



LEARNING ABOUT EACH OTHER THROUGH POETRY: BIO POEMS

SUGGESTED GRADE LEVEL: 3 – 5

LENGTH OF TIME: 45 – 50 minutes

GOALS

- To help students share and explore their identities through poetry.
- To have students' identities be seen by classmates and teachers.

OBJECTIVES

- Students will write a poem and create a visually appealing display.

ACADEMIC STANDARDS

- CCSS.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (Also SL 3.1 and 4.1)
- CCSS.ELA-LITERACY.RF.5.4.B: Read grade-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. (Also SL 3.4.B and 4.4.B)

EDUCATORS' NOTES

These poems are a wonderful way for students to introduce themselves to their teacher at the beginning of the school year. When bio poems are shared, they can help build relationships and foster a cohesive classroom community. Bio poems focus on factors that shape our identities, such as experiences, relationships, hopes and interests.

MATERIALS NEEDED:

- Bio poem template (attached)

INTRODUCTION

- Let your students know that bio poems are autobiographical poems about themselves and their lives. Encourage your students to use words that are creative and unique about themselves in each line.
- Show the template and read examples. You may want to create an example poem to share with your students.
- To model this activity, you can complete a practice poem together as a class. Ask different students for information and ideas to use, making up a fictitious student name.

PRE-WRITING AND WRITING

- The bio poem template provided will help your students structure their brainstorming.
- Either have students fill out the worksheet on their own or walk them through the process, talking about each section as they fill it out.
- Ask students to neatly write or type a final version of their poem.

SHARING THEIR POEMS

- Sharing the poems with other students in the class will help build community in your classroom. Options for sharing include:
 - Read aloud to the whole class. After each student reads their poem, have some way for the rest of the class to give appreciation to that student.
 - Post the poems around the walls of your classroom. Have students walk around in groups of 2 – 3 to read each other’s poems and discuss.
- While students are sharing their poems, ask them to look for both connections and differences with other students.

EXTENSIONS

- Decorate the edges of the poems or mount them on construction paper and post on the wall of your classroom or in the hall near your classroom to share with your school community.
- Invite people who love and take care of your students to attend a class reading.

ASSESSMENT AND EVALUATION

- Use an exit card for students to write down a new connection with a classmate that they made from reading or hearing the poems.

ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Children’s Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Welcoming Schools Professional Development Trainings](#)

SAMPLE POEM

Maya

Friendly, athletic, caring

Who loves chocolate, soccer and movie nights with family

Who wonders if I could get a dog

Who feels happy and tired

Who is scared of thunderstorms, of the police, and failure

Who dreams of travelling all around the country and hopes
for no more violence

Lives in Atlanta, Georgia

Sanchez

BIO POEM TEMPLATE

First Name

Who is

Three or four adjectives that describe you

Who loves

Two or three things, people or ideas that you love

Who wonders

One or two things you wonder about

Who feels

Three different feelings you have experienced

Who fears

Two or three fears you have

Who dreams/hopes

Two or three things you want to see happen

Who lives

Your country, state, city or community

Last name
