

Summary of Lesson: Students will learn about concrete poetry and will practice writing concrete poems.

| Title | Tentative Category | Time | Materials/Resources |
|-----------------|--------------------------------|------------|---|
| Concrete Poetry | Poetry Writing Journals | 40 minutes | Examples of concrete poetry, Computers/ Laptops, White Board, Construction paper, Scissors, Pencils, Markers, |

Essential Questions: What is concrete poetry? What are the different elements that make concrete poetry different from other forms of poetry? How does concrete poetry maintain elements of narrative prose i.e. plot/theme, setting, characters, etc.?

Common Core Standards:

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme or a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

SL.5.1. Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Procedure/Activities:

Teacher/author begins by asking students for the definition of concrete poetry. Mention that another name for concrete poetry is shape or visual poetry. Jot down the students' responses.

Give the students the official definition of concrete poetry. Definition: A concrete poem is a poem written in the form of a picture or image.

Show examples of concrete poetry from Technically, It's Not My Fault by John Grandits. For example, you can use the poem "It's Not Fair" to teach the concept of concrete poetry.

Have one student read the poem aloud. Lead a class discussion that answers the following questions:

❑ What is this poem about?

-What is the tone of the poem? (Is it funny? Sarcastic?)

-What type of relationship does the main character have with his sister based on this poem?

-How would you describe the main character's personality? (Is he rebellious? Adventurous? Mean? Laid Back?)

-What is the main character's attitude toward the consequences of using fireworks?

❑ What do you notice about the illustration?

-Is the background hue dark or light? Why?

-How many colors does the author use for this illustration?

****Compare this poem with another poem that has a white background/plain lettering****

❑ Did you have to turn the page to read all of the writing?

(Mention that concrete poetry is about being so creative that it takes creativity to even read the poem!)

❑ How does the illustration take the form of the words that are written?

(Draw attention to the chunks of writing written plainly that describe the main character getting in trouble in contrast with the creative, multi-colored/shaped words used to describe the actual fireworks.)

5. Lead the students in creating concrete poems with the topic of their choice.

Here are 4 Easy Steps to Concrete Poetry:

❑ Choose a subject for your poem.

❑ Pick the shape of the poem.

❑ Write your poem normally.

❑ Draw out the shape of your poem.

❑ Practice fitting the poem in the form of the shape-keep doing it until all the letters fit (adjust the size of the image if need be).

