Found Poetry in Books About Air
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Summary:

Students will help to write a class "found poem" about air after listening to the teacher share a variety of texts about air. They will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives:

- Listen to and discuss a variety of texts about air.
- Learn about "Found Poetry" and discuss figurative language found in the texts.
- Work as a group to create a found poem using phrases or words from *Every Breath We Take.*
- Read the finished poem aloud with the class.

Context:

Kindergarten – 2nd grade, with appropriate support and scaffolding from the teacher

Materials:

- Background information about found poetry
    - https://www.poetry4kids.com/news/how-to-make-a-found-poem/
    - https://www.pbs.org/parents/crafts-and-experiments/write-and-play-found-poetry
- *Every Breath We Take* by Maya Ajmera
- Student planning page (for use with second graders)
  https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson835/StudentWritingPage.pdf
- Found poem computer writing program (teacher types, students dictate)
  https://www.readwritethink.org/classroom-resources/student-interactives/word-mover-b
- Projector so book can be easily viewed by all

Time Span:

If students have been exposed to found poetry throughout the year, this can be the concluding lesson in an ongoing study of Air. If the basic facts about air have already been taught, and the texts have been shared and discussed, this lesson can be completed in one session of about a half hour.

Procedures:

1. Tell students that they are going to help create a found poem from the book *Every Breath We Take*. Explain that a found poem is made by collecting interesting text—figurative language, juicy words that appeal to your senses—and using those words to create a poem.
2. Read the book while displaying it so that everyone can see the words and pictures.
3. Launch the Word Mover program and project it so all students can see. Click on the "Start a New Poem" icon.
4. Click on the "My Own Words" icon.
5. Click on the backgrounds icon and choose the one that looks like the sky.
6. Reread the book, pausing after each two-page spread, and ask students to tell you words from that section that they think are interesting or that describe air.
7. For every word or phrase you want to add, click on "Add Label" and type in the student's choice.
8. When you've gone through the entire book, focus on the Word Mover application. Move the words around and read what has been compiled. Talk about what words the students picked and why. Point out the differences between this type of poem and a fact-based text.
9. Read the poem with students joining in. Print out your finished product.