



## PROJECT

# Lunch Poems

## Session 4 of 6

## Poem Pieces

Students will learn about the abstract nature of poems and begin to understand that poems can then help conjure ideas they didn't know they had.

## YOU WILL NEED

- Lunch Poems — Session 4 Handouts
  - Pages 2 and 3 — 1 copy per student
- 1 notecard
- Tape
- Computer
- Projector

## BEFORE YOU START

- Write the warm-up question on the board: “What is one fun tradition you have with a friend or with your family?”
- Write “ode” on the notecard.

## How to begin (10 Minutes)

### Warm-Up

Students will write their answer to the question written on the board, “What is one fun tradition you have with a friend or with your family?” Encourage them to answer in full sentences.

Review the vocabulary they have learned so far by reading the words on each card and asking for volunteers to share the definition in their own words. Then, introduce today's new word, “ode.” Ask students what they know about this word—have they heard it before and in what situation? 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 this word and be able to make their own meanings. You will ask them this question again at the end of the session.

“Ode” is an ancient Greek word that means “to sing.” It's usually reserved for celebrations (of all kinds—birthdays, funerals, public celebrations of law, art, new rulers). Sometimes, odes are addressed to a certain thing or person, like a letter. Students do not need to come up with these exact words, rather this

definitions is shared mainly to provide context to you for the lesson

## **STEP 1 (10 Minutes )**

Project Page 1, [Lunch Poems — Session 4 Handouts](#) and read the poem out loud. Lead a group discussion asking the following questions:

- Which parts of this poem stood out to them and why?
- Have they ever seen a poem arranged this way before?
- Why do they think the writer chose to put the big spaces in between the words? There are no wrong answers here!

Next, try to answer the question that the poem poses: What kind of ode is this? Ask students the following questions:

- What are the things this ode celebrates?
- Who do the students think the “we” and the “she” mentioned in the poem could be?

This poem and the poem the students are about to write are a little abstract—like watching clouds in the sky and trying to decide what shape they are. Share with students that sometimes it’s easy to begin writing a poem with a shape in mind, but staying flexible and seeing where the poem takes them can be a reflective exercise. Maybe they will look back at the poem and say, “Oh, I guess pink cake was on my mind!” or “I guess I really like the beach!”

## **STEP 2 (30 Minutes)**

Pass out Pages 2 and 3, “Lunch Poems — Session 4 Handouts.” Students will use the planner on Page 2 to help them build their ode poem. Once they have completed the planner, they will write their poem on Page 3.

## **STEP 3 (10 Minutes)**

Make space for students to share their ode with the class. Who or what did they write about? Why did they choose that subject?

Ask students again what they think the definition of “ode” is, 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.