The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Poetry: Week 1 of 1

Unit Overview
This is a 1 week unit during which students will read and write poetry. They will be exposed to simple poetry written at a reading level they can understand, and they will be encouraged to experiment with forming their own thoughts, ideas and opinions into poetry. This unit is intended to give students experience writing in English in a format that is simple, straightforward and most importantly enjoyable.

In this unit teachers should encourage students' creativity, support students' efforts to find and use accurate vocabulary and spelling, and gently prompt students to experiment with a writing form they may have little or no previous exposure to.

Focus of Week 1
- Reading and writing simple poetry
- Using adjectives to describe themselves and others
- Using ‘because’ to construct more complex sentences
- Helping classmates with their writing


Poetry Unit: Week 1, Monday

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<th>Objectives</th>
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<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
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</table>
| **Life skill:** read and write simple poetry; give and receive feedback on writing | • Handout: Find Someone Who  
• Handout: All About Me  
• Handout: Writing ‘All About Me’ Poems  
• Handout: What is She Like? |
| **Literacy:** identify and use at least 5 new adjectives to describe a person | **Props, Technology, or Other Resources** |
| **Listening/speaking:** express preference for specific poems or works using the phrase “I like this poem because...” | • Empty pocket folders or file folder for student writing portfolios  
• Loose leaf lined paper  
• 2 (clean) flyswatters  
• Projector |
| **Transition & Critical Thinking:** Compare and contrast self to the poem’s author | **Transition & Critical Thinking:** Maintain a portfolio with multiple drafts of a poem |
| **Grammar:** distinguish nouns and adjectives | **Grammar:** distinguish nouns and adjectives |

**Lesson Plan**

**Warm up for today’s Lesson**
**Description:** Learners mingle to “find someone who” matches the sentences on their paper  
**Materials/Prep:** copies of Find Someone Who handout

**Activity 1:** Life skill, Listening and Thinking, Transitions & Critical Thinking  
**Description:** define “poetry,” read sample poems, talk about poems in small groups  
**Materials/Prep:** copies of All About Me handouts

**Activity 2:** Literacy, Grammar  
**Description:** introduce the concept of adjectives and several new adjective vocabulary words  
**Materials/Prep:** copies of What is She Like? handout

**Activity 3:** Life Skill, Listening and Speaking  
**Description:** brainstorm, write, and discuss an “All About Me” poem  
**Materials/Prep:** copies of Writing an ‘All About Me’ Poem handouts, loose-leaf lined paper

**Activity 4:** Life Skill, Transitions & Critical Thinking  
**Description:** begin final drafts and start a portfolio  
**Materials/Prep:** empty file folders or pocket folders

**Activity 5:** Checking for Understanding  
**Description:** play “flyswatter” game with new adjective vocabulary  
**Materials/Prep:** 2 flyswatters
**Teacher Directions:**  **Warm-Up**

-Materials: **Find Someone Who**

**Step 1: Model**

Read each question aloud, learners repeat. Clarify question meaning, if needed.

Write on the board: **How do you spell your name?**

Choose one question and call on a specific student to answer. If they answer “yes,” model how to ask for the spelling of their name and write their name on the line. If they answer “no,” continue asking other students until you receive a “yes” answer. Only people who answer “yes” should be written on the line.

**Step 2: Independent Practice**

Distribute **Find Someone Who** handout. Learners stand up and mingle around the classroom trying to find someone who fits in each sentence.

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**Teacher Directions:**  **Activity 1: Life Skills, Listening & Speaking, Transitions**

-Materials: **All About Me** handout

**Step 1: Context**

Write the words **poem** and **poetry** on the board.

Describe some characteristics of poems:

- They are usually shorter than a story.
- They often talk about what you are thinking or feeling.
- It is okay if the sentences are not complete (ie. Maybe no periods. Maybe only one or two words on a line.)

**Step 2: Read poems**

Distribute **All About Me** handouts and give learners time to read quietly.

Read the poems aloud as learners listen and follow along.
Step 3: Reading comprehension
Learners work alone or in small groups to answer the reading comprehension questions on the same page. (Do NOT answer the questions on the next page yet).

Step 4: Talking about the poems – compare and contrast
Write on the board: ________ and I are the same.
________ and I are different.

Model how to compare and contrast yourself with the poem’s author. Using the sentences on the board. (ex. Kate and I are the same. She is afraid of scary movies. I don’t like scary movies. Kate and I are different. She is tall. I am not tall.)

Ask learners for additional examples of same and different.
In pairs, learners talk about what is the same or different for them.

Teacher Directions: Activity 2: Literacy, Grammar
-Materials: What is she like?

Step 1: Introduce the grammar concept: adjectives
(before distributing the handout) Use the language at the top of page to introduce the word “adjective.”
Give a couple of examples. Ask if learners can name any other adjectives.

Distribute the handouts, read the bold text aloud as learners follow.

Step 2: Controlled Practice
Using a projector, identify and circle the adjectives in the poems as a class.

Step 3: New Vocabulary
Introduce the 14 adjectives on the handout.
For each word:
- Practice the pronunciation several times
- Give examples and/or act out the adjective
- Ask the class to think of family, friends, or famous people who are like this

Step 4: Independent Practice
Learners complete sentences on the handout using the new adjectives.
Teacher Directions: Activity 3: Life Skill, Listening & Speaking
-Materials: Writing an “All About Me” Poem

Step 1: Review question meaning
Read each question aloud. Ask for possible answers.

Step 2: Independent Practice
Learners write answers to questions.
Emphasize that they should write many ideas. They will choose the best ideas for their poem.
Emphasize that each poem should be different, just like each person is different. They can ask for help from a partner but should not copy a partner’s work.

Step 3: Peer Conferencing
As learners finish, help them find a partner who is also finished to talk with about their ideas. This doesn’t need to be a long conference but encourage learners to help each other with at least one thing and comment on at least one thing they like.

Step 4: Writing
Give each learner a couple pieces of loose-leaf paper to write their poem on. They may use all or some of their ideas from the worksheet. They may use the sample poems as a guideline but may also choose to modify the format.

Explain that in the U.S. students write the same thing many times. Each time they try to make it a little better. They will practice this.
As you walk around, emphasize that the first draft doesn’t have to be perfect.

Teacher Directions: Activity 4: Life Skills, Transitions & Critical Thinking
-Materials: empty pocket folders or file folders

Step 1: Create Individual Writing Folders
Hand out empty folders. Learners write their names on the folders with a marker.

Explain that they will keep their writing in this folder. At the end of the week they can take the folder home.

Put all brainstorming activities and writing drafts in the folder. Collect the folders and give them to the coordinator.
**Teacher Directions:** Activity 5: Checking for Understanding

-Materials: flyswatters

Write the new adjectives on the whiteboard or tape the words to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Act out the word, read a simple definition, or give an example. The students compete to be the first to “swat” the correct word.

Award a point to the team that swatted first and call two new representatives up to the board.
Find Someone Who...

Ask the questions. If the answer is “YES,” write the student’s name in the sentence.

1. Are you afraid of snakes?
   _______________________ is afraid of snakes.

2. Are you afraid of spiders?
   _______________________ is afraid of spiders.

3. Do you like coffee?
   _______________________ likes coffee.

4. Do you like fresh air?
   _______________________ likes fresh air.

5. Do you need a car?
   _______________________ needs a car.

6. Do you like scary movies?
   _______________________ likes scary movies.
All About Me

Kate...

tall, young, intelligent, happy
who likes music, books and fresh air,
who is afraid of the government, spiders and scary movies
who needs coffee, good friends and the Internet
student, friend, sister, woman

.... Thompson

Edward....

fast, funny, quiet, smart
who likes computers, movies and tea
who is afraid of snakes, his manager, and cold weather
who needs his bed, a car and a girlfriend
writer, son, brother, friend

.... Weston

Answer the questions.

1. What is Kate’s last name?  ______________________________________

2. Who is fast?  __________________________________________________

3. What does Edward need? _________________________________________

4. Who is a student? _______________________________________________

5. Who doesn’t like cold weather? ____________________________________
Writing ‘All About Me’ poems

Now, think about the questions. Write what you think. Write many ideas. You will write your poem later.

1. What is your first name?

2. What is your last name?

3. What adjectives describe you?

4. What do you like?

5. What are you afraid of?

6. What do you need?

Talk to a partner. Talk about your answers.

- “Can you help me?”
- “How do you spell _____________?”
- “I need more ideas.”
What is She Like?

In English, words go in different groups. Each group has a name. One group is called **adjectives**. These words describe a person or thing. They give more information.

This is my mother.

She is **old**.

She is **short**.

My mother is **smart** and **funny**.

Which words give more information about my mother?

Read the words and talk about the meaning.

1. **old**
2. **young**
3. **tall**
4. **short**
5. **happy**
6. **sad**
7. **afraid**
8. **quiet**
9. **talkative**
10. **kind / nice / friendly**
11. **smart / intelligent**
12. **funny**
13. **serious**
14. **hard-working**
What is She Like?

Finish the sentences.

1. My friend is ________________________.
2. My teacher is ________________________.
3. I am ________________________________.
4. I am ________________________________.
5. The students in my class are ________________________________.
6. ___________________________ is funny.
7. ___________________________ is quiet.
8. ___________________________ is serious.
9. ___________________________ is happy.
10. ___________________________ is hard-working.
Poetry Unit: Week 1, Tuesday

**Objectives** Learners will be able to...

**Life skill:** read and write simple poetry; give and receive feedback on writing

**Literacy:** identify and use at least 5 new adjectives to describe a person

**Listening/speaking:** express preference for specific poems or works using the phrase “I like this poem because…”

**Transition & Critical Thinking:** Compare and contrast self to the poem’s author

**Transition & Critical Thinking:** Maintain a portfolio with multiple drafts of a poem

**Grammar:** construct complex sentences with ‘because,’ (ex. I am thankful for fruit because it tastes good. I like this line in your poem because it is funny.

**Materials**

**Make Student Copies**
- Handout: What is She Like? (from yesterday)
- Handout: I am Thankful
- Handout: Writing “I am Thankful” poems
- Handout: Because

**Props, Technology, or Other Resources**
- Loose-leaf lined paper for writing
- Student portfolios (created yesterday) and empty folders for students absent yesterday.

**Lesson Plan**

**Warm up and Review of Previous Lesson**
Description: play charades with adjective vocabulary introduced yesterday
Materials/Prep: extra copies of What is She Like? handout

**Activity 1:** Life skill, Listening and Speaking, Transitions & Critical Thinking, Grammar
Description: define “poetry,” read sample poems, talk about poems in small groups
Materials/Prep: copies of I am Thankful handouts

**Activity 2:** Literacy, Grammar
Description: introduce the word ‘because’ and how to use it to join to related sentences.
Materials/Prep: copies of Because handout

**Activity 3:** Life Skill, Listening and Speaking
Description: brainstorm, write, and discuss a “I am Thankful” poem
Materials/Prep: copies of Writing “I am Thankful” Poems handouts, loose-leaf lined paper

**Activity 4:** Life Skill, Transitions & Critical Thinking
Description: begin final drafts and start a portfolio
Materials/Prep: empty file folders or pocket folders
**Teacher Directions: Warm Up and Review**  
-Materials: What’s She Like? Handout

Play charades with adjective vocabulary from the handout.  
Start off the game by acting out a few of the words and encouraging learners to guess.  
Once everyone understands how to play, call on learners to come to the front and act it out.  

After each word is guessed, repeat the word several times and reinforce the meaning.

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**Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Transitions**  
-Materials: I Am Thankful handout

**Step 1: Context**  
Write the words poem and poetry on the board.

Describe some characteristics of poems:  
- They are usually shorter than a story.  
- They often talk about what you are thinking or feeling  
- It is okay if the sentences are not complete (ie. Maybe no periods. Maybe only one or two words on a line.)

**Step 2: Read poems**  
Distribute I Am Thankful handouts and give learners time to read quietly  
Read the poems aloud as learners listen and follow along.

**Step 3: Reading comprehension**  
Learners work in pairs to match the cut-apart clauses to create full sentences.  
First have learners cover the poem while they match.  
Then uncover the poem and talk about how the format of the poem and how the lines correspond to one another.

**Step 4: Talking about the poems –compare and contrast**  
Ask learners what things in the poem are they also thankful for.  
What else are they thankful for?
**Teacher Directions: Activity 2: Literacy, Grammar**
-Materials: Because... handout

**Step 1:** Introduce the word ‘because’ and how to use it

Write on the board: **because**
Practice the pronunciation several times

Distribute **because...** handout.
Read the sentences at the top as learners follow along.
Show how **because** helps answer the question why.
Show how it joins two sentences together to make one sentence.

Ask for other examples from students. Write them on the board.

**Step 2:** Independent Practice
- Learners complete the sentences on the handout and share their answers with a partner.

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**Teacher Directions: Activity 3: Life Skill, Listening & Speaking**
-Materials: Writing “I am Thankful" Poems

**Step 1:** Model
Model how to fill in the grid.

**Step 2:** Independent Practice
Learners work independently to fill in the grid with sentences about what they are thankful for.
Emphasize that they should write many ideas. They will choose the best ideas for their poem.
Emphasize that each poem should be different, just like each person is different. They can ask for help from a partner but should not copy a partner’s work.

**Step 3:** Peer Conferencing
As learners finish, help them find a partner who is also finished to talk with about their ideas. This doesn’t need to be a long conference but encourage learners to help each other with at least one thing and comment on at least one thing they like.
Step 4: Writing

Give each learner a couple pieces of loose-leaf paper to write their poem on. They may use all or some of their ideas from the worksheet. They may use the sample poems as a guideline but may also choose to modify the format.

Explain that in the U.S. students write the same thing many times. Each time they try to make it a little better. They will practice this. As you walk around, emphasize that the first draft doesn’t have to be perfect.

Learners who finish early may finish or revise their poem from yesterday, complete a second draft of today’s poem, help others through peer conferencing, or work on a new poem.

Teacher Directions: Activity 4: Life Skills, Transitions & Critical Thinking

-Materials: empty pocket folders or file folders, writing folders from yesterday

Step 1: Add writing to portfolio

Distribute writing folders from yesterday or create folders for learners who were absent yesterday.

Explain that they will keep their writing in this folder. At the end of the week they can take the folder home.

Put all brainstorming activities and writing drafts in the folder. Collect the folders and give them to the coordinator.
I am Thankful

I am thankful for pizza
I am thankful for fun
I am thankful for money
I am thankful for a dime
I am thankful for my bed
I am thankful for English class

because some people are hungry
because I don’t like to feel sad
because we all need to buy things
because it’s enough for something
because sleep is important
because I never learned this before
To the teacher: before class, copy and cut apart phrases for matching activity

<table>
<thead>
<tr>
<th>I am thankful for pizza</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>because sleep is important</td>
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<tr>
<td>because I never learned this before</td>
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</tbody>
</table>
Because...

I like summer.

Why?
The weather is hot.
I can work in my garden.

I like summer because the weather is hot.
I like summer because I can work in my garden.

1. I like English class because ________________________________

2. I don’t like ___________________ because ______________________

3. I am happy because __________________________________________

4. Sometimes I don’t come to school because __________________________
   ______________________________________________________________

5. ______________________________________________________________
Writing “I am Thankful” poems

Think about things you are thankful for.

Why are you thankful for those things? Write some ideas on this paper:

<table>
<thead>
<tr>
<th>I am thankful for:</th>
<th>Because:</th>
</tr>
</thead>
<tbody>
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<td></td>
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Talk to a partner. Talk about your answers.

- “Can you help me?”
- “How do you spell _____________?”
- “I need more ideas.”
# Poetry Unit: Week 1, Wednesday

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<th>Objectives</th>
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| **Life skill:** read and write simple poetry; give and receive feedback on writing | **Make Student Copies**  
| **Listening/speaking:** express preference for specific poems or works using the phrase “I like this poem because…” |  
| **Transition & Critical Thinking:** Compare and contrast self to the poem’s author | **Props, Technology, or Other Resources**  
| **Transition & Critical Thinking:** Maintain a portfolio with multiple drafts of a poem |  
| **Grammar:** construct complex sentences with ‘because,’ (ex. I am thankful for fruit because it tastes good. I like this line in your poem because it is funny.) |  

## Lesson Plan

### Warm up and Review of Previous Lesson
**Description:** Write and share sentences about how they feel today using ‘because’
**Materials/Prep:** (none)

### Activity 1: Life skill, Listening and Thinking, Transitions & Critical Thinking, Grammar
**Description:** review definition of “poetry,” read sample poems, talk about poems in small groups
**Materials/Prep:** copies of Big Ideas handouts

### Activity 2: Literacy, Grammar
**Description:** introduce the concept of metaphor/simile and practice writing some as a class
**Materials/Prep:** copies of Learning English is like… handout

### Activity 3: Life Skill, Listening and Speaking
**Description:** brainstorm, write, and discuss a “Big Ideas” poem
**Materials/Prep:** copies of Writing “Big Ideas” Poems handout, loose-leaf lined paper

### Activity 4: Life Skill, Transitions & Critical Thinking
**Description:** begin final drafts and add all drafts to writing portfolio
**Materials/Prep:** student portfolios from previous class, empty file folders or pocket folders
Teacher Directions: Warm-Up and Review

-Materials: (none)

Step 1: Context
Write on the board: How are you today?
I feel ______________.

As a class, brainstorm some words to finish the sentence.
Write 5-6 of these words on the board.

Step 2: Question and Answer Mingle
Learners walk around the classroom asking and answering the question on the board.

Step 3: add the word ‘because’
Change the sentence on the board to read: I feel __________ because ______________.
Ask for a couple of examples from learners.

Give learners time to write 1-3 sentences in their notebook.

Learners stand up and mingle again, this time giving the longer answer to the question.

Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Transitions

-Materials: Big Ideas handout

Step 1: Context
Write the words poem and poetry on the board.

Describe some characteristics of poems:
• They are usually shorter than a story.
• They often talk about what you are thinking or feeling
• It is okay if the sentences are not complete (ie. Maybe no periods. Maybe only one or two words on a line.)
Step 2: Read poems
Distribute Big Ideas handout and give learners time to read quietly
Read the poems aloud as learners listen and follow along.

Step 3: Thinking about metaphors/similes
Note: do NOT introduce the words “metaphor” or “simile.” It is not necessary to know these words to talk about the concepts.

Look at the first line of each poem. Circle the two things named in the first line of each poem (ex. peace and God). Talk about what is the same. Why did the writer say “Peace is like God.” (ex. both make me happy. Both are opposite of fighting.)

Repeat this for the first line of all three poems.

Step 4: Talking about the poems –expressing preferences
Write on the board: I like this poem because __________________

Ask learners which poem they like the most. Why? Prompt them to create a full sentence with ‘because.’

After discussing as a class, learners briefly discuss in pairs.

Teacher Directions: Activity 2: Literacy, Grammar
-Materials: Learning English is like... handout

Step 1: Practice analyzing metaphors
Look at the three statements and pictures on the handout. Discuss which learners like and why.

Talk about what is the same about learning English and climbing a mountain...pouring water through your hands...a party.

Step 2: Practice writing metaphors
Ask learners to write another sentence about learning English at the bottom of the page.
Teacher Directions: Activity 3: Life Skill, Listening & Speaking
-Materials: Writing “Big Ideas” Poems

Step 1: Choosing a Big Idea
Read and talk about the meaning of the big ideas on the handout. Don’t spend a lot of time on this step. If there are words that some learners don’t know, talk about them briefly but encourage everyone to choose a word they understand well.

Step 2: Independent Practice
Learners work independently to fill in the brainstorming worksheet with sentences or phrases about the big idea they chose.
Emphasize that they should write many ideas. They will choose the best ideas for their poem.
Emphasize that each poem should be different, just like each person is different. They can ask for help from a partner but should not copy a partner’s work.

Step 3: Peer Conferencing
As learners finish, help them find a partner who is also finished to talk with about their ideas. This doesn’t need to be a long conference but encourage learners to help each other with at least one thing and comment on at least one thing they like.

Step 4: Writing
Give each learner a couple pieces of loose-leaf paper to write their poem on. They may use all or some of their ideas from the worksheet. They may use the sample poems as a guideline but may also choose to modify the format.

Explain that in the U.S. students write the same thing many times. Each time they try to make it a little better. They will practice this.
As you walk around, emphasize that the first draft doesn’t have to be perfect.

Learners who finish early may finish or revise their poem from yesterday, complete a second draft of today’s poem, help others through peer conferencing, or work on a new poem.
**Teacher Directions:** Activity 4: Life Skills, Transitions & Critical Thinking  
-Materials: empty pocket folders or file folders

**Step 1: Add writing to portfolio**

Distribute writing folders from yesterday or create folders for learners who were absent yesterday.

Explain that they will keep their writing in this folder. At the end of the week they can take the folder home.

Put all brainstorming activities and writing drafts in the folder. Collect the folders and give them to the coordinator.
Big Ideas Poems

**Peace Poem**

Peace is like God

Peace looks like my mom

It sounds like crying

Sometimes it is fighting

Peace is always in God

**The U.S.A. poem**

The U.S.A. is like a garden

The U.S.A. looks like a happy two-year-old

It sounds like many feet running

Sometimes it is difficult or wonderful

The U.S.A. is home for me now

**School Poem**

School is like a long walk

School looks like pencils and notebooks

It sounds like friends talking

Sometimes it is frustrating

School is something they cannot take away
Writing ‘Big Ideas’ poems

Read the big ideas with your teacher or a partner. Circle the big idea you want to write about.

- peace
- war
- love
- happiness
- having children
- marriage
- god
- work
- English
- my country

Now, think about this idea. Write what you think. Write many ideas. You will write the poem later.

_____________ is like ….

_____________ looks like.....

_____________ sounds like.....

_____________ is sometimes .....

_____________ is ...

________________ is ...

________________ looks like.....
Learning English is Like...

Read the sentences. Look at the pictures. Which sentence about learning English do you like?

1. Learning English is like climbing a mountain.
2. Learning English is like pouring water through my hands.
3. Learning English is like a party.

Write another sentence about learning English.

4. Learning English is like ______________________________________
   _______________________________________________________________
Poetry Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
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</table>
| **Life skill:** read and write simple poetry; give and receive feedback on writing | Make Student Copies  
- Handout: What Do You Do for Fun?  
- Handout: Adjectives That Describe People  
- Handout: Name Poems |
| **Literacy:** identify and use at least 5 new adjectives to describe a person, Identify and imitate structural elements of simple poetry | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2012, p. 85 |
| **Listening/speaking:** express preference for specific poems or works using the phrase “I like this poem because...” | Props, Technology, or Other Resources  
- Loose-leaf lined paper for writing  
- Student portfolios (created Monday) |

Lesson Plan

NOTE: Before planning your lesson, talk with the learning center coordinator about plans for publishing student writing. You may wish to replace some or all of today’s lesson with time for rewriting, typing, and submitting student writing.

**Warm up for today’s Lesson**
*Description:* learners complete a mingle grid about their activities and interests  

**Review of Previous Lessons**
*Description:* learners match adjectives with simple definitions.  
*Math materials/prep:* copies of *Adjectives That Describe People*

**Activity 1:** Life skill, Listening and Thinking, Transitions & Critical Thinking, Grammar  
*Description:* review definition of “poetry,” read sample poems, talk about poems in small groups  
*Math materials/prep:* copies of *Name Poem* handouts

**Activity 2:** Literacy  
*Description:* examine poem structure, write a poem as a group  
*Math materials/prep:* (none)

**Activity 3:** Life Skill, Listening and Speaking  
*Description:* brainstorm, write, and discuss a “Name Poem”  
*Math materials/prep:* copies of *Name Poem* handouts, loose-leaf lined paper

**Activity 4:** Life Skill, Transitions & Critical Thinking  
*Description:* begin final drafts, add to portfolio, review portfolio contents  
*Math materials/prep:* writing portfolios from this week
Teacher Directions: Warm-Up for Today’s Lesson
- Materials: What Do You Do for Fun? handout


Teacher Directions: Review of Previous Lesson
- Materials: Adjectives That Describe People

Learners complete the fill-in-the-blank sentences then check with a partner.
Check answers as a class, reviewing the pronunciation of each adjective.
Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Transitions

-Materials: Name Poems handouts

Step 1: Context
Write the words poem and poetry on the board.

Describe some characteristics of poems:
- They are usually shorter than a story.
- They often talk about what you are thinking or feeling.
- It is okay if the sentences are not complete (i.e., maybe no periods. Maybe only one or two words on a line.)

Step 2: Read poems
Distribute Name Poems handouts and give learners time to read quietly.
Read the poems aloud as learners listen and follow along.

Step 3: Reading comprehension
Pose some simple questions about the poems to the class:
- What is Nicky’s job?
- What food does Erin like?
- Who likes to sleep late? Etc.

Step 4: Talking about the poems – compare and contrast
Write on the board: ________ and I are the same.
________ and I are different.

Model how to compare and contrast yourself with the poem’s author. Using the sentences on the board. (ex. Nicky and I are the same. Children are important to her. Children are important to me too. Erin and I are different. She likes eggs. I don’t like eggs.)

Ask learners for additional examples of same and different.

In pairs, learners talk about what is the same or different between them and the authors of the two poems.
Teacher Directions: Activity 2: Literacy

-Materials: (none)

Step 1: Identify Structure
Show learners how the letters in the writer’s name start each line or are highlighted.

Step 2: Write a Group Poem
Choose a person that everyone knows (a volunteer, the president, the coordinator).

On the board, brainstorm words for each letter of their name, emphasize that these words should be about the person, not just random words.

As a class, choose the best word for each letter and expand it to a phrase or sentence, if needed.

Teacher Directions: Activity 3: Life Skills, Listening and Speaking

-Materials: Writing “Name Poems”

Step 1: Model
Model how to fill in the grid with their name and words starting with that letter.

Step 2: Independent Practice
Emphasize that they should write many ideas. They will choose the best ideas for their poem.
Emphasize that each poem should be different, just like each person is different. They can ask for help from a partner but should not copy a partner’s work.

Step 3: Peer Conferencing
As learners finish, help them find a partner who is also finished to talk with about their ideas. This doesn’t need to be a long conference but encourage learners to help each other with at least one thing and comment on at least one thing they like.
**Step 4: Writing**

Give each learner a couple pieces of loose-leaf paper to write their poem on. They may use all or some of their ideas from the worksheet. They may use the sample poems as a guideline but may also choose to modify the format.

Explain that in the U.S. students write the same thing many times. Each time they try to make it a little better. They will practice this.
As you walk around, emphasize that the first draft doesn’t have to be perfect.

**Learners who finish early** may finish or revise their poem from yesterday, complete a second draft of today’s poem, help others through peer conferencing, or work on a new poem.

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**Teacher Directions: Activity 4: Life Skills, Transitions & Critical Thinking**

- **Materials:** writing folders from this week

**Step 1: Review Writing Folders**

Hand out writing folders from this week. Learners add all brainstorming activities and writing drafts to their folder.

Ask learners to take out all the poems they wrote this week. If they have several, ask them to choose the one they like the most. In groups of 3-4 students, have learners take turns reading their poems aloud.

Group members should respond with one thing they like or remember about the poem.

If there are no further plans for publishing student writing (ask your Coordinator about this), learners should take their writing folders home.
## What Do You Do for Fun?

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>What do you like to do for fun?</th>
<th>What foods do you like?</th>
<th>What do you do every day?</th>
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Adjectives That Describe People

Finish the sentences. Use the words in the box.

1. My mother likes to talk a lot. She is ______________.
2. Ellen is 85 years old. She is ______________.
3. My sister helps many people.
   She is __________.
4. My husband makes everyone laugh.
   He is ______________.
5. My children cry if the bedroom is dark.
   They are ______________.
6. My uncle’s wife died. He is ____________.
7. My daughter is 2 years old.
   She is ________________.
8. Sam doesn’t like to talk. He is ____________.
9. Peter doesn’t smile a lot.
   He is ________________.
10. Everyone in my family is over 6 feet.
    We are ________________.
11. My children learn quickly. They are ________________.
12. Simon has 3 jobs. He is ________________________.

old young tall short happy sad afraid quiet talkative kind smart funny serious hard-working
Name Poems

**ERIN**
Eggs
Red
Interesting
Nice to be in the USA

**NICKY**
Nicky is a nurse
It's a good job
Children are important to her
Kindness every day
Year after year

**Jon**
John is a good student
On Saturdays he likes to sleep late
Never call him Johnny

**AMY**
I like to eat Apples.
I am Married -10 years.
Yesterday I played with my children.
**Writing “Name Poems”**

Write the letters of the name. Write some words that start with that letter. Write many words. You will write your poem later.

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<tr>
<th>Letter</th>
<th>Words:</th>
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Talk to a partner. Talk about your answers.

- “Can you help me?”
- “How do you spell _____________?”
- “I need more ideas.”