



PROJECT

Lunch Poems

Session 3 of 6

Growing Poem Gardens

This session will introduce the poetry technique called enjambment. Students will create found poems, using collages as inspiration.

YOU WILL NEED

- Lunch Poems — Session 3 Handouts
 - Pages 2 and 3 —1 copy per student
- 3 notecards
- Tape
- Computer
- Projector

BEFORE YOU START

- Write the warm-up question on the board: “If you planted a garden, what would you put in it?”
- Write “enjambment” on one notecard, “propagation” on the second notecard, and “found poetry” on the third.

How to begin (10 Minutes)

Warm-Up

Students will write their answer to the question written on the board, “If you planted a garden, what would you put in it?” Encourage them to write in full sentences.

Review the vocabulary they’ve learned so far and introduce today’s words: enjambment, propagation, and found poem. Ask students what they know about these words—have they heard them before and in what situations? Are there any context clues that might help them guess the definitions? Write their thoughts on the board.

Throughout the lesson, students will gain an understanding of these words and be able to make their own meanings. You will ask them this question again at the end of the session.

- Enjambment is a poetry technique where a sentence or a phrase flows from one line of the poem into the

next. Students will see an example of this term in the mentor text today.

- In this context, propagation means to grow a new plant from a piece of a mature plant.
- Found poems borrow words, phrases, or passages from existing works and create new meaning by changing the way the text is arranged.

Students do not need to come up with these exact words, rather these definitions are shared mainly to provide context to you for the lesson

STEP 1 (10 Minutes)

Project Page 1, [Lunch Poems — Session 3 Handouts](#) and read it out loud for the class. After you've read the poem, ask students to identify where they noticed the use of enjambment. What images did the poem capture? Which ones were their favorites? Examples:

- "Apple crosses greenhouse boundary"
- "Neighbors over the fence"
- "Espalier pears peeling away from fence"
- "Starlings and net boundary"
- "Rainbarrel overflows"

Next, introduce the idea of a poem being like a garden. When you have a garden, there are many ways to get new plants to put into the garden. One way is to buy seeds, and another way is to "propagate" a new plant from a fully-grown one already in the ground.

Poems can be very similar! You can either write a poem completely from scratch, like planting seeds, or you can "propagate" a new poem from other poems or books you've read. You can use words or passages you read somewhere else and write something new. The poem will have a new meaning from the original source because you will rearrange the words and combine them with phrases from a different source, etc. This genre of poetry is also called "found poetry." But remember—if you use words in the same way as a different poem, like a template, then you need to give credit to the original author.

STEP 2 (30 Minutes)

Next, students will practice propagating their own poem. Pass out Page 2, "Lunch Poems — Session 3 Handouts" to each student. Students will select 3-5 words from the mentor text or choose 3-5 of their own words, and write them on the lines.

If students want suggestions for where to find their own words, they can:

- Use words from a different book or poem in the classroom
- Ask classmates for their favorite words
- Write a list of their all-time favorite words
- Write a list of words related to a specific theme (magic words, food words, beach/desert/mountain etc. words)

After students identify their words, they can use Page 3, "Lunch Poems — Session 3 Handouts" to write their poem. Students can include the words in the poem in the order they write them, or rearrange them; students can also try to arrange the words on the page and write sentences or phrases around them. If students choose to write

a free-form poem, they can do so on the back of Page 6.

STEP 3 (10 Minutes)

Make space for students to share their poem collages with the class. Ask them to point out their favorite words and phrases from their poem.

Ask students again what they think the definitions of “enjambment,” “propagation,” and “found poem” are, based on all of the resources they looked at. Which of the resources helped them achieve this understanding the most? Write their definitions on the board, alongside their thoughts from the beginning of the session and make note of any similarities or differences you see between the two sets.

At the end of the session, write both sets of their definitions to the notecard labeled “enjambment,” “propagation,” and “found poem.” Tape this notecard to the board or an empty space on the wall, next to the previous sessions’ notecards.