

Poetry

Objective

Students will explore how poetry creates imagery.

Materials

- Two poems—a poem for teacher modeling (one for teacher) and a poem for student practice (one per student or group)
- Poetry handout

Overview

Provide explicit instruction with modeling before having students practice independently or in groups.

Activity

1. Distribute the poem and the Poetry handout.
2. Discuss the description of poetry on the handout and the type of poetry you will model.
3. Discuss the description of imagery on the handout.
4. Tell students to listen for sensory words (refer to Lesson 2: Sensory Language if necessary) while you read the poem. Remind students that sensory language helps the reader visualize or connect with the text to better understand its meaning through imagery. Sensory language incorporates one or more of the five senses to create a rich experience for the reader.
5. Discuss with students what characteristics of the poem helped them create a mental image.
6. Have students practice the process with the poem you distributed. Provide scaffolding as needed. **Optional:** Before completing the handout, have students highlight sensory words in poem.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

Poetry

Poetry: A type of writing that sparks the reader’s emotions and imagination by using words carefully chosen for their meaning, sound, and/or rhythm—poetry creates imagery

Imagery: A mental image of the things, actions, or events in a text

Directions

1. Read the poem.
2. Fill in the title of poem below.
3. Fill in the type of poem.
4. Draw a picture of the mental image the poem created for you.
5. State key words from the poem that helped you create a visual image. Think of sensory words.

Poem title	Poem type
Mental image	

Key words from poem that helped create my mental image