

# Acrostic Poems


**Overview:** Maybe your student is a poet and you don't even know it.  
Any student can write poetry with this easy-to-follow lesson!

## Procedure:

1. Choose one word that best represents what your students have been recently studying. This will be your keyword. (For example, if my students were studying outer space I might choose the word "planets.")
2. Write your keyword vertically down the left-hand side of a large piece of paper or on a board.
3. Brainstorm a few words that relate to your keyword by speaking those words aloud to your students. As you speak the words aloud, write them down on a separate piece of paper.
  - a. Following your model, have your students brainstorm words or concepts that relate to your keyword.
4. Once a list of words has been brainstormed, allow students to choose the best word that fits each letter of your keyword. (For example, if using the keyword "planets", have your students choose the best word that starts with the letter "p", then the letter "l", and so on until you reach the last letter of your keyword)

### Sample Acrostic Poem

P LUDO

L 

A 

N JOPTSNNNE

E 

T IME TRAVEL

S ATURN

*\*This example is meant to demonstrate writing at various stages of writing, and does not reflect the work of a single student.*

## ASOLs Covered in this Activity:

**5E--WP 3b:** The student will select a topic and write about it including one fact or detail.

**Extension Idea:** By its nature, this activity asks students to select a topic and provide several details.

**5E--WP 5a:** The student will gather information about a topic for a written research report.

**Extension Idea:** Encourage students to choose a keyword that they are interested in learning more about. Search related books for keywords that appear about the chosen topic/keyword. Upon completion of the procedure described above, show students how each word can be used in a sentence format. Have students complete sentences for each word in their poem.

**5E--WP 9a:** The student will list words that describe an event or personal experience to use when writing about it.

**Extension Idea:** Provide students with pictures of recent experiences that they have had. Ask the students to choose a picture that they would like to write about. Use this picture to generate a list of related words.

**5E--WE 4a:** The student will spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

**8E--WE 2b:** The student will spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

**Extension Idea:** While choosing words to fit into the poem, provide students with an auditory list of words appropriate to the keyword, and with known letter-sound relationships. Ask your students to choose words from the auditory list to spell out as they write the word(s) into their poem.

**8E--WP 1a:** The student will write to convey ideas and information including facts, details, and other information.

**Extension Idea:** Students will complete the activity as described in the procedure section to provide information about the chosen keyword.

**8E--WP 1d:** The student will use content specific vocabulary when writing about a topic.

**Extension Idea:** Provide a list of possible keywords that relate to a recently studied topic. Once students have chosen one of these keywords, use books and other related media to assist the students in identifying content specific vocabulary when choosing words to place into their poem.

**HSE--WP 1d:** The student will produce writing that is appropriate to a particular task, purpose, and audience.

**Extension Idea:** Students will complete the task (writing a poem) with the purpose (see specific extension activity) of writing for their audience (peers, teachers, self).

**HSE--WP 6a:** The student will use technology, including the Internet, to produce, publish and update an individual writing project.

**Extension Idea:** After completing the procedure listed above, the student will use a Google Image search to identify pictures for each of the words that he/she used in the poem. Students will input their poem into a word processing program and add the pictures they located during their image search. Students will print their projects and share with classmates.

**Materials Needed:**

- chart paper/large writing surface
- individual writing surfaces
- computer with internet access
- sample acrostic poems

**Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

- Ask students to write an acrostic poem about a friend by using that friend's name.
- Use names of common community places as they keyword when writing acrostic poems.

**Functional Activity/Routine:**

- Choose a functional activity (brushing teeth, making toast, folding laundry, etc.) and use it as the basis for an acrostic poem.

**Strategies to Collect Evidence:**

- Anecdotal evidence can be used to document individual student performance.
- Include the student-produced work sample.

**Specific Options for Differentiating this Activity:**

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
  - \*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- When students are brainstorming words for their poem, some may require a field of choices.