Introduction to Poetry Journal

Grades 2-5

POETRY

Young Poet:

Welcome, Young Poet!

Dear Poet,

You are about to begin an amazing adventure into the world of poetry! Poetry is special way of using words to express feelings, tell stories, and paint pictures with language.

In this journal, you will:

• Learnwhat makes poetry special
• Read fun and interesting poems
• Write your own poems
• Play poetry games
• Discover that YOU are a poet!

⭐ Important Things to Remember: ⭐

• Poems can be SHORT! Even one line can be a poem.
• Poems can be FUNNY! Make yourself and others laugh.
• Poems DON'T have to rhyme! Many great poems don't rhyme at all.
• There are NO WRONG POEMS! Your ideas and words matter.
• EVERYONE can be a poet! Yes, that means YOU!

Are you ready? Let's explore the wonderful world of poetry together!

Happy writing!

What is Poetry?

Poetry is a special way of writing that uses carefully chosen words to create feelings, pictures, and sounds. Poems are different from regular sentences!

Regular Sentence:

The cat sat on the soft, warm mat and fell asleep.

As a Poem:

Soft mat,
Warm cat,
Curled up,
Just ike that!

> **Did you know?** The word "poetry" comes from an ancient Greek word that means "to make" or "to create." When you write a poem, you are a creator!

Activity 1: Poetry Detective

Look at these groups of words. Circle the ones that are POEMS:

A)

I went to the store. I bought some milk. Then I came home.

B)

Rain drops
Plip, plop
On my nose!

C)

The dog is brown and has four legs and likes to play fetch.

D)

Stars twinkle
Moon glows
Night whispers
Sleep flows

Your Turn: What is Poetry to YOU?

Draw a picture or write words that show what poetry means to you.

_____

_____

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Structure and Form

Lines, Stanzas, and Poems

Poems have special building blocks:

Building Block	What it Means	Example
LINE	One row of words in a poem	The sun is bright
STANZA	A group of lines together (like a paragraph)	The sun is bright The sky is blue It's a beautiful day Just for you!
POEM	The whole thing! Can have one or many stanzas	All the stanzas put together make a complete poem

Let's Count!

Butterflies flutter by,	———	Line 1
Dancing in the sky.	———	Line 2
	———	Space between stanzas
Orange, yellow, blue,	———	Line 3
I wish I could fly too!	———	Line 4

This poem has: 4 lines, 2 stanzas, 1 poem

Activity 2: Build-a-Poem

Count the lines and stanzas in this poem:

My dog likes to play
He runs around all day

He chases a ball
And jumps over the wall

When evening comes near
He sleeps without fear

Number of lines: _____

Number of stanzas: _____

Game: Sentence of Poem?

Write "S" for sentence or "P" for poem:

1. _____"I like ice cream and it tastes good."

2. _____"Ice cream / Cold and sweet / Melting treat"

3. _____"The bird flew to the tree and made a nest."

4. _____"Little bird / Singing high / Up in the sky"

Types of Poems

There are many different types of poems. Let's explore four popular types.

1. Rhyming Poems

These poems have words at the end of the lines that sould alike.

Example: "My Cat"

My cat is fat,
She sits on a mat,
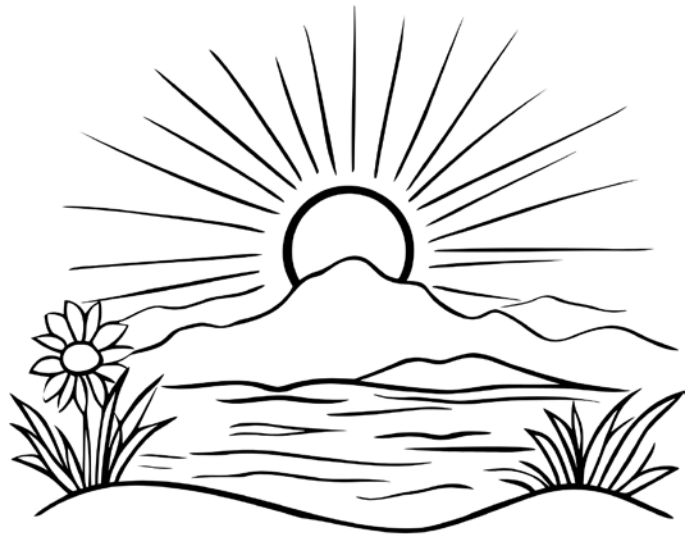She's fluffy and sweet,
With tiny white feet.

"fat" rhymes with "mat"
"mat" rhymes with "fat"

2. Free Verse

These poems DON'T have to rhyme! They follow their own rules.

Example: "Morning"

The sun peaks
through my window
like a friendly visitor
waking me up
with golden fingers.

3. Haiku

A special poem from Japan! It has **3 lines** with a syllable pattern: **5-7-5**.

Example: "Spring Day"

Flow-ers bloom-ing bright —————— 5 syllables
But-ter-flies dance in sun-light —————— 7 syllables
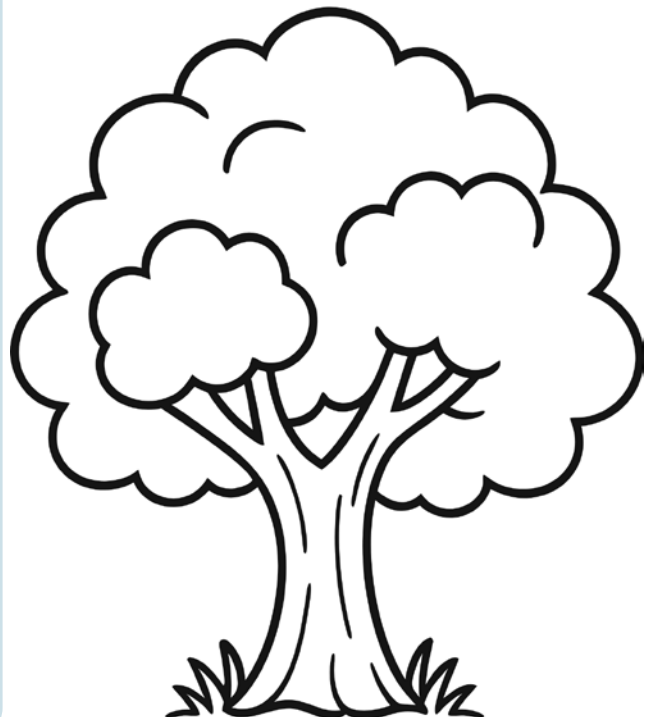Spring has come at last —————— 5 syllables

Syllable Tip! A syllable is a beat in a word. Clap it out! "Cat" = 1 clap, "Rab-bit" = 2 claps, "But-ter-fly" = 3 claps!

4. Shape Poems (Concrete Poems)

These poems are written in the shape of what they're about!

Example: "Tree"

A
tall
lonely
oak tree
winds howl
leaves shake
acorns clatter
d
o
w
n
to the dry ground

Activity 3: Match the Poem Type

Draw a line to match each poem to its type:

Summer sun so bright
Children playing in the park
Laughter fills the air

Rhyming Poem

I have a little dog
Who likes to jump and jog

Free Verse

My sister laughs
like wind chimes
tinkling in the breeze

Haiku

Write Your Own Poems!

Write a Rhyming Poem
Here are some rhyming word pairs to help you get started:

day/play, bright/night, tree/free, sing/wing

_____

_____

_____

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_____

Write a Free Verse Poem
Remember: No rhyming needed! Write about anything you want.

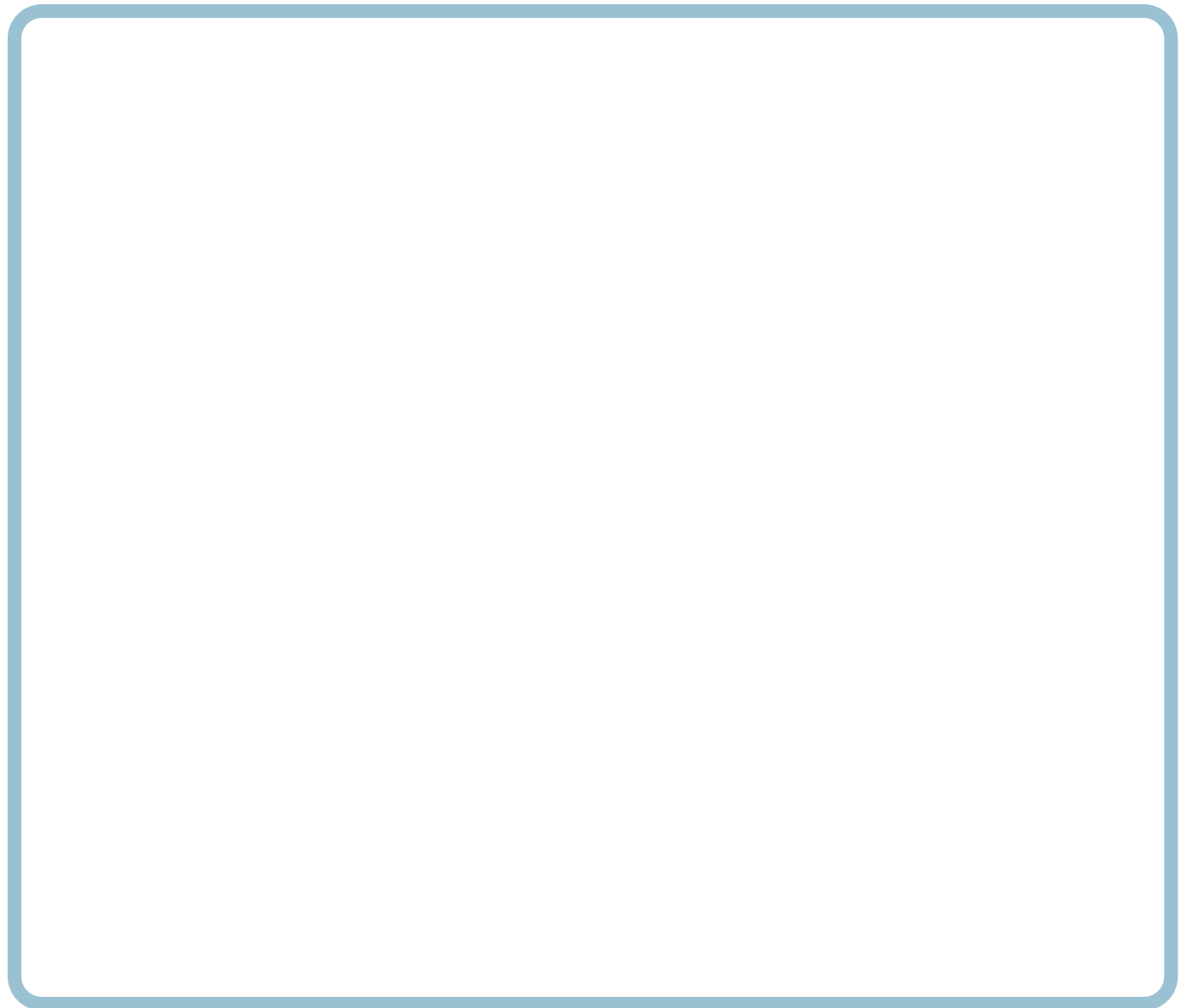Ideas: your favorite place, a memory, something you see right now

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Write a Haiku (5-7-5)

Remember the syllable pattern: Line 1 = 5, Line 2 = 7, Line 3 = 5

Haiku tip: Usually about nature or seasons!

_____

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_____

Draw and Write a Shape Poem

Draw a simple shape (heart, star, circle, animal), then write your poem inside or around it!

Sound and Rhythm

Poems are meant to be heard! Let's explore the musical parts of poetry.

1. Rhyme

Words that end with the same sound.

Examples: cat/hat, sing/ring, blue/shoe, light/night

2. Rhythm

The beat of a poem, like music! Some words are stressed (loud) and some are soft.

TWIN-kle, **TWIN**-kle, **LIT**-tle **STAR**
HOW I **WON**-der **WHAT** you **ARE**

3. Repetition

Using the same word or phrase more than once for effect.

Run, run, run!
Fast as I can,
Run, run, run!
I'm the gingerbread man!

4. Alliteration

When words in a row start with the same sound. It's like a tongue twister!

Examples:

- **S**ally **s**ells **s**eashells
- **P**eter **P**iper **p**icked a **p**eck of **p**ickeled **p**eppers
- **B**ig **b**lue **b**utterflies

Activity 4: Rhyme Time!

Find a word that rhymes with each word below:

dog - _____

tree - _____

sun - _____

bear - _____

moon - _____

bright - _____

Activity 5: Alliteration Adventure

Create your own alliteration! Pick a letter and write as many words as you can that start with that sound:

My letter: _____

Now use some of those wrods to write an alliteration sentence or poem:

_____

_____

_____

_____

_____

_____

Game: Sound Detective

Read this poem and find:

Silly snake slither slowly,
Through the grass so green and lowly,
Hissing slowly, hissing sweet,
Moving with a steady beat.

1. Circle all the rhyming words
2. Underline the alliteration
3. Put a ☆ next to the repeated words

Meaning and Language

Poets use special language tricks to paint pictures with words!

1. Imagery

Words that help you **see**, **hear**, **smell**, **taste**, or **feel** something in your mind.

The **golden** sun	(I can SEE it)
Warm on my face	(I can FEEL it)
Birds **chirping**	(I can HEAR it)
Sweet flowers blooming	(I can SMELL it)

2. Sensory Words

Words that describe what we experience with our 5 senses:

Sense	Example Words
SEE	colorful, sparkly, bright, dark, tiny, huge
HEAR	loud, quiet, buzzing, crackling, musical
SMELL	sweet, stinky, fresh, smoky, flowery
TASTE	sour, salty, sweet, bitter, spicy
TOUCH	soft, rough, smooth, bumpy, cold, hot

3. Simile

Comparing two things using the words "**like**" or "**as**."

Examples:

- The moon is **like** a giant flashlight in the sky.
- My brother runs **as fast as** a cheetah.
- Her smile is **like** sunshine.
- This pillow is **as soft as** a cloud.

4. Metaphor

Saying something **IS** something else (even though it's not really).

Examples:

- The moon **is** a giant flashlight in the sky.
- My brother i**s** a cheetah.
- Her smile **is** sunshine.
- Time **is** money.

What's the difference?

Simile: The stars are **like** diamonds.
Metaphor: The stars **are** diamonds.

Activity 6: Sensory Poem

Write a poem using words for ALL FIVE senses!

Topic: My Favorite Food

It looks: - _____

It sounds: - _____

It smells: - _____

It tastes: - _____

It feels: - _____

Now put it together as a poem:

_____

_____

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Activity 7: Simile or Metaphor?

Write "S" for Simile or "M" for Metaphor:

1. _____The clouds are fluffy cotton balls.

2. _____The rain sounds like drums on the roof.

3. _____My sister is a monkey when she climbs.

4. _____The snow is as white as paper.

5. _____Books are windows to new worlds.

Create Your Own!

Write 2 similes and 2 metaphors:

Simile 1: - _____ is like _____

Simile 2: - _____ is as _____ as _____

Metaphor 1: - _____ is _____

Metaphor 2: - _____ is _____

Speaker, Mood, and Voice

1. Speaker

The **speaker** is the voice talking in the poem. It might be the poet, or it might be a character!

Example 1: The speaker is a child

I love to play outside all day,
Jumping, running, time to play!
My mom calls me in for dinner,
But I want to stay and be a winner!

Example 2: The speaker is a tree

I am old and tall,
I've seen them all-
Summers hot, winters cold,
So many stories I could have told.

2. Mood

The **mood** is the feeling you get when you read the poem.

Mood	Example Words that Create this Mood
Happy	sunny, laugh, bright, playful, joy
Sad	gray, lonely, tears, quiet, lost
Scary	dark, shadow, creepy, mystery, night
Calm/Peaceful	gentle, soft, quiet, peaceful, still
Excited	wow, amazing, fast, jum

Example 1: Happy Mood

Sunshine, rainbows, butterflies!
Ice cream, laughter, bright blue skies!

Example 2: Spooky Mood

Shadows creeping on the wall,
Footsteps echo down the hall...

3. Voice

The **voice** is the personality of the poem. Is it serious? Silly?
Playful? Wise?

Example 1: Silly Voice

My socks are purple,
My shoes are green,
I'm the silliest person
You've ever seen!

Example 2: Wise Voice

Listen to the rain,
It teaches patience.
Good things come
To those who wait.

Activity 8: Who's Speaking?

Read each poem and identify the speaker:

> I have four legs and a wagging tail,
> I fetch the ball without fail,
> I bark and play all day,
> I'm your best friend in every way!

Speaker: _____

> I flow and rush down the mountain side,
> Fish and frogs in me reside,
> Cool and clear, I never rest,
> Bringing water is what I do best.

Speaker: _____

Activity 9: Mood Match

Read each poem and write the mood (happy, sad, scary, peaceful, excited):

> Soft whispers of the breeze,
> Gentle rustling of the trees,
> Quiet sunset, orange and gold,
> A peaceful story being told.

Mood: _____

> My birthday's here, let's celebrate!
> Cake and presents - I can't wait!
> Friends and fun and games to play,
> Best. Day. Ever. Hip hooray!

Mood: _____

Write Two Poems with Different Moods

Poem 1 - Happy Mood:

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_____

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Poem 2 - Calm/Peaceful Mood:

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Teacher Guide

Overview:

This comprehensive poetry journal is designed for elementary students (grades 2-5) to explore fundamental concepts through engaging, age-appropriate activities and games. The journal emphasizes creativity, self-expression, and the understanding that poetry is accessible to all students.

LEARNING OBJECTIVES:

By the end of this unit, students will be able to:

• Define poetry and distinguish it from prose
• Identify and understand basic poetry terminology (line, stanza, poem)
• Recognize and create different tupes of poems (rhyming, free verse, haiku, shape poems)
• Identify and apply sound devices (simile, metaphor, imagery, sensory words)
• Recognize speaker, mood, and voice in poetry
• Write original poems using learned concepts
• Develop condifence in creative expression
• Appreciate poetry as a valid form of self-expression

COMMON CORE STATE STANDARDS (CCSS) ALIGNMENT:

Reading: Literature
• **CCSS.ELA-LITERACY.RL.2.4, 3.4, 4.4, 5.4:** Describing how words and phrases supply rhythm and meaning in a story, poem, or song
• **CCSS.ELA-LITERACY.RL.3.5, 4.5, 5.5:** Refers to parts of poems when writing or speaking about a text, using terms such as stanza
• **CCSS.ELA-LITERACY.RL.4.5:** Explain major differences between poems, drama, and prose
Writing
• **CCSS.ELA-LITERACY.RL.2.3, 3.3, 4.3, 5.3:** Write narratives in which they recound a well-elaborated event of short sequence of events
• **CCSS.ELA-LITERACY.RL.2.5, 3.5, 4.5, 5.5:** With guidance and support, strengthen writing through revision
Language
• **CCSS.ELA-LITERACY.RL.2.5, 3.5, 4.5, 5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
• **CCSS.ELA-LITERACY.RL.3.5A, 4.5A, 5.5A:** Interpret figurative language, including similes and metaphors, in context

SETUP AND MATERIALS:

Materials Needed:
• Printed copies of the Poetry Journal (one per student)
• Pencils, colored pencils, or crayons for writing and illustrating
• Optional: Chart paper for class poems and anchor chartds
• Optional: Poetry books for read-aloud examples
• Optional: Recording device for students to perform poems

Preparation Tips:
• Print journals double-sided to save paper
• Consider binding journals or using folders for student portfolios
• Gather a collection of age-appropriate poetry books for inspiration
• Create anchor charts for key concepts (simile vs metaphor, poem types, etc.
• Prepare example poems for each concept
• Set up a "Poetry Corner" in your classroom with poetry books and writing supplies

SUGGESTED PACING GUIDE:

Day 1 - Introduction & What is Poetry?:
• Read introduction together
• Discuss important reminders
• Complete Activity 1: Poetry Detective
• Students draw/write what poetry means to them

Day 2 - Structure and Form:
• Teach lines, stanzas, poems
• Activity 2: Build-a-Poem
• Game: Sentence or Poem?
• Count lines/stanzas in sample poems

Days 3-4 - Types of Poems:
• Introduce rhyming poems, free verse, haiku, shape poems
• Activity 3: Match the Poem Type
• Students practice writing each type
• Share student poems

Days 5-6 - Sound and Rhythm:
• Teach rhyme, rhythm, repetition, alliteration
• Activity 4: Rhyme Time
• Activity 5: Alliteration Adventure
• Game: Sound Detective

Days 7-8 - Meaning and Language:
• Teach imagery, sensory words, simile, metaphor
• Activity 6: Sensory Poem
• Activity 7: Simile or Metaphor?
• Students create own comparisons

Days 9 - Speaker, Mood, Voice:
• Identify speaker in poems
• Activity 8: Who's Speaking?
• Activity 9: Mood Match
• Write poems with different mood

Pacing Notes:
• This is a suggested 9 day unit, but can be adapted to your schedule
• Can be extended to 3-4 weeks for deeper exploration
• Can be condensed to 1 week by selecting key activities
• Works well as 30-45 minute daily lessons
• Can be used for poetry stations or centers

DISCUSSION QUESTIONS BY TOPIC:

What is Poetry?:
• What makes poetry different from a story or regular writing?
• Have you ever read or heard a poem before? What was it about?
• Why do you think people write poems?
• Can a poem be just one line? Why or why not?
• What topics do you think you could write a poem about?

Structure and Form:
• How is a stanze like a paragraph?
• Why do you think poets break their writing into lines instead of writing across the whole page?
• Do all poems need to have stanzas?
• How does the shape or structure of a poem affect how we read it?

Types of Poems:
• Which type of poem is your favorite? Why?
• What makes haiku special or different from other poems?
• Is it easier to write poems that rhyme or free verse? Why?
• What shapes could you mkae with a shape poem?
• Can you think of a song that is like a rhyming poem?

Sound and Rhythm:
• Why do you think rhyming makes poems fun to read?
• Can you feel the rhythm when you read a poem out loud? Show me!
• Why might a poet repeat words or phrases?
• What's your favorite tougue twister? How is it like alliteration?
• How does reading a poem aloud change your experience of it?

Meaning and Language:
• When you read "the moon smiled," what picture do you see in your mind?
• What's the difference between saying "soft as a cloud" and "soft like a cloud"?
• Which sense do you think is easiest to write about? Which is hardest?
• Can you think of a time when comparing two things helped you explain something?
• What makes a word "powerful" in a poem?

Speaker, Mood, Voice:
• How can you tell who is speaking in a poem?
• What words help create a happy mood? A sad mood? A scary mood?
• Can the same poem have different moods for different people?
• How would a poem from a dog's perspective be different from one written by a person
• What makes a poem sound funny versus serious?

DIFFERENTIATION STRATEGIES:

For Students Who Need Additional Support:
• **Provide sentence stems:** "I see _____," "It sounds like _____," "_____ is like _____"
• **Use work banks:** Pre-selected vocabulary for each activity
• **Partner work:** Pair with a peer buddy for collaborative writing
• **Visual aids:** Picture cards for inspiration and vocabulary support

- **Scribe support:** Allow students to dictate poems while teacher/aide writes
- **Reduced length requirements:** Accept shorter poems (2-3 lines instead of 4-6)
- **Model first:** Complete activities together as a class bedore independent work
- **Audio examples:** Listen to poems read aloud multiple times
- **Concrete examples:** Use objects and realia to inspire sonsory poems

For Advanced Students:
- **Extended writing:** Writing longer poems with multiple stanzas
- **Complex froms:** Introduce limerick, acrostic, diamante, or cinquain
- **Multi-device poems:** Challenge to include metaphor, alliteration, AND imagery into one poem
- **Poetry anthology:** Create a themed collection of original poems
- **Teach others:** Create instructional posters or videos about poetry concepts
- **Research project:** Study famous poets and their styles
- **Performance poetry:** Memorize and perform poems with expression
- **Revision focus:** Revise poems multiple times for stronger word choice
- **Poetry mentor texts:** Analyze published poems for craft techniques

For English Language Learners:
- **Bilingual poems:** Allow use of native language words
- **Translation activities:** Translate simple poems from/to native language
- **Visual vocabulary:** Pictures paired with poetry terms
- **Rhyme in native language:** Explore rhyming patterns in native language
- **Cultural connections:** Share poetry traditions from students' cultures
- **Cognates focus:** Highlight poetry terms with cognates (poet/poeta)
- **Simplified language:** Provide definitions with simpler vocabulary

For Different Learning Styles:
- **Visual learners:** Emphasize shape poems, illustrated poems, color-coding devices
- **Auditory learners:** Poetry performances, rhythm activities, listening center
- **Kinesthetic learners:** Act out poems, use magnetic poetry, movement-based rhythm activities
- **Social learners:** Group poems, poetry circles, peer sharing
- **Independent learners:** Self-directed poetry projects, individual portfolios•

EXTENSION ACTIVITIES AND ENRICHMENT:

1. Poetry Performance Slam

Organize a class poetry slam where students perform their original poems. Teach performance skills like voice projection, expressions, and pacing. Consider inviting other classes or families.

Standards addressed: Speaking & Listening, Performance skills

2. Published Poetry Anthology

Compile student poems into a class anthology. Students can design covers, write author bios, and illustrate poems. Print or create digital versions to share with families.

Standards addressed: Writing process, Publishing, Technoloty integration

3. Poetry Podcase or Video Channel

Students record themselves reading poems (their own or classics) for a class podcast or YouTube channel. Add music, sound effects, or visuals.

Standards addressed: Technology skills, Speaking & Listening, Media literacy

4. Cross-Curricular Poetry Projects

• **Science:** Write poems about the water cycle, seasons, animals, or space
• **Social Studies:** Historical figure poems, geographic location poems
• **Math:** Number poems, shape poems using geometric forms
• **Art:** Create mixed-media art pieces incorporating poems

5. Poetry Pen Pals

Partner with another class (in your school or another school) to exchange original poems. Students can respond to each other's work.

Standards addressed: Writing for audience, Communication skills

6. Famous Poets Study

Research age-appropriate poets like Shel Silverstein, Jack Prelutsky, Langston Hughes, Maya Angelou, or Nikki Giovanni. Create posters about their lives and signature styles

Standards addressed: Research skills, Literary history

7. Poetry Garden or Display

Create a physical or bulletin board "poetry garden" where students' poems are displayed like flowers. Changeseasonally or thematically.

Standards addressed: Visual literacy, Community building

8. Found Poetry

Cut words from magazines, newspapers, or old books to create "found poetry." This introduces randomness and new word combinations.

Standards addressed: Creative thinking, Word choice

9. Poetry and Music Connection

Analyze song lyrics as poetry. Compare poems to songs. Have students write lyrics or set their poems to music.

Standards addressed: Arts integration, Text analysis

10. Community Poetry Project

Write poems for community members: veterans (Veteran's Day), senior citizens (Grandparent's Day), essential workers (appreciation poems), or create poems for public spaces.

Standards addressed: Service learning, Writing for audience and purpose

ANSWER KEY"

Activity 1: Poetry Detective

Poems to circle: B and D
Explanation: These are written in poetic form with line breaks and rhythmic language. A and C are regular sentences/prose.

Activity 2: Build-a-Poem

Number of lines: 6
Number of stanzas: 3

Game: Sentence of Poem

1.   S (Sentence)
2.   P (Poem)
3.   S (Sentence)
4.   P (Poem)

Activity 3: Match the Poem Type

• **Poem A:** Haiku (5-7-5 syllable pattern)
• **Poem B:** Rhyming Poem (dog/jog rhyme)
• **Poem C:** Free Verse (no rhyme, flowing language)

Activity 4: Rhyme Time

Possible answers (accept any correct rhyme):
dog - log, fog, hog, jog
tree - see, bee, free, knee, me
sun - run, fun, done, one, bun
bear - hair, care, fair, there, wear
moon - soon, spoon, June, tune, noon
bright - light, night, sight, kite, right, white

Game: Sound Detective

• **Rhyming words to circle:** slowly/lowly, sweet/beat
• **Alliteration to underline:** Silly snakes slither slowly
• **Repeated words to star:** hissing (appears twice)

Activity 7: Simile or Metaphor?

1.   M (Metaphor - clouds ARE cotton balls)
2.   S (Simile - uses "like")
3.   M (Metaphor - sister IS a monkey, though "when she climbs" adds context)
4.   S (Simile - uses "as... as")
5.   M (Metaphor - books ARE windows)

Activity 8: Who's Speaking?

First poem speaker: A dog
Second poem speaker: A river/stream

Activity 9: Mood Match

First poem mood: peaceful/calm
Second poem mood: happy/excited

RECOMMENDED RESOURCES:

Classic Poetry Books for Elementary Students:
• *Where the Sidewalk Ends* by Shel Silverstein
• *A Light in the Attic* by Shel Silverstein
• *The New Kid on the Block* by Jack Prelutsky
• *Something Big has Been Here* by Jack Prelutsky
• *Joyful Noise: Poems for Two Voices* by Paul Fleischman

Contemporary Poetry Books for Elementary Students:
• *The Poetry Friday Anthology for Celebrations* by various poets
• *National Geographic Book of Animal Poetry* by J. Patrick Lewis
• *Advice for Little Ones* by Shutta Crum
• *Thanks a Million* by Nikki Grimes
• *The Word Collector* by Peter H. Reynolds

Diverse Voices Poetry Books for Elementary Students:
• *The Crossover* by Kwame Alexander (verse novel for older students)
• *Brown Girl Dreaming* by Jacqueline Woodson (verse memoir)
• *Poet: The Remarkable Story of George Moses Horton* by Don Tate
• *Mama Goose Nursery Rhymes* by various multicultural authors
• *Whispers in the Tall Grass* by Danielle Daniel

Online Resources:
• **Poetry Foundation (poetryfoundation.org) -** Extensive poetry database, lesson plans
• **ReadWriteThink.org -** Interactive poetry tools and lesson plans from NCTE
• **Poetry4Kids.com -** Kenn Nesbitt's website with poems and writing tips
• **Scholastic Poetry Writing Resources -** Activities and printables
• **Poets.org (Academy of American Poets) -** Poems, educational resources
• **PBS Poetry Everywhere -** Videos of poets reading their work

Professional Development Books for Teachers:
• *A Kick in the Head: An Everyday Guide to Poetic Forms* by Paul B. Janeczko
• *Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard
• *For the Good of the Earth and Sun: Teaching Poetry* by Georgia Heard
• *Poetry Matters: Writing a Poem from Inside Out* by Ralph Fletcher
• *The Poetry Teacher's Book of Lists* by Sylvia Vardell

Poetry Celebration Days:
• **National Poetry Month:** April
• **World Poetry Day:** March 21
• **Poem in Your Pocket Day -** April (varies)
• **Haiku Poetry Day:** April 17

ADDITIONAL TEACHING TIPS:

Creating a Poetry-Rich Environment:
• Display student poems prominently in the classroom
• Read a "Poem of the Day" during morning meeting or transitions
• Create a poetry bulletin board that changes monthly
• Establish a classroom poetry library with diverse collections
• Use poetry as brain breaks between subjects
• Incorporate poetry into other content areas regularly

Building Confidence in Reluctant Writers:
• Emphasize that there are NO WRONG poems
• Start with very short forms (one-line poems, two-word poems)
• Use collaborative/class poems before individual work
• Provide lots of examples and models

- Celebrate ALL attempts and efforts
- Focus on ideas first, mechanics later
- Allow drawings as pre-writing or alternative to words
- Use poetry frames and templates for structure

Promoting Sharing and Community:
- Establish respectful feedback protocols ("I like..." "I notice...")
- Create regular opportunities for poetry sharing (Poetry Friday, etc.)
- Model sharing your own poetry and bring vulnerable
- Never force students to share if they're uncomfortable
- Celebrate diverse styles and voices
- Create opportunities for peer conferencing and feedback

Assessment Considerations:
- Focus on growth and effort over perfection
- Use portfolio assessment to show progress over time
- Conference individually with students about their poetry
- Allow student choice in which poems to assess formally
- Consider self-assessment and reflection as part of grading
- Assess process (participation, effort, risk-taking) as well as product

☆ **Remember:** ☆

The goal of this poetry journal is not to create perfect poems, but to:
- Build confidence in creative expression
- Develop appreciation for language and literature
- Provide tools for self-expression and emotional literacy
- Foster a love of reading and writing
- Celebrate each child's unique voice and perspective

Every child IS a poet. Our job is to help them discover that truth!

May your classroom be filled with words, wonder, and poetry!