Alecia Krapp

**Grade Level:** Second Grade

**Subject Area:** Language Arts

**Materials Needed:** children’s book *Enemy Pie* by Derek Munson*,* friend acrostic poem worksheets

**Standards:**

* W.3- Narrative Writing
* SL.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through media.

**Objectives:**

* Students will listen to the story *Enemy Pie* read aloud.
* Students will write an acrostic poem and draw an illustration to go with it.

**Learning Activities:**

* Introduction- Ask students what are considered good qualities of friends?
* Read aloud *Enemy Pie*- Students will sit on the carpet.
* After read aloud, ask students about the main events and what they learned from the story.
* Have the students go back to their desks.
* Review with the class about an acrostic poem and inform them they will each be writing one about their friends.
* Explain the rubric that will be used to grade their poems.
* Show the class a visual example of a completed acrostic poem.
* Students will then work on their own acrostic poem. They will draw a picture to go with it.
* They will type their poems in Microsoft Word the next day during computer time.
* Conclusion- Ask if anyone wants to share their poems with the class.

**Assessment:**

Acrostic poem rubric

Observe answered questions after the read aloud story

**Reflection:**

Overall, I think the lesson went well. I do feel I should have let the students take a quick break to allow them to stretch and talk to their peers since they seem to have a lot of energy. The poems turned out really well although some students struggled when it came to thinking of certain words and phrases. I am glad I got the experience of using a rubric for the poems. The students seemed to understand the rubric and follow it well. I think next time, I will choose a different friendship book. Even though the students really enjoyed the book, I want a book that better explains what a good friend is.

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Poetic Form** | The acrostic follows poetic form. | Most of the lines of the acrostic follow poetic form. | Some of the lines of the acrostic follow poetic form. | The acrostic does not follow poetic form. |
| **Quality of Information** | The acrostic consists of clever word play and relates to the topic. | The acrostic relates to the topic. | The acrostic somewhat relates to the topic. | The acrostic does not relate to the topic. |
| **Neatness** | Very neat; letters formed correctly; correct spacing | Neat; letters are formed correctly; correct spacing | Somewhat neat; most letters are formed correctly; some spacing errors; few erasures | Letters are not formed correctly; no spacing; lots of erasures |
| **Illustration** | The illustration is drawn very well, has more than five colors and more than ten details, neatly colored, and matches the acrostic poem well. | The illustration is neat, colored, and matches the poem. | There is an illustration that matches the poem. However, it is not colored and/or drawn neatly. | There is no illustration for the acrostic poem. |

**Acrostic Poem Rubric**

Name: Date:

\_\_\_\_\_\_\_\_\_\_

**Friends: Illustrated Acrostic Poem**

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|  |

Draw a picture of your friend and you. Then write an acrostic poem about it. Start each line of your poem with the letter on that line.

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| --- |
| **F** |
| **R** |
| **I** |
| **E** |
| **N** |
| **D** |
| **Word Bank**  Funny Responsible Interesting Encouraging Nice Delightful |

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|  |

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