help structure the poem.

2. Writing Session (40 minutes):

- Students complete their "I Am From" poems based on their brainstorm.
- As students work, circulate to offer support and answer questions.
- Remind students to incorporate vivid details and reflect on personal experiences.

3. Peer Review (10 minutes):

- Pair students to exchange poems for feedback on clarity and detail.
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Day 3: Editing and Revising

1. Mini-Lesson (10 minutes):

- Discuss the importance of editing for correct spelling, grammar, and punctuation in poetry.
- Introduce or review basic proofreading symbols and strategies.

2. Revision Time (30 minutes):

- Students will revise their poems based on feedback from peers and the teacher.
- Focus on correcting errors in spelling, punctuation, and enhancing imagery.

3. Typing the Poem (20 minutes):

- Once students are happy with their revisions, they will type up their final drafts in the Google document provided on Google Classroom.
 - Remind them to save their work and double-check for typos.
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Day 4: Creating the Self-Portrait

1. Mini-Lesson (10 minutes):

- Explain the self-portrait activity and how it connects with their poem.
- Show a brief demonstration of the self-portrait tutorial.

2. Self-Portrait Creation (50 minutes):

- Students will watch the YouTube tutorial using headphones, pausing or rewinding as needed. <https://www.youtube.com/watch?v=mkNfugL6jBg&authuser=0>
 - They will sketch lightly with pencils on white cardstock, then trace their drawing with black Sharpie.
 - After tracing, students will color in their portraits using colored pencils.
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Day 5: Final Presentation and Reflection

1. Assembling the Project (30 minutes):

- Teacher will print and crop students' poems.
- Teacher or students will glue their self-portraits and poems to matching cardstock.
- Laminate each student's project for durability.

2. Class Gallery and Reflection (30 minutes):

- Create a gallery wall in the classroom to display the laminated projects.
 - Hold a reflective discussion about the creative process and what students learned about themselves through this project.
 - Option: Students can take a gallery walk to see each other's work.
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Assessment:

- Completed "I Am From" poem with attention to spelling, grammar, and vivid imagery (formative assessment).

- Self-portrait that reflects personal identity (summative assessment).
 - Teacher observation during drafting, revising, and art creation.
 - Participation in peer review and reflection discussion.
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Differentiation:

- For struggling writers, provide sentence starters or allow students to dictate ideas to a peer or teacher.
- For advanced students, encourage them to add more stanzas or experiment with poetic devices like metaphor or simile.
- Use visual aids and examples for students who may need additional support with the portrait tutorial.

This lesson plan combines creative writing with visual arts, giving students an engaging way to express their identity while meeting Common Core standards for poetry.

I Am From Poem Template

Use this template to draft your poem, then type the final draft on Google Classroom.

I am from _____
(name an ordinary item from nature)

From _____ and _____
(name a brand/product you use) (name another brand/product you use)

I am from the _____
(description of your home, patio, backyard, or neighborhood)

_____, _____, and _____
(adjective) (adjective) (feeling)

I am from _____, _____, and _____
(type of plant or tree) (type of flower)

(type of item in nature)

(description of the above items from nature)

I'm from _____ and _____
(family tradition) (family trait personality or appearance)

From _____ and _____
(first name of a family member) (another family member)

From _____ and _____
(Family Saying / Something your family says a lot)

(a nickname your family has for you or another saying)

I'm from _____ and _____.

(favorite holiday)

(favorite family activity)

I'm from _____
(place of birth or family ancestry)

From _____ and _____
(a food item that represents your family) (another one)

From the _____
(favorite story about a specific person and detail)

The _____
(List your titles, For example: daughter, son, sister, brother, niece, nephew, grandson, etc)

Of, _____
(describe your family)

From the _____
(location of your family photos)

(line explaining the importance of family and love)