

Sensory Poems

Overview:

What do the five senses and poetry have in common? Give up? The answer is *this activity!*

Procedure:

- 1) If you have not already done so, teach your students about the five senses. Give students plenty of opportunities to experience items with the senses and describe them.
- 2) Model writing a sensory poem for your students.

Examples:

"November"

November looks like colored leaves on trees.
November sounds like a windy day.
November tastes like turkey and mashed potatoes.
November feels like a football in my hands.
November smells like pumpkin pie.

"School Day"

At 8:00 I hear the teacher say "Good morning!"
At 10:00 I hear the PE teacher blow his whistle.
At 12:00 I hear the kids in the cafeteria.
At 2:00 I hear my teacher read a story.
At 3:00 I hear all of my friends saying "Goodbye."

- 3) Involve all students in a group writing session where students provide ideas and the teacher writes them down. Use one of the above example as a template, with a different topic. Be sure to read the poem to students and praise their efforts.
- 4) Help students select a topic and write individual sensory poems. As needed, encourage students to follow a template.

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: This activity, as is, 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 topic that they are interested in learning more about. Search related books to get ideas for writing a sensory poem.

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

Extension Idea: By writing sensory poems, students will be conveying ideas and providing facts and details.

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

Extension Idea: Ask students to write a sensory poem related to something they are

learning about in science or social studies class. If needed, provide (or help students brainstorm) a list of possible keywords that relate to the topic.

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 an image or images that represent their 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:

- Writing surface such as Chart paper, whiteboard, interactive whiteboard, etc.
- computer access with internet access (optional)

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Assign a homework project that asks students, with help from their parents, to write a sensory poem about something they experienced over the weekend.

Functional Activity/Routine:

Students might write a sensory poem about a functional activity such as cooking or housekeeping.

Strategies to Collect Evidence:

- Include several poems as student products.
- Anecdotal evidence is also suggested.

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.