

Lesson Plan



Sample Lesson from PS 457

Grade: 2

Genre: Poetry

Common Core Standards (Refer to [ELA Standards > Writing > Grade 2](#) and [ELA Standards > Speaking & Listening > Grade 2](#))

- CCSS.ELA-LITERACY.W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CCSS.ELA-LITERACY.W.2.8
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Lesson Objectives:

Students will:

- Learn the meaning of “simile” and be able to identify the use of similes in the mentor text.
- Continue to identify metaphors, personification, hyperbole, imagination, and the five senses (sensory language) in their own poems and their classmates’ poetry.
- Write a poem as if they were a force of nature, employing the use of metaphors, similes, personification, and alliteration.

LESSON PLAN

Warm-up:

- Read aloud an excerpt from [“Tornado Child,”](#) a poem by Kwame Dawes. Identify when Dawes uses metaphor: “I am a tornado child.” Ask students:

What is the poet comparing? He’s comparing himself to a tornado. How can a tornado and a child be alike? They are fast, powerful, big, strong, angry, etc.

- Identify when Dawes uses simile: “I come like a swirl of black and darken up your day.” Ask students:

What is the poet comparing himself to now? The swirl of a tornado. He uses the word, “like.” What type of metaphor is that? A simile because he used the word, “like.”

- Identify when Dawes uses personification: “if I feel good, I might bring you back, all warm and scared.” Ask students:

Can a tornado “feel good” or be in a good mood? We’re giving a tornado an emotion, just like a human being. What poetic tool is being used?

- Identify when Dawes uses alliteration: “heart humming wild like a bird after early sudden flight.” Ask students:

What beginning sound repeats in this line? What poetic device is being used in the repetition of that sound?

Discussion: Complete a sample template poem as a class.

- Brainstorm forces of nature or parts of nature to put in the line, “I am a _____ child.” Examples: sandstorm, wind, hurricane, tsunami, garden, ocean, river, sky, cloud, lightning, thunder.
- Come up with a simile to complete the line, “I come like _____.” Examples: a blinding swirl of dust, a soft-shoed ballet dancer, a pulsing wall of dark blue water.

- Personify the chosen force of nature to complete the following lines:

“If I get mad, I will _____.” Example: tangle your hair with a million grains of sand

“If I feel good, I will _____.” Example: lay softly beneath your feet as you dance on the beach

- Repeat the opening line, “I am a _____ child.” Use alliteration in the final line: “born in _____.” Example: the whipping winds of way out west.

Main Activity: Students choose a force of nature from the brainstorm list or another force of their own choosing to begin their poem. Students use the template provided to write their poems. The template prompts the students to use metaphor, simile, personification, repetition, and alliteration.

Review and Closing: Invite students to share their poems with the class. Support students to apply their presentation and reading skills and to practice offering constructive criticism. Readers will focus on pronunciation, projection, and posture. Listeners will focus on addressing the poet directly to identify the use of one of the five poetic devices: “James, you used personification when you said that the tornado felt happy.” Students are given incentives (e.g., dojo points, stickers) for giving constructive criticism.

Materials:

- SmartBoard or other video projector
- White board markers or chalk to record students’ brainstormed list
- Excerpt from “Tornado Child” to display
- Poem template

Vocabulary: Simile, metaphor, personification, alliteration

Tornado Child (excerpt)

By Kwame Dawes

I am a tornado child.

I come like a swirl of black and darken up your day;
I whip it all into my womb, lift you and your things,
carry you to where you've never been, and maybe,
if I feel good, I might bring you back, all warm and scared,
heart humming wild like a bird after early sudden flight.

I am a tornado child

born in the whirl of clouds; the center crumbled

NAME: _____

DATE: _____

TITLE: _____

(metaphor) I am a _____ child.
(choose a force of nature or something from nature)

(simile) I come like _____

_____ .

(personification) If I get mad, I will _____

_____ .

(personification) If I feel good, I will _____

_____ .

(repetition) I am a _____ child,
(repeat your force of nature from the first line)

(alliteration) born in _____

_____ .

DRAW A PICTURE OF YOU BEING A FORCE OR PART OF NATURE

I am a Rising Sun

By Haychel Chiarello, teacher, PS 457

I am a Sun Rising child.

I come like a ray of light
through the darkness.

If I get mad, I will walk softly
behind the shield of a cloud.

If I feel good, I will dance from morning
to nightfall in the sky.

I am a Sun Rising child,
born in Summer, reborn in Spring.

Tropical Storm Child

By Adam, second-grader, PS 457

I am a tropical storm child.

I come like a crazy boar.

If I get mad, I will not let you run or speed walk.

I will push you back.

If I feel good, I will stop pushing you back
and let you walk and run.

I am a tropical storm child,

born in depressed Dallas, Texas.

Invisible Child

By Jasmin, second-grader, PS 457

I am an invisible child.

I come like smiling.

If I get mad, I will destroy the world.

If I feel good, I will eat vegetables.

I am an invisible child,

born in Mexico on May 27.

