

Literacy Adventure: You're a Poet and You Didn't Know It!

Other words for series name: Journey, quest, expedition, discovery

These research-based [key elements and strategies](#) will help you design an adventure rich in literacy skill-building.

Key Elements

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

Key Strategies

- Read aloud interactively
- Ask [the three VTS questions](#)
- Discuss with a buddy
- Extend language
- Nurture diversity in languages

Age Range (K-3): Grades 1-4

Group Size (ideal): _____

Time Range: 90 min

Adventure Goals

Our goal in *every* adventure is for children to have fun with books and reading! Exposure to different types of poetry.

Measurable objectives

- Participants will learn to use a thesaurus in order to expand their vocabulary.
- Participants will leave with an original poem they wrote.



Adventure Outline

This literacy adventure includes the following elements, in no particular order

- Hook 10 min (end no later than 15 min after program starts):
 - Listen to Shel Silverstein recite *Boa Constrictor* and do the moves along with it
 - Watch [If You Give a Child a Word](#)
- Getting Started/Read-Aloud 10 min (end no later than 25 min after program starts):
 - Possible titles: *Spider and the Fly*, *If Not for the Cat*, *Dare to Dream Big*, *Be You*
- Book Browsing 15 min (end no later than 40 min after program starts):
 - Booktalk instead for virtual program
 - [Suggested Titles](#)
- Activity 40 min (end no later than 80 min after program starts :

Look at these 4 different types of poems and discuss them (10 min)

Write your own poem (Haiku, Cinquain, Acrostic, Shape) (30 min)

1. Shape Poem

I
made
a wish upon
a star
.....
but it never came
true. I wonder why not.
Perhaps I'll never know
why it's not meant to be.

2. Cinquain (specific type of shape poem)

Line A: One vague or general **one-word subject** or topic

Line B: Two **vivid adjectives** that describe the topic

Line C: Three interesting **-ing action verbs** that fit the topic

Line D: Four-word phrase that **captures feeling** about the topic

Line E: A very specific term that **explains Line A**



Radiance
Bright, high
Twinkling, sparkling, glowing
Shines down on me
Star

3. Haiku (5-7-5)

The star shines brightly
I wish upon it, wistful.
Will my dream come true?

4. Acrostic

Shimmer
Twinkle
And
Radiate

Sure is
Twinkly
Above the
Rainclouds

- Wrap Up (10 min): Share our poems



Supplies

- Thesauruses
- Cinquain forms
- Star poetry samples
- Paper
- Pencils
- Laptop
- Projector
- Shel Silverstein CD (Inside Folk Songs OR The Best of Shel Silverstein)

Considerations for Planning

- Virtual program:
 - If necessary, provide supply bags for participants to pick up in advance
 - It's counterintuitive to me, but I have found that the kids do better with less structure when participating in the program virtually
 - Start with introductions, including pronouns
 - Do booktalks instead of book browsing
 - Sometimes I introduce the activity and let them work on it while I'm booktalking. Other times, I do the booktalks and then we do the activity. During the activity, we all just kind of visit and they show me and each other the stuff they are working on as we go along.

Activity plan created by Holly Campbell-Polivka at Tigard Public Library

