



## Poetry Peer Groups

**Activity:** Poetry Peer Groups

**Category:** Writing Activity

**Series:** Great Tips on Writing (12 Great Tips on Writing Poetry)

### Supplies

- *12 Great Tips on Writing Poetry*
- The book's 12StoryLibrary.com page: <http://www.12storylibrary.com/non-fiction/great-tips-on-writing/12-great-tips-on-writing-poetry/>
  - The “Poetry Lessons for Kids” web resource
- Paper and pencils

### Prep

Read Chapter 4 (“Choose a Cool Poetic Form”) of *12 Great Tips on Writing Poetry* with the students, or assign it to them to read on their own. On the “Poetry Lessons for Kids” web resource, open the “How to Write a Haiku” page and the “How to Write a Tanka” page.

### Directions

Poetry comes in different forms. Not all forms rhyme. Some are quite short. Today the students will try using two short poetry forms. The first form is the haiku. This poem has three lines. The first has five syllables. The second line has seven syllables. The third line has five syllables. Read through the “How to Write a Haiku” web page with the students. Then give the students 15 minutes to write a haiku. If they have extra time, they can write more than one poem.

The second form is the tanka. This poem has five lines. The first three lines are like a haiku; they have five syllables, then seven syllables, then five syllables. The last two lines each have seven syllables. Read through the “How to Write a Tanka” web page with the students. Give the students 15 minutes to write a tanka. If they have extra time, they can write more than one poem.

Finally, split the students into pairs. Each student should read his or his poems out loud to his or her partner. After hearing each poem, the partner should write down answers for the following questions:

1. What is one thing you liked about the poem?
2. Is there a part of the poem that confused you or didn't make sense?
3. Does the poem use adjectives to create vivid images?
4. Does the poem use a simile or metaphor?
5. Does the poem use strong, active verbs?

The students should use their partner's answers to revise their poems, changing any words that confused their partner and adding vivid images, similes, metaphors, and active verbs. Have the students turn in both the original poem and the revised poem at the end of this activity.

**Evaluation**

Did the students have the correct number of lines and syllables in their poems? Did they answer all five questions about their partner's poems? Did they revise their own poems based on their peer's comments? RL 4.4, W 4.5

**Purpose**

To help students explore common forms used in poetry, as well as to practice strengthening their writing by giving and receiving feedback from peers.