

Poetry and the Schoolyard

Lesson Overview

During this lesson, students will have the opportunity to explore nature imagery through a poetry walk in the schoolyard, and using their observations to capture and collect the sights, sounds, textures and smells of nature.

Learning Goals: In this lesson we are learning how to generate, gather and organize ideas and information to write for a specific purpose.

Overall English/Language Curriculum Expectation:

Writing - Developing and Organizing Content:

Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Preparations/Resources

- Portable whiteboard and markers for or students, journals or clipboards with paper and pencils
- Tablet (or other device) to document student learning
- Select a poetry style you'd like to focus on and gather some examples, at the appropriate grade level, that can be shared with the class

Possible Poetry forms to consider:

Cinquain: Verses with the following pattern.

Line 1: One word title

Line 2: two words describing title

Line 3: three words showing action

Line 4: four words showing a feeling about the title

Line 5: one word (simile or metaphor for the title)

Acrostic: Verses where the first letters of each line spells out a particular message or word. .

Haiku: A form of Japanese poetry that follows a structured pattern.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Description of Activity

Time outside: 30 min. **Total time:** 60 min.

Minds-On: (outside)

- Ask groups of students to find an object found in the environment (e.g., leaf, rock...)
 - Remind students about respecting nature and that items should not be pulled off living things
 - Ask student groups not to show their item to the other groups
- Have students brainstorm all of the adjectives possible to describe their item within their group. They can list on a portable whiteboard or in a journal
- Student groups partner with another group
- Each group takes a turn sharing the adjectives they brainstormed
- The second group can try to guess/identify the item
- As a class, adjectives can be listed on chart paper or portable white board

Action:

- Discuss with class how language impacts the tone of a piece of writing.
- Share poetry samples with the class and work with them to identify some of the features in the poem.
- Students participate in a walk throughout the schoolyard or community bringing a poetry journal with them to use as a tool to collect sensory images (sights, sounds textures, smells) either by writing or drawing
- Following the walk, students can find a place in

the shade to sit and create a poem using the inspiration from the outdoor space.

Consolidate/Connect:

- Have students share their poetry and reflect on their strengths as a writer
- Published copies can be displayed in the classroom or on a bulletin board in the hallway

Follow-Up (plus Adaptations and Extensions)

- Students may wish to illustrate their poetry
- Students can record words on sticky notes to create a bank of words and ideas
- When creating poetry, students can use the sticky notes as a word bank and re-arrange them within their poetry
- Technology such as a tablet, camera or smart-phone can capture images which can be referenced
- Non-living items can be brought into the classroom and used to further develop language and imagery.
- Students may use graphic organizers they students are familiar with to capture and sort their observations

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Thank you!



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