

## Cinquain Poetry For Grade Two ... Why Not?

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Here is a creative way to combine a literature character study and cinquain poetry.

Choose a book length piece of literature with at least three prominent characters. Complete several written and oral activities with the book.

After reading the book discuss and list together qualities of each of the characters. Have the students write sentences indicating where these qualities were identified in the story. (Eg. Jill was unhappy when she learned she could not go on the class field trip. Jill was surprised when her class made a special card for her. etc.) \*This activity would take place during a given class period.

The following day, introduce a fun poetry form: cinquain (Print the form below on the board.)



- Line 1 – One word that names the character
- Line 2 – Two words that describe the character
- Line 3 – Three words that express action ("ing" words work well)
- Line 4 – Four word phrase about the character
- Line 5 – One word that relates to the character

Tell the students that they are going to write two cinquain poems. One about themselves and one about one of the characters under study.

Model a cinquain poem about yourself (the teacher) on the board, reviewing each line form as you go and soliciting words and phrases from the students. Encourage them to use words other than "nice" and other trite/meaningless expressions. Students will enjoy this activity. If you use your first name for Line 5 it may awake some interesting responses and recognition that teachers actually do have first names.

Immediately model a second cinquain about one of the characters from the piece of literature studied. Once again, review and refer to the poetry form as you write the second poem. Have the students take turns suggesting the words/expressions to be used.

Leave the cinquain form and the two cinquain poems on the board.

Student Activity: Write two cinquain poems. One about yourself and one about a character of choice - other than the one modelled on the board. Students may find it helpful to ask each other for words to describe themselves, but must work independently when writing about the character from the book. Remind them about capital letters and centring each line.

After the teacher reads and edits the two poems with the students, they will publish (write and illustrate a good copy) the poem about themselves to be displayed in a prominent place in the school.

**Example:**

Mother  
Loving, kind  
Cooking, working, singing  
Prays for her kids  
Hero