

Lesson Blueprints: Poetry Lessons

Lesson Title: Cinquain Poem

Grade Level: Elementary School

Project and Purpose

Students write and share cinquain poems on a selected topic.

Essential Question

How does writing a cinquain help us develop our ideas on a topic?

Introduction

Explain to students that in this session they will write cinquain poems which consist of five lines and tell a small story. Cinquain poems follow a specific set of rules and instead of just having descriptive words, they may also have an action, a feeling caused by the action, and a conclusion or ending.

(Note: To write cinquains, students need to be familiar with counting syllables so it may be helpful to review this concept with your class ahead of time.)

Direct Instruction (I do)

1. There are many ways to write a cinquain but the rules for writing a traditional cinquain are as follows:
 - a. Cinquains are five lines long
 - b. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth, and just 2 in the last line (following a pattern of 2-4-6-8-2)
 - c. Cinquains do not need to rhyme, but rhymes may be included as desired
2. Show a sample poem. It may help students to see a cinquain before writing their own. You may write your own or read the example provided below:

Ice cream.
Cold and yummy.
I love its sweet richness
as it finds its way into my
tummy.

Guided Exploration (We do)

1. Discuss sample poem. Talk about the rules of a cinquain poem and how the sample follows them. Point out that this poem tells a short story. There is an action of eating ice cream, a feeling where it tells how I love it, and it even rhymed yummy and tummy.
2. Introduce poem topic. Depending on your lesson, you may have a specific topic or broad idea that you want your students to think about as they write their poems.

Independent Practice (You do)

1. Give specific instructions for the students to use during independent work time. Encourage students to first brainstorm ideas about the topic. Have them think of as many things as they can and write them down on a piece of paper.
2. To then turn those ideas into a cinquain poem, students will need to write them in such a way that there are 5 lines with the right number of syllables on each line. Suggest that students count their syllables as they write each line (using fingers is fine). If a line has too many or not enough syllables, encourage them to work with a writing buddy to edit the words to get the right number of syllables.
3. Once students get the syllable count right, tell them to make sure the poem says what they want it to say.
4. Encourage students to read it to see if they want to change anything so that it tells the story they want it to.
5. Count the syllables one more time to double check.
6. Write final copy. Give students a clean piece of paper or construction paper to write their final copy when their draft is complete.
7. Have students draw a picture to accompany their poem.
8. Prepare for presentations. You may choose to have students share their poem with a partner, a small group, or the whole class. Display their poems around the classroom.

Conclusion

After students have shared their poems, discuss how this process helped them to develop their ideas on the subject.

Notes

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Lesson Title: Cinquain Poems Rubric

Grade Level: Elementary School

Student _____

Project Title _____

Rubric	4	3	2	1	Score
Title of Poem	The poem has a creative title related to the subject/ theme.	The poem has a title related to the subject/ theme.	The poem has a title.	There is no title.	
Follow Poetry Directions	The poem is written according to guidelines for the type of poem assigned.	The poem is mostly written according to guidelines for the type of poem assigned.	The poem missed a few of the guidelines for the type of poem assigned.	The poem does not follow the guidelines for the type of poem assigned.	
Conventions	No grammar, capitalization, punctuation, or spelling errors.	1-3 grammar, capitalization, punctuation, or spelling errors.	4-5 grammar, capitalization, punctuation, or spelling errors.	More than 5 grammar, capitalization, punctuation, or spelling errors.	
Neatness	Presentation is neat and written legibly.	Mostly neat with some eraser marks.	Somewhat neat with many eraser marks.	The poem is messy and difficult to read due to erasures, cross-outs, and other markings.	
Creativity	Has very creative ideas and/or illustrations.	Has many creative ideas and/or illustrations.	Has some creative ideas and/or illustrations.	Shows little or no attempt at creativity.	Total