



5 SENSES POETRY

INTRODUCTION & OBJECTIVE:

Students will learn about or review the five senses and how they can be used to write engaging and descriptive poetry within the context of studying Día de los Muertos. This activity is best implemented after students have some understanding and knowledge of Día de los Muertos. The expectations for the assignment are easily adjusted to meet the needs of your grade level. Students will go through the different steps of the writing process: brainstorm, rough draft, revising, editing, final copy and publishing.

RECOMMENDED GRADES:

Adaptable for all grade levels.

ESTIMATED TIME:

1-1.5 hours

VOCABULARY:

- Poetry
- Rhyme
- Adjectives
- Synonyms
- Similes and metaphors
- Alliteration
- Descriptive writing
- 5 Senses: Hearing, Sight, Smell, Touch, and Taste

MATERIALS:

- Pen
- Paper for drafting
- Final copy paper

PROCEDURE:

1. As a whole group, review or teach the concept of the five senses.
 - Activate students' prior knowledge by asking them to list all of the five senses. Write these on the board or chart paper for students to refer back to throughout the assignment.



2. Once students have an understanding of the five senses, ask the class to volunteer objects or things related to Día de los Muertos that they could use in the poetry. Write their suggestions on the board or chart paper. This would be a good time to review any vocabulary or concepts already covered. For example: ofrendas, calaveras, sugar skulls, candles, papel picado, etc.
3. With the vocabulary the class has generated, explain and model how to write descriptions based upon the senses. For younger students, you may need to offer guiding examples appropriate for their ability level. Highlight various aspects of descriptive language (such as adjectives, metaphors, and similes) appropriate for your grade level. Some examples:

- “The flickering candle light cast shadows on the ofrenda” OR “I see the candles glowing on the ofrenda.”
- “The warm atole runs down my throat, warming my whole body, wrapping me in a blanket” OR “I feel the atole going down into my tummy.”
- “The smell of the zempasuchil permeates the air, as if it were a path, guiding the spirits to the ofrendas” OR “I smell the zempasúchil in the air.”

4. At this point, students are ready to write their own five senses poem.
 - For younger students, you may want to provide a template for them to fill in as they create their rough draft. See the example provided below. You can include as many stanzas as you would like.

I see _____

I feel _____

I taste _____

I hear _____

I smell _____

I see _____

I feel _____

I taste _____

I hear _____

I smell _____

- For older students, encourage them to be creative, moving away from the “I feel. . ., I see. . ., I smell. . .” format, and instead incorporating the sensory description into the various lines of their poem. You may even want to have students incorporate a rhyme scheme or alliteration.
- When students have finished their rough draft, follow your classroom procedure for editing and



revising. One approach would be to use the following procedure: rough draft, read out loud to self and revise, read out loud to partner and revise, meet with teacher for final editing and revising. Students then write their final copy on some sort of “special” final copy paper—perhaps paper with a special border then glued onto construction paper. If time allows, ask students to illustrate their poem. Publish poems by hanging them in a designated area. You may also want to create a class book of their poetry.

STANDARDS & BENCHMARKS

K-12 Common Core Standards Addressed:

Reading

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.