



# **Holyoke Public Schools**

## **English Language Development Curriculum Map**

### **ELD - I**

### **Grades 4-8**

### **Poetry Unit**

*Using the Literacy Workshop in the Middle School*

**2008-2009**

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## Overview of Curriculum Maps

### Goals:

1. To ensure that English Language Learners are exposed to and engage in a rigorous English Language Arts curriculum in every school and at every grade level.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA test
4. To provide teachers curriculum guidelines and appropriate ELL instruction for the English Language Development courses.

### Expectations:

**The district's expectation is for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning. A binder has been provided to help teachers keep track of the ELD work.**

<b>Year-Long Curriculum Map Literacy Instruction English Language Development Class</b>	
<b>September 4 weeks</b>	<b>Rituals and Routines</b> Using the America's Choice curriculum materials for Middle School, establish the rituals and routines of the Literacy Workshop
<b>October- November 7 weeks</b>	<b>Narrative Account – Personal Narrative – We Have A Story to Tell</b> Using the established curriculum map and suggested materials, complete a language-level appropriate genre study on narrative accounts
<b>December-February 8 weeks</b>	<b>Report of Information – “What Do I Know a Lot About”</b> Using the established curriculum map and suggested materials complete a language-level appropriate genre study on report.
<b>February- March 2 weeks</b>	<b>MEPA Preview</b> - Using the established curriculum map and suggested materials complete a language-level mini unit on testing that will familiarize the students with test taking strategies, structure and format.
<b>March 2 weeks</b>	<b>Biography – “My Person of Interest is...”</b> Using the established curriculum map and suggested materials complete a language-level mini unit study on biography.
<b>April 2 weeks</b>	<b>Poetry – “My Poetry Collection”</b> Using the established curriculum map and suggested materials, complete a language-level mini unit study on poetry.
<b>April-June 8 weeks</b>	<b>Response to Literature/Traditional Literature/Fairy tales</b> Using the established curriculum map and suggested materials complete a language-level appropriate genre study on Response to Literature/Fairy Tale unit.

**MEPA R/W Assessment Schedule:** October 20-29, 2008 &/or March 9-17, 2009

<b>MCAS:</b>	<b>ELA</b>	<b>Writing:</b> March 31, Gr. 7	<b>Math</b>	<b>Science &amp; Tech</b>	<b>History</b>
		<b>Reading:</b> April 1-10, Gr. 6, 7, 8	May 11-28 Gr. 6, 7, 8	May 11-28 Gr. 8	May 11-28 Gr. 7
<b>First-Year Students</b>	Optional		Required	Required	Optional
<b>All Other Students</b>	Required		Required	Required	Required

**Report Card Schedule:** November 20-21, February 5, April 16-17, and June 18 (Closing date: November 5, January 27, and April 7)

**Progress Report:** October 9, December 17, March 13, and May 22 (Closing date: October 2, December 10, March 6, and May 15)

**Winter & Spring Vacation:** February 16-20, April 20-24, 2009

## Overview of the Literacy Workshop: ELD

### Map Components: Middle School

**ELD Workshop**      *65 minutes*  
**Skills Development**      *35 minutes*

**MSL I**      *90 minutes/35 skills*  
**ESL Content**      *100 minutes*

**Read Aloud Talk Aloud (RATA):**

**Teacher:**      Picture or limited text model  
**Students:**      Listen, Define strategy in L1 or English

**Independent Reading:**

**Teacher:**      Supports students  
**Students:**      Partner (Sep-Feb) Read independently (Mar-Jun)

**Mini Lesson:**

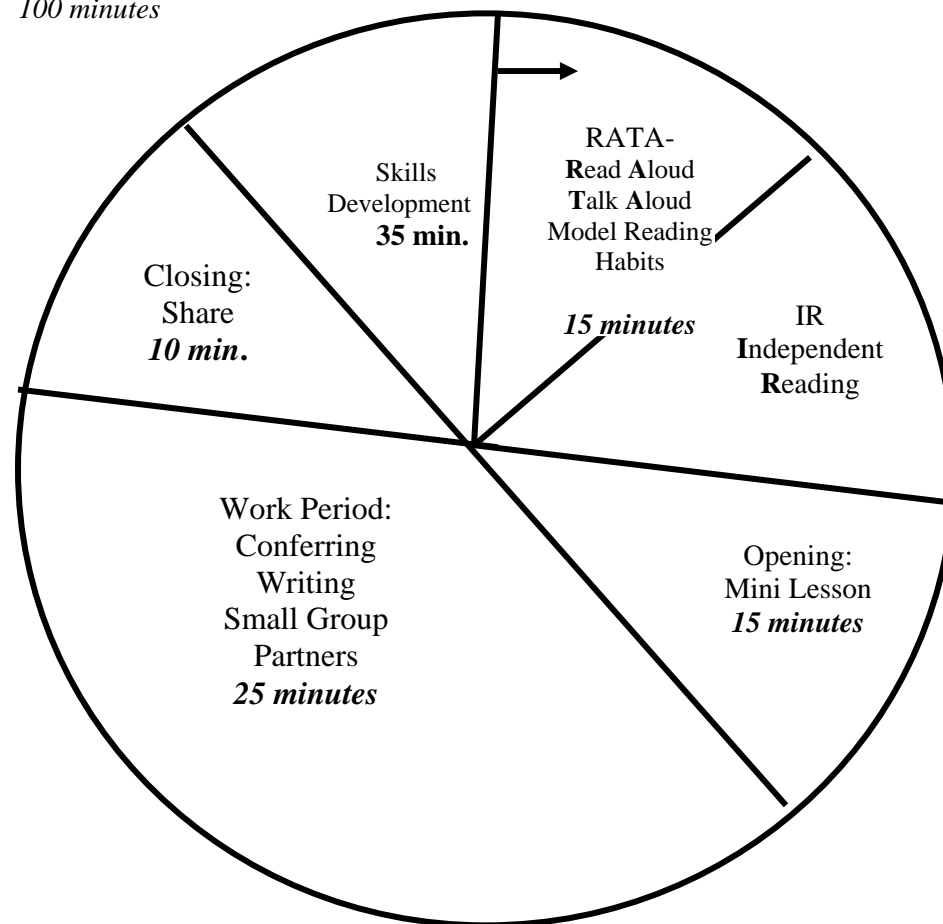
**Teacher:**      Model  
**Students:**      Turn & Talk w/ prompt

**Work Period:**

**Teacher:**      Conference/grade  
**Students:**      Write brief response in picture or words (2-3 times/week)

**Closing:**

**Students:**      Listen, share, report



## Workshop Model

The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginners and early intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffold times for learning new strategies. The following is a breakdown of each part of the workshop:

### **Read-Aloud-Think-Aloud (RATA) and Independent Reading (IR): *15 minutes***

#### **Read-Aloud-Think-Aloud (RATA):**

**The teacher uses this time to SHOW students a reading strategy previously taught. This is a review and application time for students**

- You will use read aloud materials to model a reading strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- **NOTE: This is NOT a time to teach a new strategy!** This is a time for students to see you applying a strategy you already taught in your own reading! Be careful not to confuse this time with the mini-lesson. The mini-lesson is the time to introduce new reading strategies.

#### **Independent Reading (IR):**

**Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.**

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy.
- After about 10 minutes of reading, the students should turn and talk and share how they applied the strategy the teacher modeled in the RATA. This will allow ELLs to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.

**Mini-Lesson (ML): 15 minutes**

**The teacher will gather the students to learn a new reading or writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.**

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart “bones”. For example, if you are making a t-chart, draw the “t” and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

**Work Time (WT): 25 Minutes**

**This time will vary on a daily basis depending on what was taught, but in general, this is a chance for students to work alone or in groups on the strategy taught in the mini-lesson.**

- Reading Focus Mini-Lesson: Students will read their independent books and practice the new strategy that you taught in the mini-lesson, and then talk about it with a table partner, and then write about their learning in their notebooks. During this time the teacher will circulate to support students, conference with individual students, and run guided reading groups.
- Writing Focus Mini-Lesson: Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process. The teacher will circulate and support students, conference with individual students, or run guided writing groups.

**Closing: 10 Minutes**

**This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.**

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

**Skills Block: *35 minutes daily***

**This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.**

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

**Reading Skill Lessons:**

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
  - Phonetic Principles
  - Reading Fluency and Accuracy
  - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

**Writing Skill Lessons:**

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
  - Spelling
  - Grammar
  - Style and Syntax
  - Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

**PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACH DURING THIS DAILY SKILL TIME**

**ELD-I Course – Genre and Language Features  
Poetry Unit- “My Poetry Collection”**

**Introduction:** When you immerse English Language Learners in rich, lively poetry, you introduce them to intense, concise language that conveys a maximum of thoughts and feeling in the fewest chosen words. This unit will allow the teacher to lead shared experiences in a way to enjoy the rhyme, rhythm, and repetition of poetry. Students will be delighted with the poetic devices of alliteration, metaphor and personification expressed in poems. **The students will develop as readers and writers who can independently generate a collection of poems in which they establish a voice through sensory language, develop an awareness of feelings evoked in the poems, and use a range of appropriate poetics elements.**

Below is a list of common genre features and language features. Genre features define how a writer develops a story, puts it together, and what kind of characteristics it contains. Language features define exactly what kinds of words, vocabulary and sentences a writer uses when they are developing a poetry collection.

Genre Features- Poetry	Language Features- Poetry
<ul style="list-style-type: none"> <li>• Produce a collection of poetry that:               <ul style="list-style-type: none"> <li>○ Uses learned poetry structure and mentor text to create poems</li> <li>○ Incorporates figurative and descriptive language</li> <li>○ Incorporates graphic elements to enhance meaning</li> <li>○ Uses a range of appropriate poetic elements such as sensory language, rhythm, rhyme, alliteration, onomatopoeia, hyperbole</li> <li>○ Demonstrates an understanding of emotions and feelings in poems</li> <li>○ Includes illustrations</li> <li>○ Excludes extraneous details and inconsistencies;</li> <li>○ Develops an appreciation of poetry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop voice through specific language</li> <li>• Identify graphic elements that contribute to meaning such as <i>capital letters, line length, word position, line breaks, space, and stanzas</i></li> <li>• Identify literary elements in poetry such as <i>form, sound, and imagery</i></li> <li>• Use sensory language</li> <li>• Identify <i>rhythm and rhyme</i></li> <li>• Identify techniques used in writing poetry such as <i>alliteration, onomatopoeia and rhyme scheme</i></li> <li>• Identify figurative language such as <i>simile, metaphor and personification</i></li> <li>• Identify hyperbole</li> <li>• Understand the use of idioms</li> <li>• Rhyming words</li> <li>• Modifiers (adjectives, adverbs, clauses and phrases)</li> </ul> <p><b>Teach these language features during your daily skills lesson when you focus on writing skills</b></p>

## Materials and Resources

### Texts for Readers and Writers Workshop

Teachers will have the flexibility in selecting the appropriate reading materials for this unit. Teachers should use a variety of poems. The teacher will have to plan and prepare not only for writing and interpreting poems but also for reading aloud the poems. Only after you have experience poetry can you begin to write it. Teachers may plan a visit to the school library; gather a collection of poetry in the form of children's picture books, anthologies, magazines and poems from the Internet.

During the school year 2006-07, the Holyoke Public Schools bought the following poetry collection. You might be able to borrow them from your colleagues. These texts were used for Readers and Writers Workshop.

- *My Mother Has a Dancing Heart*
- *Big, Bad and a Little Bit Scary*
- *Brown Honey in Broomwheat Tea*
- *Doodle Dandies*
- *Gathering the Sun: An Alphabet in Spanish and English (SC)*
- *If I Were in Charge of the World*
- *Joyful Noise: Poems for Two Voices*
- *Talking Like the Rain (SC)*
- *Peacock and Other Poems*
- *Sky Scrape City Scrape (HC)*
- *If You're Not Here Please Raise Your Hand*
- *Llama Who Had No Pajama: 100 Favorite Poems*
- *Ride a Purple Pelican*
- *Night On Neighborhood Street*
- *Honey, I Love and Other Love Poems*
- *The Random House Book of Poetry for Children*
- *Falling Up*
- *A Giraffe and a Half*
- *The Missing Piece*
- *Where the Sidewalk Ends*

### ELD-I Poetry Unit Curriculum Map & Binder

**Websites:** NEA-Resources for April: National Poetry Month, Time for Kids- poetry, readwritethink.org, scholastic-poetry, poets.org, poetry4kids.com, the poetryzone.com, the poetrygallery.com, gigglepoetry.com, Jack Prelutsky.com, shelsilverstein.com, almaflorida.com, PoetryAmerica.com

### Resources with Unit

Week/Date	Topic	Resources
<b>1 1</b>	Explore Poems/Similarities & Differences	Samples, general information, graphic organizer
<b>2</b>	Graphic Elements of Poems: <i>capital letters, line length, word position, line breaks, space, stanzas</i>	Samples, general information
<b>3</b>	Sensory Language	Samples, general information, graphic organizer
<b>4</b>	Rhythm and Repetition	Samples, general information, graphic organizer
<b>5</b>	Sound Patterns: <i>rhyme, alliteration, onomatopoeia</i>	Samples, general information, graphic organizer
<b>2 1</b>	Figurative Language: <i>Metaphor, similes, personification, hyperbole</i>	Samples, general information, graphic organizer
<b>2</b>	Forms and Types of Poems	Samples, general information, graphic organizer
<b>3</b>	Rubrics	Rubrics for overall unit, retelling, oral presentation, poetry collection
<b>4</b>	Poetry Collection	General Information, rubric
<b>5</b>	Oral Presentation-Publishing	Rubric, general information, feedback cards, certificate

## Overarching Unit Goals and Standards

### Speaking and Listening

National Center on Education & the Economy (NCEE) ELA Standards	English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> <li>• Listen to, comprehend and carry out directions with simple steps</li> <li>• Give directions that include sequenced steps</li> <li>• Asks questions</li> <li>• Responds appropriately to comments and questions</li> <li>• Uses language cues to indicate different levels of certainty</li> <li>• Displays appropriate turn taking behaviors</li> <li>• Clarifies, illustrates or expands on a response when asked to do so</li> <li>• Confirms understanding by paraphrasing</li> <li>• Actively solicits another person's comments or opinion</li> <li>• Volunteer contributions and responds when directly solicited</li> <li>• Gives reasons in support on opinions expressed</li> <li>• Participate in one-to-one conference with teacher</li> <li>• Prepares and delivers an individual presentation</li> <li>• Engage the audience with appropriate verbal cues and eyes contact</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in sustained, interpersonal communications. (S.2.55)</li> <li>• Employ pronunciation, word stress, and intonation appropriate to communicative intent. (S.2.63)</li> <li>• Ask and respond to questions based on a text that is heard (S.3.15)</li> <li>• Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46)</li> <li>• Compare and contrast information orally (S.3.21)</li> <li>• Make predictions or inferences based on a story or information that has been heard.(S.3.22)</li> <li>• Ask and answer concrete questions about familiar content. (S.2.5)</li> <li>• Describe people, places, and things, using some detail. (S.2.6)</li> <li>• Classify previously learned words by content themes or topic (ELA 4.1)</li> <li>• Express confusion (S.2.8)</li> <li>• Plan, rehearse, and orally present information about a personal experiences or interest, using visual cues as needed (ELA 3.1, S.4.8)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Connect new information to prior knowledge (S.3.28)</li> <li>• Demonstrate comprehension when simple information is given (S.3.3)</li> <li>• Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (S.3.4)</li> <li>• Demonstrate comprehension of oral questions that are based on academic content(S.3.30)</li> <li>• Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45)</li> <li>• Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9; link to ELA 8.5)</li> <li>• Takes notes (using graphic organizers) while listening for specific information (S.3.50)</li> </ul> <p>Standards for levels: Beginning to Early Intermediate</p>

## Reading

National Center on Education & the Economy (NCEE) ELA Standards	English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>The student reads and respond to various poems about one issue or subject, and produces a written poetry collection and oral poetry presentation that:</p> <ul style="list-style-type: none"> <li>• Read with a rhythm, flow, and meter that sound like everyday speech;</li> <li>• Use the structure of poetry to retrieve information;</li> <li>• Evaluates writing strategies and elements of the author’s craft</li> <li>• Relates new information to prior knowledge and experience;</li> <li>• Extends ideas;</li> <li>• Makes connections to related topics or information;</li> <li>• Compare one text to another text they have read or heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze sensory details that support main ideas or important information in a variety of text.(Link to R.8.19)</li> <li>• Identify descriptive language in a text (R.8.20)</li> <li>• Identify the speaker of a poem (ELA 8.13)</li> <li>• Identify rhythm and rhyming in poems (ELA 14.1, R.4.11.b)</li> <li>• Identify examples of alliteration, onomatopoeia, hyperbole, personification, rhyme scheme, and internal rhyme in poetry (ELA 14.3, R.4.11b)</li> <li>• Identify examples of similes and metaphor in poems (ELA 14.3, R.4.11b)</li> <li>• Identify graphic elements (such as capital letters, line length, and word position) that contribute to meaning in a poem. (ELA 14.4, R.4.11b)</li> <li>• Support individual interpretations and conclusions, using evidence from a literary or an informational text (R.3.4)</li> <li>• Apply knowledge of general characteristics of a literary genre as a strategy for reading (R.4.1)</li> <li>• Use knowledge of common graphics features to determine the purpose and meaning of a text (R.5.3)</li> <li>• Use knowledge of common organization structure to determine meaning of the text (R.5.4)</li> </ul> <p>Standards for levels: Beginning to Early Intermediate</p>

## Writing

National Center on Education & the Economy (NCEE) ELA Standards	English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> <li>• Produce work in a literary genre that follows the conventions of the genre;</li> <li>• Engages the reader by establishing a context, creating a persona and otherwise developing reader interest;</li> <li>• Demonstrates an understanding of the literary work;</li> <li>• Includes sensory details and concrete language;</li> <li>• Creates an organizing structure appropriate to specific purpose, audience, and context;</li> <li>• Includes appropriate facts and details;</li> <li>• Excludes extraneous and inappropriate information;</li> <li>• Uses a range of strategies such as facts and details, examples and/or comparisons, descriptions or analysis of the subject;</li> <li>• Provides a sense of closure to the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Write poems using poetic techniques, figurative language, and graphic elements (W.2.13)</li> <li>• Revise writing to improve organization of ideas. (W. 3.8)</li> <li>• Identify words that add precision to writing (W.10a)</li> <li>• Plan ideas for writing in a way that makes sense for an identified purpose and audience (W.1.1)</li> <li>• Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2)</li> <li>• Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4)</li> <li>• Use knowledge of correct mechanics when editing (W.4.4)</li> <li>• Use word processing to publish writing (W.5.1)</li> </ul> <p>Standards for levels: Beginning to Early Intermediate</p>

## Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Student demonstrates control of:</p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Paragraph structure</li> <li>• Punctuation</li> <li>• Sentence construction</li> <li>• Spelling and Usage</li> </ul>	<ul style="list-style-type: none"> <li>• Spell familiar words correctly when editing</li> <li>• Identify correct sentence structure and usage when editing</li> <li>• Use correct mechanics when editing</li> <li>• Use knowledge of correct mechanics when editing</li> </ul>

## Unit Work Products

### Students Outcomes for ELD-I: My Poetry Collection

#### ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> <li>Listen to partners in oral reading of poems</li> <li>Enjoy the oral reading of poems</li> <li>Listen for sensory images in poems during a read aloud</li> <li>Identify the speaker of a poem</li> <li>Identify rhyme, rhythm, alliteration, onomatopoeia, personifications, metaphors and similes.</li> <li>Ask and answer questions related to presentation and/or poem</li> <li>Take notes from listening to pieces</li> </ul>	<ul style="list-style-type: none"> <li>Daily turn and talk with student prompts</li> <li>Respond to poems</li> <li>Use sensory, descriptive and figurative language</li> <li>Student/ teacher conference</li> <li><b>Produces an oral presentation of one or more poems that:</b> <ul style="list-style-type: none"> <li>✓ Is read in a natural voice</li> <li>✓ Uses the voice as a tool</li> <li>✓ Conveys meaning with the voice</li> <li>✓ Conveys the mood with the tone of the voice</li> <li>✓ Use eye contact, adequate volume, and clear presentation</li> <li>✓ May include movement, sound effects, two voice or choral reading</li> </ul> </li> </ul> <p>The oral presentation might be done as an individual, with a partner or whole class presentation</p>	<ul style="list-style-type: none"> <li>Select books/poems at their level</li> <li>Read a variety of poems (short, long, funny, serious, different themes, types and forms)</li> <li>Recognize and discuss the graphic elements of poetry (capital letters, line length, word position...)</li> <li>Recognize and discuss examples of alliteration, onomatopoeia, and rhyme.</li> <li>Compare the effects of sound, meter and rhythm.</li> <li>Identify examples of personification</li> <li>Identify examples of metaphor/simile</li> <li>Identify hyperbole</li> <li>Use Reading Strategies: <ul style="list-style-type: none"> <li>• Visualize</li> <li>• Analyze</li> <li>• Inference</li> <li>• Asking Questions</li> <li>• Making Connections</li> </ul> </li> <li>Use genre elements for comprehension</li> <li>Use questioning before, during, and after reading</li> </ul>	<ul style="list-style-type: none"> <li>Make notebook entries</li> <li>Notebook entries demonstrate students' understanding of skills</li> <li>Use graphic organizers</li> <li><b>Produce a Poetry Collection that:</b> <ul style="list-style-type: none"> <li>✓ Contains at least <b>five (5) to seven (7) poems that use:</b> <i>graphic elements, sensory details, rhythm or repetition, sound patterns, figurative language and concrete/free verse poems</i></li> <li>✓ Has a <b>cover page</b> with title, author, date, grade, school, and illustration</li> <li>✓ Has an <b>introduction</b> with 1-2 paragraphs of self-reflection</li> <li>✓ Has a <b>dedication</b></li> <li>✓ Has a <b>Table of Content</b></li> <li>✓ Has <b>illustrations</b></li> </ul> </li> </ul> <p>Applies an understanding of the English language</p>

#### Teacher Assessments

- Published Poetry Collection and Oral presentation of poems, graded with rubric added to portfolio
- Respond to poems with rubric added to portfolio
- Ongoing formative assessment

## WORKSHOP MAP

**Week 1:** During the first week students build background knowledge and provide the opportunity to enjoy and appreciate the sound and imagery of language as they begin to listen, speak, read and write about it. Teachers will facilitate their students' acquisition process by scaffolding language and supporting learners to access meaning.

The goal of this first week of instruction in the poetry genre is to get students immersed into the sounds of the genre, build a background for discussion and start recreating poems. Therefore, most of this week will include:

- Read aloud various types of poems.
- Constant modeling with the use of verbal and nonverbal clues
- Building a shared vocabulary to talk about poetry
- Using a shared text to model reading skills, think aloud, and gathering of information
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

### Materials and Products for Week 1:

- Variety of poems for read aloud
- Poetry books/texts for students to browse
- Chart paper/transparencies/magic markers
- Sentence strips and graphic organizers
- **Student notebook:**
  - Types of Poems
  - Graphic Elements of Poetry
  - Sensory details
  - Rhythm and repetition
  - Sound patterns
  - Draft poems
- **Classroom charts or transparencies.** Charts are to be made with the student.
  - Chart: "What is Poetry?"
  - Similarities and differences
  - Graphic elements (*capital letters, line length, word position, line breaks, space, and stanzas*)
  - Sensory details
  - Rhythm and repetitions
  - Sound patterns (*alliteration, rhyme, onomatopoeia*)

- **Language Stems**


- *"Poetry (is, has, are, have...) \_\_\_\_."*
- *"After reading \_\_\_\_\_ I felt \_\_\_\_."*
- *"I notice that \_\_\_\_."*
- *"I discovered that \_\_\_\_ and \_\_\_\_ have in \_\_\_\_\_ in common (similar) "*
- *"I also discovered that the difference between \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_."*
- *"The topic in \_\_\_\_ is \_\_\_\_"*
- *"The mood in \_\_\_\_ is \_\_\_\_"*
- *"The speaker of the poem is \_\_\_\_"*
- *"This poem reminds me of \_\_\_\_"*
- *"One graphic element I notice or use is\_\_\_\_."*
- *"The \_\_\_\_ poem has \_\_\_\_".*
- *"The author might have used it to \_\_\_\_\_."*
- *"Words that represent or appeal to the sense of \_\_\_\_ are \_\_\_\_, \_\_\_\_, \_\_\_\_, and \_\_\_\_."*
- *"My descriptive poem using sensory words is..."*
- *"One example of repetition or rhythm is\_\_\_\_."*
- *"One example of \_\_\_\_ is\_\_\_\_."*

**WEEK 1: DAYS: 1-5**

	<b>READ ALOUD/ THINK ALOUD</b>	<b>INDEPENDENT READING</b>	<b>MINI-LESSON</b>	<b>WORK PERIOD</b>	<b>CLOSING</b>
<p><b>1</b></p>	<p><b>Strategy:</b> Explore poetry Using a variety of poems, the teacher will introduce students to the next unit: <u>Poetry</u>.</p> <p>Teacher will read /show some of the poems, and model by thinking aloud: "How do I feel after I read it?", "What did I notice about the format? The topic? The mood? The sound"</p> <p>Begin chart "<u>What is Poetry?</u>" <i>Students contribute to chart.</i></p> <p>(You will add to the chart throughout the unit)</p>	<p>Students work in pairs browsing and reading aloud through poetry books and/or copies of poems to <u>explore what is poetry</u>.</p> <p><i>Students work with a partner to complete the chart: "What is Poetry?"</i></p> <p><i>Use language stem: "Poetry (is, has, are, have...) ____."</i></p>	<p><b>Strategy:</b> Identify the similarities and differences between poems</p> <p>Teacher will read and show different examples of poems, discuss the <u>similarities and differences</u> of these poems. (Funny poems, emotional poems, descriptive poems, classical poems, contemporary poems, shape poems, long and short poems...)</p> <p>Guiding questions: How does poem # 1 differ from poem # 2? How are they similar? How do I feel after I read these poems? What did I notice about the format? The topic? The mood? The sound? The images?</p> <p>Continue with chart: "<u>What is poetry?</u>"</p> <p>Vocabulary: Poetry, poems, similar, different, funny, serious, shapes, long, short, mood, sound...</p> <p><i>Use language stems: "After reading ____ I felt ____." "This poem reminds me of ____." "I notice that ____." "I discovered that ____ and ____ have in common (similar) ____ I also discovered the difference between ____ and ____ is ____"</i></p> <p><i>"The topic of ____ is ____"</i></p> <p><i>"The mood in ____ is ____"</i></p> <p><i>The speaker of the poem is ____"</i></p>	<p><b>Strategy:</b> Identify the similarities and differences between poems</p> <p>Divide the students into small groups and give each group a variety of poems. Ask students to browse and read aloud some of them. Create a chart of <u>similarities and differences between some of the poems</u>.</p> <p><i>Students share within the group what they wrote in their charts.</i></p> <p><i>Language stem: "After reading ____ I felt ____." "This poem reminds me of ____." "I notice that ____."</i></p> <p><i>"I discovered that ____ and ____ have in common (similar) ____ I also discovered the difference between ____ and ____ is ____"</i></p> <p><i>"The topic of ____ is ____"</i></p> <p><i>"The mood in ____ is ____"</i></p> <p><i>The speaker of the poem is ____"</i></p> <p><i>This poem reminds me of ____"</i></p> <p>(Notebook entries)</p>	<p><i>Groups share out their charts.</i></p> <p>Combine information with class chart What is Poetry?</p> <p>Add to word wall: Poetry, poems, similar, difference, topic, mood, speaker, funny, serious, shapes, long, short, mood, sound...</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
2	<p><b>Strategy:</b> <u>Identify the similarities and difference between poems</u></p> <p>Review chart: "<u>What is Poetry?</u>"</p> <p>Teacher will introduce students to choral reading of poems. Will guide students with voice, expression, and pauses. Teacher will also decide on places for one voice and places for several voices.</p> <p><u>Compare and contrast</u> between the reading of yesterday poems and today. Use sentence stems:  <i>"After reading _____ I felt _____. I notice that _____. It reminds me of _____.            "I discovered that _____ and _____ have in common (similar)____ I also discovered the difference between _____ and _____ is _____"</i></p> <p>Add to the "What is Poetry Chart"</p>	<p>Students will work in small groups to browse and do choral or two voice reading of poems to <u>identify the similarities and difference between poems</u></p> <p><i>Students will share with partner how they felt with choral reading compare with one voice reading.</i></p>	<p><b>Strategy:</b> <u>Identify the graphic elements of poems</u> (capital letters, line length, word position, white spaces, stanzas)</p> <p>Teacher will read aloud (or do choral reading with students) various poems and notice <u>the graphic elements of poems</u> (you might want to color code it). Discuss the author's purpose in choosing specific graphic elements. Teacher will rearrange a poem to emphasize <u>the graphic elements</u>.</p> <p>Vocabulary: graphic elements, capital letter, line length, word position, white spaces, stanzas, to create meaning, importance, attention, pause, rhythm, and sound...</p> <p><i>Use the language stem: "One graphic element I notice or use is_____." "The _____ poem has _____". "The author used it to _____."</i></p> <p>Add to chart "What is Poetry?"</p>	<p><b>Strategy:</b> <u>Identify the graphic elements of poems</u> (capital letters, line length, word position, white spaces, stanzas)</p> <p>Students will work in pairs or independently to create and rearrange a poem to emphasize the <u>graphic elements found in poetry</u>.</p> <p><i>Students use language stem: "One graphic element I notice or use is_____." "The _____ poem has _____". "The author might have used it to _____."</i></p> <p><i>(NB entry)</i></p> <p>Students read aloud and share their work.</p>	<p><i>Students share out and write on classroom chart their observations.</i></p> <p>Add to word wall:            graphic elements , capital letter, line length, word position, white spaces, stanzas,            Create:            meaning, importance, attention, pause, rhythm, sound...</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p><b>Strategy:</b> Identify the <u>graphic elements of poems</u> (capital letters, line length, word position, white spaces, stanzas)</p> <p>Teacher will read and <u>identify graphic elements of poems</u> (color code if you like). Rearrange a poem to emphasize some other elements.</p> <p>Add (if needed) to chart "What is Poetry?"</p> <p><i>Students will contribute to the chart and poem.</i></p>	<p>Students will identify and rearrange a poem to emphasize some of the <u>graphic elements</u> found in poems.</p> <p><i>Students share their work with a partner.</i></p>	<p><b>Strategy:</b> Identify and use sensory details</p> <p>Teacher will read a poem showing awareness of poetic elements by <u>using the senses</u>. "What words helped us to use our 5 senses?"</p> <p>Begin chart: Sensory Detail Chart</p> <p>Teacher will model the "Descriptive List Poem" (The poem begins and ends with the same sentence)</p> <p>I like _____ BODY OF POEM (4 lines) I like _____.</p> <p><i>Example:</i> <i>I like sounds</i> <i>The crisp sound of paper</i> <i>The rustling corn</i> <i>The roar of a river</i> <i>The jingle of money</i> <i>I like sounds</i></p> <p><i>Use language stem: "Words that represent or appeal to the sense of ____ will be ____, ____, ____, and ____."</i></p> <p>Add to poetry chart</p>	<p><b>Strategy:</b> : Identify and use sensory details</p> <p>Students will work independently or in pairs to <u>gather words that appeal to the sense of sight, hearing, taste, touch, and smell.</u></p> <p>Students will create their own descriptive poem by using some of the words that they gathered about <u>the senses.</u></p> <p><i>Students use language stems:</i> <i>"Words that represent or appeal to the sense of ____ are ____, ____, ____, and ____."</i> <i>"My descriptive poem using sensory words is..."</i></p> <p>( NB entry)</p>	<p><i>Students share out some of the poems and sensory details.</i></p> <p>Add to poetry chart</p> <p>Add to word wall: Sensory details, senses, sight, hearing, taste, touch, smell, descriptive... (See chart of words)</p>

	<b>READ ALOUD/ THINK ALOUD</b>	<b>INDEPENDENT READING</b>	<b>MINI-LESSON</b>	<b>WORK PERIOD</b>	<b>CLOSING</b>
4	<p><b>Strategy:</b> Identify and use sensory details</p> <p>Teacher will read a poem and <u>identify sensory details.</u></p> <p>Teacher will recreate or revise a poem <u>using sensory details</u></p> <p><i>Students contribute vocabulary for the poem.</i></p> <p>Add to charts: "What is Poetry" and "Sensory Details"</p>	<p>Students revise their poems to add or delete <u>sensory details</u> and /or interesting words.</p> <p><i>Share with a partner what they revised.</i></p>	<p><b>Strategy:</b> <u>Identify Rhythm and Repetition</u></p> <p>Rhythm and sound are the  of poetry.</p> <p>Teacher reads a poem and <u>identifies the rhythm and repetition</u> in the poem. Make sure you identify words, phrases, lines or groups of lines. Explore how repetition creates rhythms you can feel, hear and see.</p> <p>Teacher will model writing a poem with <u>rhythm and repetition.</u></p> <p>Vocabulary: Rhythm, repetition</p> <p><i>Use language stem: "One example of repetition or rhythm is____."</i></p> <p>Add to class chart</p>	<p><b>Strategy:</b> <u>Identify Rhythm and Repetition</u></p> <p>Students work in pairs or independently to <u>gather words, phrases and lines that represent repetition and rhythm.</u></p> <p>Students will create a short poem using rhythm and repetition.</p> <p><i>Students use language stem: "One example of repetition or rhythm is____." (NB entry)</i></p>	<p><i>Students share out some of their poems.</i></p> <p>Add to class chart</p>
5	<p><b>Strategy:</b> <u>Identify Rhythm and Repetition</u></p> <p>Teacher will read a poem and identify words that create <u>rhythm and repetition.</u></p> <p>Teacher will recreate a poem <u>With rhythm and repetition.</u></p> <p><i>Students contribute vocabulary for the poem.</i></p> <p>Add to charts: "What is Poetry" and "Sensory Details"</p>	<p>Students revise their poems to add or delete <u>rhythm and/or repetition</u>, details and /or interesting words.</p> <p><i>Share with a partner what they revised</i></p>	<p><b>Strategy:</b> <u>Identify Sounds Patterns: Rhyme, Onomatopoeia and Alliteration</u></p> <p>Teacher reads a poem and <u>identifies rhymes, onomatopoeia and alliteration</u> in the poem. Explore how a word imitates the sounds it represents.</p> <p>Teacher will model writing a poem with <u>rhyme, alliteration or onomatopoeia.</u></p> <p>Vocabulary: rhymes, alliteration, onomatopoeia, (see chart)</p> <p><i>Use language stem: "One example of ____ is____." "The __ poem has ____".</i></p> <p>Add to class chart</p>	<p><b>Strategy:</b> <u>Identify Sounds Patterns: Rhyme, Onomatopoeia and Alliteration</u></p> <p>Students work in pairs or independently to <u>gather words that identify rhyme, onomatopoeia or alliteration.</u></p> <p>Students will create a short poem using one of the three sound patterns.</p> <p><i>Students use language stem: "One example of ____ is____." (NB entry)</i></p>	<p><i>Students share out some of their poems</i></p> <p>Add to class chart</p> <p>Add to word wall: Rhyme, Onomatopoeia, Alliteration, Words that imitate sounds</p>

## WORKSHOP MAP

**Week 2:** Students will continue to work on their poetry by creating various types and forms of poems, revising, editing and publishing their work.

The goal of this second and last week of instruction in the poetry unit is to wrap up and reflect on the skills they have acquired as readers and writers. Therefore, most of this week will include:

- **Listening:** Students will present good-audience behavior for others as they present the poems.
- **Speaking:** Students will give an Oral Poetry Recital/Presentation.
- **Reading:** Students will present a Poetry Collection.
- **Writing:** Students will use a rubric to evaluate their work, finish their final pieces, reflect, publish and celebrate their work.




### Materials and Products for Week 2:

- Various poems for read aloud
- Chart paper/transparencies/magic markers
- Sentence strips and graphic organizers
- Rubrics
- Student notebook:
  - Figurative language
  - Forms of poetry
  - Revise, edit and reflect on work
- Language Stems:
  - *"The \_\_\_ poems has \_\_\_"*
  - *"One example of \_\_\_ is \_\_\_"*
  - *"The poem \_\_\_ is an example of \_\_\_"*
  - *"While listening/presenting your poems I was impressed by \_\_\_"*
  - *"While listening /presenting your poems you should \_\_\_"*
  - *"This poetry collection is a score of \_\_\_ because \_\_\_"*
- Classroom charts / transparencies to be made with the student
  - What is Poetry?
  - Rubrics
  - Poetry collection requirements

**WEEK 2: DAYS: 1-5**

	<b>READ ALOUD/ THINK ALOUD</b>	<b>INDEPENDENT READING</b>	<b>MINI-LESSON</b>	<b>WORK PERIOD</b>	<b>CLOSING</b>
<b>1</b>	<p><b>Strategy:</b> <u>Identify Sound Patterns: Rhyme, Onomatopoeia and Alliteration</u></p> <p>Teacher will read a poem and identify words that create <u>sound patterns such as rhyme, onomatopoeia and alliteration.</u></p> <p>Teacher will revise a poem using one of the sound patterns.</p> <p><i>Students contribute to the poem.</i></p> <p>Add to charts</p>	<p>Students will revise their poems to add or delete details and/or interesting words including <u>sound patterns such as rhyme, onomatopoeia and alliteration</u></p> <p><i>Share with a partner what they revised</i></p>	<p><b>Strategy:</b> <u>Use of figurative language: Metaphors, Similes, Personification and Hyperbole</u></p> <p>Teacher reads a poem and <u>identifies figurative language such as metaphors, similes, personification and hyperbole.</u> Explore how one thing links to another in a way to help us compare.</p> <p>Teacher will model writing a poem with <u>figurative language.</u></p> <p>Vocabulary: figurative language, metaphor, simile, personification, hyperbole</p> <p><i>Use language stem: "One example of ___ is ___." "The ___ poem has ___".</i></p> <p>Add to class chart</p>	<p><b>Strategy:</b> <u>Use of figurative language: Metaphors, similes, personification and hyperbole</u></p> <p>Students work in pairs or independently to identify, create and <u>use figurative language</u> in their poem.</p> <p><i>Students share their work</i></p> <p><i>Language stem: "One example of ___ is ___." "The ___ poem has ___". (NB)</i></p>	<p><i>Students share out their poems</i></p> <p>Add to chart if needed</p> <p>Add to word wall: Figurative language, metaphor, simile, personification, Hyperbole, comparison, exaggerations</p>
<b>2</b>	<p><b>Strategy:</b> <u>Use of figurative language: Metaphors, Similes and Personification</u></p> <p>Teacher will read and revise a poem using one or more of the figurative language elements.</p> <p><i>Students add to the poem.</i></p> <p>Add to chart if needed.</p>	<p>Students will continue to add or delete details and /or interesting <u>similes, metaphor or personifications</u> to their poems.</p> <p><i>Share with a partner what they revised.</i></p>	<p><b>Strategy:</b> <u>Forms and Types of Poetry: Shape, Cinquain, Found, Haiku, Free Verse</u></p> <p>Teachers will read and show different samples of poetry such as: <u>Shape, Cinquain, Found, Haiku and Free Verse.</u></p> <p>Vocabulary: Forms, types, Shape, Cinquain, Found, Haiku</p> <p><i>Use language stem: "The poem ___ is an example of ___"(NB entry)</i></p> <p>Add to class chart</p>	<p><b>Strategy:</b> <u>Forms and Types of Poetry: Shape, Cinquain, Found, Haiku</u></p> <p>Students work independently or in pairs to <u>create different types of poems such as poems in shapes, Cinquain, Found, and Haiku</u></p> <p><i>Language stem: "The poem ___ is an example of ___"(NB entry)</i></p> <p><i>Students share with a partner.</i></p>	<p><i>Students share out their selected poem.</i></p> <p>Add to class chart</p> <p>Add to word wall: Form, types, Shape, Cinquain, Found, Haiku, Free Verse</p>

	<b>READ ALOUD/ THINK ALOUD</b>	<b>INDEPENDENT READING</b>	<b>MINI-LESSON</b>	<b>WORK PERIOD</b>	<b>CLOSING</b>
<b>3</b>	<p><b>Strategy:</b> <u>Forms and Types of Poetry: Shape, Cinquain, Found, Haiku</u></p> <p>Teacher reads aloud samples of poems that are representative of Shape, Cinquain, Found and Haiku. (You can also have students read one of their poems.)</p> <p><i>Students share one of their poems with a partner.</i></p>	<p>Students revise their poems to add or delete details and /or interesting words.</p> <p><i>Share with a partner what they revised.</i></p>	<p><b>Strategy:</b> <u>Developing a Rubric</u></p> <p>Teachers review and discuss <u>rubrics</u> used in previous units. What was the purpose of these <u>rubrics</u>?</p> <p>Begin chart: Characteristics of a <u>rubric</u> for poetry and poetry collection. (Use your class chart: What is Poetry)</p> <p>Teacher will review the attributes of a specific poem and poetry collection. Use a <u>rubric</u> to examine and revise students' work, both oral presentation and written poems.</p> <p>Vocabulary: Rubric, purpose, attributes, Oral presentation, poetry collection.</p>	<p><b>Strategy:</b> <u>Developing a Rubric</u></p> <p>Students will examine and understand the <u>rubrics</u> that will guide revision and publish of their poems and poetry collection.</p> <p><i>In pairs students share the revisions based on the rubrics.</i></p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Rubric, purpose, attributes, oral presentation, written poems, poetry collection.</p>
<b>4</b>	<p><b>Strategy:</b> <u>Understanding the Rubrics</u></p> <p>Teacher model the <u>use of the rubrics</u> with the poetry collection and oral presentation.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students work in pairs to review their work using the <u>rubrics</u>.</p> <p><i>Share with a partner the purpose and use of the rubrics.</i></p>	<p><b>Strategy:</b> <u>Finishing Poetry Collection</u></p> <p>Minimum requirement for Poetry Collection: Title of Collection, author information, dedication, table of content, at least 5 to 7 poems, illustration of some of the poems, and glossary</p> <p>Students will complete their final work.</p> <p><i>Students their work will share with a partner.</i></p>	<p><b>Strategy:</b> <u>Finishing Poetry Collection</u></p> <p>Students will complete their final work.</p> <p><i>Students their work will share with a partner.</i></p>	<p><i>Students share out samples of their work.</i></p>

	<b>READ ALOUD/ THINK ALOUD</b>	<b>INDEPENDENT READING</b>	<b>MINI-LESSON</b>	<b>WORK PERIOD</b>	<b>CLOSING</b>
<b>5</b>	<p><b>Publish and Celebrate</b></p> 	<p><u>Oral presentation</u> Students will be using the following sentence stems:</p> <p><i>"My question to the presenter is ____?"</i></p> <p><i>"I think __ because__"</i></p> <p><i>"While listening to your presentation, I was impress with____"</i></p> <p><i>"This oral presentation of a poem is a score of ____ because ____"</i></p>	<p><b>Publish and Celebrate</b></p> 	<p><b>Publish and Celebrate</b></p> 	<p><i>Students share out their reflection of the unit in the form of a poem.</i></p>

# Appendix

### **Skills Lessons Ideas**

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. Then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

#### **Reading Skill Lessons:**

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications
- Make It Real by Linda Hoyt
- Guided Readers and Writers by Fountas & Pinnell

#### **Writing Skill Lessons:**

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications
- English at Your Command! By Hampton Brown
- Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Witherell & McMackin
- Guided Readers and Writers by Fountas & Pinnell

**Reading Skills for Early Intermediate ELLs from the Massachusetts English Language Proficiency Benchmarks and Outcomes for ELL (ELPBO)**

**READING**

<b>Standard</b>	<b>Elements to Plan Skills Lessons: Reading</b>
<p><b>R.1: Vocabulary and Syntax in Print:</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Read frequently used sight words</li> <li>▪ Read frequently used sight phrases</li> <li>▪ Read frequently used idioms as phrases</li> <li>▪ Use knowledge of prefixes and suffixes to determine words and phrases</li> <li>▪ Use bilingual or intermediate dictionaries to determine word meaning</li> <li>▪ Identify signal words in context clues that indicate word meaning</li> <li>▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words</li> <li>▪ Identify words and phrases that add ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate contrast of ideas in a paragraph</li> <li>▪ Identify words and phrases that indicate conclusion in a paragraph</li> </ul>
<b>Standard</b>	<b>Elements to Plan Skills Lessons: Reading</b>
<p><b>R.2: Beginning to Read in English</b></p>	<ul style="list-style-type: none"> <li>▪ Identify cognates in printed reading</li> <li>▪ Read printed words with personal meaning</li> <li>▪ Identify familiar English morphemes (-ed in waited)</li> <li>▪ Apply knowledge of letter patterns to identify syllables</li> <li>▪ Identify phonetically regular one-syllable and multi-syllable words</li> <li>▪ Read words with several syllables</li> <li>▪ Use letter-sound knowledge to decode written English</li> <li>▪ Identify and apply unique spelling patterns for English words</li> </ul>
<b>Standard</b>	<b>Elements to Plan Skills Lessons: Reading</b>
<p><b>R.4: Literary Elements and Techniques in Poetry</b></p>	<ul style="list-style-type: none"> <li>▪ Identify graphic elements such as capital letters, line length, word position that contributes to meaning.</li> <li>▪ Identify examples of alliteration, onomatopoeia, rhyme as heard in poetry</li> <li>▪ Identify examples of personification, metaphor and simile</li> <li>▪ Compare the effects of sound, meter, and rhythm.</li> <li>▪ Identify hyperbole in poetry</li> </ul>

**WRITING**

Standard	Element to Plan Skills Lessons: Writing
<p><b>R.1: Vocabulary and Syntax in Print:</b> <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> <li>▪ Spell previously learned sight words and phrases</li> <li>▪ Identify use of apostrophes to indicate possessive form</li> <li>▪ Identify orthographic conventions that signal meaning in various kinds of sentences</li> <li>▪ Identify the eight basic parts of speech in the context of a sentence</li> <li>▪ Identify verb phrases and verb tenses in sentences</li> <li>▪ Identify varied sentence structures as they affect meaning</li> <li>▪ Recognize types of pronouns</li> <li>▪ Identify words and phrases that introduce ideas in a paragraph</li> </ul>
Standard	Element to Plan Skills Lessons: Writing
<p><b>W.4: Editing</b></p>	<ul style="list-style-type: none"> <li>▪ Use rules for apostrophes</li> <li>▪ Use rules for quotation marks</li> <li>▪ Use rules for commas in compound sentences</li> <li>▪ Use rules for paragraph indentation</li> <li>▪ Use rules for separating introductory words and phrases using a comma</li> <li>▪ Apply rules of English for forming irregular plural nouns</li> <li>▪ Identify correct pronoun references when editing</li> <li>▪ Identify and correct sentence fragments and run-on sentences when editing</li> </ul>
Standard	Element to Plan Skills Lessons: Writing
<p><b>W.2: Writing for a variety of purposes -Writing a Poem</b></p>	<ul style="list-style-type: none"> <li>▪ Identify techniques used in writing poetry (such as alliteration, onomatopoeia, rhyme)</li> <li>▪ Identify figurative language used in poems (such as simile, metaphor, personification)</li> <li>▪ Identify graphic elements used in poems ( such as capital letters, line length, word position)</li> </ul>

## Frontloading the Genre

The scaffolds English language learners need to succeed in a genre study extend beyond the scope of the lessons in the grade-level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study.

## Why

Before they start writing on their own, ELLs need scaffold experiences that look at the genre and the construction of a piece of writing. While this may seem a bit “teacher directed”, it is only a bridge or temporary scaffold for the students. After the frontloading lesson, students will have many more opportunities to construct their own writing.

## How to Frontload Genre

In Scaffolding Language Scaffolding Learning, Pauline Gibbons presents a process of scaffolding the beginning of a genre study.

<b>#1 Build the Field</b>	Students build enough background knowledge of the topic to be able to write about it. Children are a long way from writing a text themselves. Activities will be speaking, listening, note-taking and reading.
<b>#2 Modeling the Text Type</b>	Students become familiar with the purpose, overall structure and linguistic features of the type of text they will write. Focus on form, function and genre.
<b># 3 Joint construction</b>	Teacher and student write a joint text together so that students can see how the text is written. Focus on illustrating the process of writing a text.
<b>#4 Independent Writing</b>	Students will write their own text.

## The Five Essential Practices for Teaching English Language Learners

America's Choice developed the Five Essential Practices for Teaching English Language Learners to support the literacy needs of ELLs. These practices come from a wide body of research on second language acquisition, literacy, and teacher practices. They support the most appropriate and effective instruction for helping ELLs build comprehension, fluency, understanding, and vocabulary. These practices are used in the lesson modifications focused on ELLs.

The Five Essential Practices are:

1. Develop oral language through meaningful conversation and context.
2. Teach targeted skills through contextualized and explicit instruction.
3. Build vocabulary through authentic and meaningful experiences with words.
4. Build and activate background knowledge.
5. Teach and use meaning-making strategies.

### Essential Practice #1:

**Develop oral language through meaningful conversation and context.** Oral language is the foundation of literacy and a main tool for learning and interacting in both academic and social settings. Natural exposure to and planned experiences with oral language facilitates increased expression and understanding of the second language. Oral language also supports vocabulary development in context, paving the way for better comprehension and production. Exposure to enrich oral and written language environments is vital for developing literacy and language skills.

### Essential Practice #2:

**Teach targeted skills through contextualized and explicit instruction.** Full literacy is a fluid combination of oral, reading, and writing skills. These skills must be taught through explicit and contextualized instruction that scaffolds learning. Contextualized instruction provides students with extra linguistic clues that support understanding not only the content but also the language being used. Combining contextualized practices with the knowledge of phonemic awareness, phonics skills, language structures and functions, text patterns, and literary devices (i.e., metaphors, analogies, figurative language, and unfamiliar cultural concepts) helps students develop stronger literacy skills. Explicit skills give students the tools they need to comprehend increasingly complex literacy demands.

### **Essential Practice #3:**

**Build vocabulary through authentic and meaningful experiences with words.** Developing and deepening a student's understanding of new words is essential for ELLs. Building vocabulary in the context of literature, experiences, and modeled writing ensures that students will own the new words they encounter. Vocabulary building is a lifelong process, and students must learn ways to integrate and approach new and challenging words. Discussing, playing with, and using new words allow students to gain new vocabulary through meaningful, and, therefore, memorable experiences.

### **Essential Practice #4:**

**Build and activate background knowledge.** Learning is based on establishing neural connections in the brain by drawing on previous experience, background knowledge, and prior and current environments. It is the job of both the teacher and the students to facilitate these connections in order to construct meaning and understand new ideas and concepts while expanding on their own world knowledge. Actively fostering these connections enables students to more easily interpret their surroundings and assign meaning to new concepts while expanding on their own experiences.

### **Essential Practice #5:**

**Teach and use meaning-making strategies.** Intentional teaching of meaning-making strategies provides students with a toolbox to approach future learning challenges. Meaning making strategies range from helping students comprehend text to teaching strategies students can use to understand English-dependent lessons. Teacher modeling of appropriate behaviors gives students the tools they need to be autonomous learners while simultaneously supplying them with options they can use to interpret both the academic and social environmental input they encounter.

America's Choice

# Rubrics

Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

### Evaluation

Your Poetry unit will be evaluated based on the following rubric:

Assignment	Criteria	Points
Reading:	<ul style="list-style-type: none"> <li>• Read a variety of poems</li> <li>• Recognize and discuss elements of poetry (fiction)</li> <li>• Use reading strategies in visualizing, analyzing, inferring, making connections and asking questions</li> <li>• Identify main ideas, mood, speaker and sensory details</li> </ul>	___ out of
Writing	<ul style="list-style-type: none"> <li>• Has notebooks entries</li> <li>• Has written at least 5 to 7 poems</li> <li>• Uses graphic elements, techniques, sensory and figurative language of poetry</li> <li>• Has a 1-2 paragraph self-reflection</li> </ul>	___ out of
Speaking	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Share/read poetry gathered and created</li> <li>• Uses sensory and figurative language of poetry</li> <li>• Give Oral Presentation/Recital of Poem(s)</li> </ul>	___ out of
Listening	<ul style="list-style-type: none"> <li>• Listen to partner and respond</li> <li>• Identify figurative, sensory language and techniques, topic, mood, and speaker of poems</li> <li>• Listen and respond to Poetry Presentations</li> </ul>	___ out of
Participation	<ul style="list-style-type: none"> <li>• Directions were followed correctly</li> <li>• Student cooperated in groups and/or class</li> </ul>	___ out of
Other	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	___ out of
Total		___ out of 100

## Fiction Retelling Rubrics

To use when retelling fictional text

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

<b>4</b>	<ul style="list-style-type: none"> <li>• Accurately retells important concepts from the text in own words.</li> <li>• Organizes the information appropriately using text structures throughout the retelling (sequential order, cause/effect, compare/contrast).</li> <li>• Utilizes key vocabulary appropriately.</li> <li>• Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Explain the main ideas and supporting details in own words.</li> <li>• Organizes information using appropriate text structures (sequential order, cause/effect, and compare/contrast).</li> <li>• Utilizes key vocabulary appropriately.</li> <li>• Attempts to draw inference/ generalizations and support them with textual evidence and prior knowledge.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Demonstrates a partial understanding of the text, randomly restating facts/concepts or relying heavily on author's words. May copy some materials from text.</li> <li>• Organization is less defined; text structure is weak.</li> <li>• May include utilize some key vocabulary.</li> <li>• May give some details, but essential information is missing.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Relates a limited amount of information, conveying little or no understanding of the text. May copy extensively from text.</li> <li>• May utilize some key vocabulary.</li> <li>• May include inaccuracies, omissions, or confusions.</li> <li>• May include information that is off topic.</li> </ul>

## Poetry Collection Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_ Period: \_\_\_\_

<b>YES 4</b>	<b>Almost 3</b>	<b>Maybe 2</b>	<b>Not Yet 1</b>	
				The poetry collection includes cover page (with title of the collection, author, date, grade, school, illustration) introduction with 1-2 paragraph self-reflection, dedication page, table of contents, and at least 5-7 poems.
				The content of the poems fulfills all the requirements of the assignment.
				The organization of the poems is clear and easy to follow.
				The poems are descriptive, expressive, and creative.
				The content of the poems demonstrate an understanding of the appropriate concepts or topics.
				The poetry collection is illustrated in some fashion, and the illustration is neat and appropriate.
				Revised Spelling, punctuation and grammar in poems are accurate.

Total Points: \_\_\_\_\_

24-28 = A    19-23 = B    13-18 = C    9-12 = D    0-8 = F

**Scoring Guide  
Poetry**

**Student's Name** \_\_\_\_\_  
**Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Period:** \_\_\_\_\_

Read each of the statements below and circle the number on the scale that most accurately reflects your assessment of the poem.

**4 = strong**

**3 = moderately strong**

**2 = somewhat weak**

**1 = weak**

- |   |   |   |   |         |
|---|---|---|---|---------|
| 1. The poem establishes a clear focus and main idea.                              | 4 | 3 | 2 | 1       |
| 2. Uses figurative/sensory language, poetic elements and sound patterns.          | 4 | 3 | 2 | 1       |
| 3. The poem has words that add and rhythm.  | 4 | 3 | 2 | 1       |
| 4. The poem is lively and expressive.   | 4 | 3 | 2 | 1       |
| 5. The poem engages the reader.   | 4 | 3 | 2 | 1       |
| 6. The poetry is organized in a way that makes sense to the reader.               | 4 | 3 | 2 | 1       |
| 7. The poetry is presented in a clear voice with inflection and rythm..           |   |   |   | 4 3 2 1 |
| 8. The conclusion is satisfying to the reader.                                    | 4 | 3 | 2 | 1       |
| 9. The surface features (spelling, punctuation, and grammar) are mostly accurate. | 4 | 3 | 2 | 1       |

Oral Poetry Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_ Period: \_\_\_\_

Criteria	3	2	1
Audience	The poem engages the audience. Poem creates an impact on the audience.	Poem provides some engagement with audience. Poem creates some impact on audience.	Poem fails to engage the audience. Poem lacks impact on audience.
Engagement with topic	Poem conveys meaning clearly. The poem is original and creative.	The poem is unclear. Poem is acceptable but not creative.	Poem is illogical. Poem lacks originality.
Vividness and language use	Vivid language conveys meaning. Uses literary and sensory language effectively.	Limited use of vivid language. Limited use of literary and sensory language.	Language is simple. Lacks literary or sensory language.
Organization and structure	Poem flows smoothly. Poem is easy to follow. Poem ends with satisfying conclusion.	Poem sometimes loses focus. Poem is not easy to follow. Poem lacks a satisfying conclusion.	Poem loses focus. Poem is difficult to follow. The poem is inconclusive
Presentation	Uses voice as a tool. Conveys mood with the tone of the voice. Speaks loudly enough Looks at audience Responds to questions	Most of the time: Uses voice as a tool Conveys mood with the tone of the voice. Speaks loudly enough Looks at audience Responds to questions	Rarely: Uses voice as a tool Conveys mood with the tone of the voice. Speaks loudly enough Looks at audience Responds to questions
Time 3-5 minutes maximum	3-5 minutes	5-10 minutes Under 3 minutes	Over 10 minutes or under 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_ Period: \_\_\_\_

### Poetry Collection Rubric

Category	4	3	2	1
<b>Overall Presentation</b> Poems are neatly handwritten, one poem per page	Entire collection constructed correctly.	Collection includes most of the required elements.	Collection includes only a few required elements.	Collection is not constructed correctly.
<b>Cover</b> Includes a title, author, date, grade, and a creative illustration.	Cover includes all required elements.	Cover is missing one or two required elements.	Cover is missing many required elements.	Cover is missing all required elements OR is not included.
<b>Table of Contents</b> Includes a title, type of poem & poems are in correct order	Table of Contents includes all format requirements.	Table of Contents is missing some of the format requirements.	Table of Contents is missing many of the format requirements..	No Table of Contents is included in the collection.
<b>Introduction</b> 1-2 paragraph self reflection about you as a poet and your collection.	Introduction is the correct length and includes important information about you as a poet & your collection.	Introduction is not the correct length AND/OR includes some information about you as a poet & your collection.	Introduction is not the correct length AND provides limited information about you as a poet & your collection.	Introduction is incomplete AND/OR not included.
<b>Illustrations</b>	Illustrations included for all 7 poems.	Illustrations included for 4-6 poems.	Illustrations included for less than 3 poems.	Illustrations not included.
<b>Overall Neatness &amp; Creativity</b>	Much time and effort went into the creation of this collection. Project gives an impression of neatness, creativity, and care.	Some time and effort went into the creation of this collection. Project is neat and shows planning and care.	More effort and time needed. Project shows some planning and care, but could be neater.	Little time and effort evident. Project lacks neatness and shows little planning.

Category	4	3	2	1
<p><b>Poem # 1</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Poem # 2</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Poem # 3</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Category</b></p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>

<p><b>Poem # 4</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Poem # 5</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Poem # 6</b></p> <p>Title _____ _____</p> <p>Type _____ _____</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.</p>	<p>Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.</p> <p>Poems show some understanding of poetic devices.</p>	<p>Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.</p>	<p>Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.</p>
<p><b>Category</b></p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>

<b>Poem # 7</b>  <b>Title</b> _____ _____  <b>Type</b> _____ _____	Poems follow correct format and contain the minimum number of lines. Poems have excellent word choice, vivid comparisons. Poems display a clear understanding of poetic devices.	Poems follow correct format and contain the minimum number of lines. Poems have good word choice and comparisons.  Poems show some understanding of poetic devices.	Poems follow correct format with most lines completed correctly. Poems have adequate word choice and somewhat vivid comparison. Shows little understanding of poetic devices.	Poems do not utilize correct format and may not contain the minimum number of lines. Poems have poor word choice with few comparisons.. Shows no understanding of poetic devices.
<b>Grammar, Punctuation, and Spelling</b>	Collection contains correct grammar, punctuation, and there are no spelling mistakes.	Collection contains a few grammar, punctuation, and spelling mistakes.	Collection contains many grammar, punctuation, and spelling mistakes.	Entire collection contains many grammar, punctuation, and spelling mistakes.
<b>Using 5 poems</b>	<b>A= 48-39</b>	<b>B= 38-29</b>	<b>C= 28-20      D= 19-10</b>	<b>F= 9-0</b>
<b>Using 7 poems</b>	<b>A= 56-45</b>	<b>B= 44-34</b>	<b>C=33-22      D= 21-12</b>	<b>F= 11-0</b>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

**Poetry Collection RUBRIC**

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poetry collection includes all required elements as well as additional information.	All required elements are included in the poetry collection.	All but 2 of the required elements are included in the poetry collection.	Several required elements were missing.
<b>Introduction</b>	The introduction has 1-2 paragraphs with reflection of the author as a poet and of their poetry collection.	The introduction has one of the two requirements: reflection of the author as a poet or reflection of the poetry collection.	The introduction has simple sentences with no clear reflection.	The poetry collection has no introduction/reflection.
<b>Poems</b>	All poems have a title, and follow the requirements for the type of poem.	Almost all poems have titles and follow the requirements for the type of poem.	Many poems have titles and follow the requirements for the type of poem.	The poems do not have titles and do not follow the poem requirements.
<b>Attractiveness</b>	The poetry collection is exceptionally attractive in terms of design, layout, and neatness.	The poetry collection is attractive in terms of design, layout and neatness.	The poetry collection is acceptably attractive though it may be a bit messy.	The poetry collection is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes in the poetry collection.	There are 3-4 grammatical/mechanical mistakes in the poetry collection.	There are 5-7 grammatical/mechanical mistakes in the poetry collection.	There are more than 8 grammatical/mechanical mistakes in the poetry collection.

Adaptation from [ALTec](#), the University of Kansas

# RESOURCES

**Poetry  
is the lava  
of imagination  
whose eruption  
prevents an earthquake**

**George Byron**



# ***Quotes!***

“A poem begins with a lump in  
the throat.”

Robert Frost

“Writing a book of poetry  
is like dropping a rose petal  
down the Grand Canyon  
and waiting for the echo.”

Don Marquis

*“Poetry, like the moon,  
does not advertise  
anything.”*

*William Blissett*

*“A poem should not mean  
But Be”*

*Archibald MacLeish*

*“Poetry: the  
best words in  
the best  
order.”*  
*Samuel Taylor  
Coleridge*

*“Before students are set to work composing poems of their own, they need to enjoy the rhyme, rhythm and repletion of poetry read aloud. They will delight in poetic devices as alliteration and metaphor long before they have words to name it. Through read-aloud and share reading, students come to understand the poetic form, develop a sense of the range of forms that poetry can take, and cultivate favorite poets. In short, before students write, they need to have fun with deliciousness of poems”.*

*Writing Anchors by Jan Wells & Janine Reid*

## Poems

**D**ear March, come in!  
How glad I am!  
I looked for you before.  
Put down your hat—  
You must have walked—  
How out of breath you are!  
Dear March, how are you?  
And the rest?  
Did you leave Nature well?  
Oh March, come right upstairs with me,  
I have so much to tell!

By Emily Dickinson (Fragment)

### ***April***

It's spring! Farewell  
To chills and colds!  
The blushing, girlish  
World unfolds

Each flower, leaf,  
And blade of turf—  
Small love-notes sent  
From air to earth.

The sky's a herd  
Of prancing sheep,  
The birds and fields  
Abandon sleep,

And jonquil, tulips,  
Daffodils  
Bloom bright upon  
The wide-eyed hills.

All things renew.  
All things begin.  
At church, they bring  
The lilies in.

John Updike

### ***A Star***

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is set,  
And the grass with dew is wet,  
Then you show your little light,  
Twinkle, twinkle, all the night.

Then the traveler in the dark  
Thanks you for your tiny spark,  
He could not see where to go  
If you did not twinkle so.

In the dark blue sky you keep,  
And often through my curtains  
peep,  
For you never shut your eye  
Till the sun is in the sky.

As your bright and tiny spark  
Lights the traveler in the dark,  
Though I know not what you are,  
Twinkle, twinkle, little star.

Jane Taylor

### ***Pussy cat, Pussy cat***

Pussy cat, Pussy cat,  
Where have you been?  
I've been to London  
To look at the Queen.  
Pussy cat, pussy cat,  
What did you there?  
I frightened a little mouse under  
the chair.

### ***As I Was Going to St. Ives***

As I was going to St. Ives  
I met a man with seven wives;  
Every wife had seven sacks,  
Every sack had seven cats,  
Every cat had seven kits.  
Kits, cats, sacks, and wives,  
How many were there going to St.  
Ives?

### ***One a Penny, Two a Penny***

One a penny, two a penny'  
Hot cross buns;  
If your daughters do not like them,  
Give them to your sons.

Compiled by Alan Blackwood

## **I Do Not Understand**

I do not understand

Why my dad does not call me  
Why he always forgets my birthday  
Why he does not care when  
I am half of him and he helped make me.

But most of all I do not understand

Why fathers leave their families  
Without a hug or a reason  
And think they'll be better off  
Without them.

What I understand most is my mom

Who tries to be both mother and father  
Working two jobs and cooking dinner,  
Checking my homework and driving me  
to school when it rains,  
my mom who always hugs me  
and never ever forgets my birthday.

Anonymous 8<sup>th</sup> grader

## ***Walking in fear looking***

out for a movement,  
the smell of danger lingering;  
A sound as loud  
as a firecracker blasts  
through the air. Blood  
all around. Slowly goes the  
body, first the knees,  
then the hands,  
last the head, and its all  
over like a proud bear  
dropping on dry, hard ground. My  
brother died because of drugs.

TaLisa Butts  
<sup>th</sup>  
8 grade student

## “Ode to Pablo’s Tennis Shoes”

Gary Soto

They wait under Pablo’s bed,  
Rain-beaten, sun-beaten,  
A scuff of green  
At their tips  
From when he fell  
In the school yard.  
He fell leaping for a football  
That sailed his way.  
But Pablo fell and got up,  
Green on his shoes,  
With the football  
Out of reach.

Now it’s night.  
Pablo is in bed listening  
To his mother laughing  
to the Mexican *novelas* on TV.  
His shoes, twin pets  
That snuggle his toes,  
Are under the bed.  
He should have bathed,  
But he didn’t.  
(Dirt rolls from his palm,

Blades of grass  
Tumble from his hair.)  
He wants to be  
Like his shoes,  
A little dirty  
From the road,  
A little worn  
From racing to the drinking fountain  
A hundred times in one day.  
It takes water  
To make him go,  
And his shoes to get him  
There. He loves his shoes,  
Cloth like a sail,  
Rubber like  
A lifeboat on rough sea.  
Pablo is tired,  
Sinking into the mattress.  
His eyes sting from  
Grass and long words in books.  
He needs eight hours  
Of sleep  
To cool his shoes,  
The tongues hanging  
Out, exhausted.

Let's do the flip-flop frolic!

Pop on a flip-flop,  
Flip on a plop-plip,  
Flop on a plip-plop,  
Flick on a flop-flip  
and...

hop-along  
pop-along  
flounce-along,  
bounce-along  
prance-along  
dance-along

into  
the ...

**SPLASH!**



**Judith Nichols**



## Rocks

Big rocks into pebbles,  
Pebbles into sand.  
I really hold a million million rocks here in my  
hand.

Florence Parry Heide

## Thirty Days Hath September

Thirty days has September,  
April, June, and November;  
All the rest have thirty-one,  
Excepting February alone,  
And that has twenty-eight days clear  
And twenty-nine in each leap year.





Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**WHAT DO I NOTICE?**

<b>Title of Poem</b>	<b>Similarities</b>	<b>Differences</b>
1.		
2.		
3.		
4.		
5.		
6.		

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**WHAT DO I NOTICE?**

<b>Title of Poem</b>	<b>I Notice that...</b>
1.	
2.	
3.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

**MAKING CONNECTIONS**

Making connections between \_\_\_\_\_ and \_\_\_\_\_

When I read the part of

---

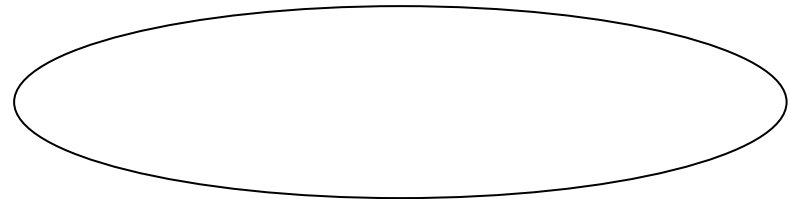
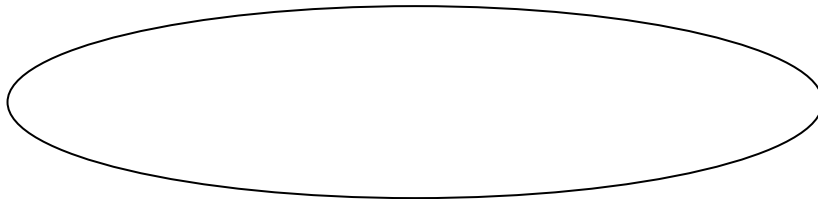
---

It reminded me of

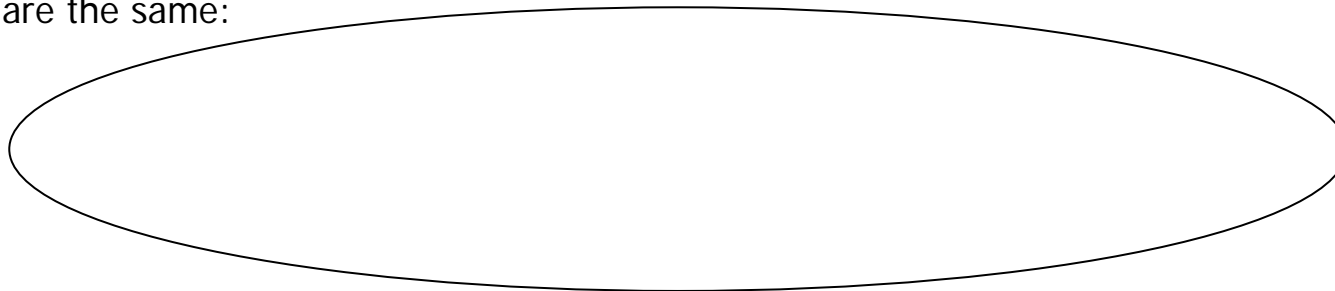
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Things that is different:



Things that are the same:



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_



**Getting Started**

**Step 1: Write a clear sentence that will focus your work.**

*I am interested in learning more about poetry because \_\_\_\_\_*

**Step 2: Think! Write what you know about poetry. Write questions you have about poetry.**

**Step 3: Think! After reading some poems write about what you have learned.**

What I Know	Questions I Have 	 What I Learned

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Select a poem to read to yourself or to a partner several times. As you read, notice how the poem looks on the page and how the lines are organized. Describe the organization in your answers below. Reread the poem, and think about the organization effects its meaning. Write your ideas down.

Poem: \_\_\_\_\_

Poet: \_\_\_\_\_

How many stanzas are there? \_\_\_\_\_

How many lines are in each stanza? \_\_\_\_\_

List repeated sounds or phrases. Is there a pattern?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After reading the poem list words that rhyme or create music. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Listen to rhythm. What words are stressed? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Elements	Explanation	Example
Line	The smallest unit of poem.	My mama had a dancing heart... Gray
Couplet	Two lines of poetry that may rhyme. A couple conveys one idea.	Rain, rain, go away Tomorrow will be another day.
Verse	A unit of poetry such as stanza or line.	Big rocks into pebbles, Pebbles into sand. I really hold a million million rocks here in my hand. F. Heide
Sensory language	Use of details involving your senses of sight, smell, hearing, taste, and touch.	Orange is a flame, Orange is a carrot, Orange is the music of the tango, Orange is the fur of the fiery fox, And in the fall, orange taste like marshmallow on fire.
Sound Patterns	Use to create a musical quality, to emphasize certain words, or to unify a poem. Often used with assonance, consonance, rhyme, alliteration and onomatopoeia.	Everything King Midas touched Turned to gold, the lucky fellow. Every single thing I touch Turns to raspberry Jell-O Silverstein
Alliteration	The repetition of initial consonant sound in words. For example, <i>rough and ready</i>	<i>Sing a song of sixpence,</i> A pocket full of rye, Four and twenty blackbirds, Baked in a pie.
Assonance	The repetition of vowel sounds without the repetition of consonants. For example <i>lake and fake</i>	My hands say thank you With a <i>clap, clap, clap,</i> My feet say thank you With a <i>tap, tap, tap</i>
Onomatopoeia	The use of words whose sound suggest its meaning, as in <i>clang, buzz, twang.</i>	My hands say thank you With a <i>clap, clap, clap,</i> My feet say thank you With a <i>tap, tap, tap</i>
Rhyme	The pattern in which rhyme occur in a stanza	Hickory, dickory, <i>dean</i> (A) The dog was very <i>clean</i> . (A) The cat was <i>fine</i> (B) To sit and <i>dine</i> , (B) Hickory, dickory, <i>dean</i> . (A)

Elements	Explanation	Example
Rhythm	The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, or to unify a work.	<p>"A genuine anteater," The pet man told my dad. Turned out, it was an aunt eater, And now my uncle's mad!</p> <p>Silverstein</p>
Repetition	Repetition of a word, a line or a refrain used to add coherence and create an impact on the reader.	<p><i>Hickory, dickory, dean</i> The dog was very clean. The cat was fine To sit and dine, <i>Hickory, dickory, dean.</i></p>
Figurative Language	Language that communicates ideas beyond the ordinary or literal meaning of the words. Included Hyperbole, Metaphor, Simile, Personification	<p>Brown is oak Smooth as silk And cinnamon on hot buttered muffins And smell of bread baking And creamy chocolate pie. O'Neil</p>
Simile	A comparison of two unlikely things in which a word of comparison (often <i>like</i> or <i>as</i> ) is used.	<p>I'm the Dragon of Grindly Grun I breathe fire as hot <i>as</i> the sun. When a knight comes to fight I just toast him on sight, <i>Like</i> a hot crispy cinnamon bun. ... Silvestein</p>
Metaphor	A figure of speech that makes a comparison between two things that are basically different but have something in common. Does not contain the words <i>like</i> or <i>as</i> . For example <i>evening of life</i> .	<p>When I'm by myself And I close my eyes I'm a twin I'm a dimple in a chin I'm a room full of toys... Eloise Greenfield</p>
Personification	A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agent, objects or abstract concepts. <i>The weather is smiling to us today</i> .	<p><b>D</b>ear March, come in! How glad I am! I looked for you before. Put down your hat— You must have walked— How out of breath you are! Dear March, how are you?... E. Dickinson</p>

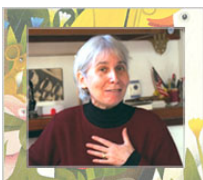
Elements	Explanation	Example
Hyperbole	An intentional exaggeration for emphasis or comic effect.	Policeman, policeman, Help me please. Someone went and stole my knees. I'd chase him down but I suspect My feet and legs just won't connect. Silverstein
Imagery	Words and phrases that creates vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch.	<p style="text-align: center;">Deep in my desk, under papers and pencils and tissues and folders and glue, wedged between homework and crumpled art projects and maybe an old snack or two, somewhere among all the markers and crayons and library books overdue, There is a math book I need right away. Yes! There's the edge of it! Phew!</p>
Shape Poems Concrete Poems	Also known as concrete poems. Poems that dramatically represent not only by the way words sound but how they look. It takes a shape that conveys meaning.	<p style="text-align: center;"><i>Outside the sky is cracking. The leaves are snapping. The flag is slapping. The air is humming. A storm is coming.</i></p>
Haiku	A Japanese poem — composed of 3 unrhymed lines of first 5, then 7, and then 5 syllables — that often reflects on some aspect of nature.	<p style="text-align: center;">Ducking in the pond Paddling his little legs Reaching for his home.</p>
Acrostic	A form of poetry in which the letters of a name or an object are used to begin each line in the poem.	<p><b>A</b>mbitious <b>N</b>ice and bright <b>A</b>dmirable young girl</p>
Diamond	Diamante poems are arranged in a diamond pattern using seven lines.	<p style="text-align: center;">I'm a tiger Stripped with fur King of the jungle Don't you dare come near me Don't come near me Or I might BITE!</p>

Elements	Explanation	Example
Cinquian	Five line poems. Line 1: 2 syllables, Line 2: 4 syllables, Line 3: 6 syllables, Line 4: 8 syllables, Line 5: 2 syllables	Lightning Electric bolt Flying like a rocket Silent, long, thin crack in the sky Lightning
List Poems	A form of poetry that list words or phrases.	Tadpole Bullfrog Leap on Long legs Sticky tongue... M.A. Hoberman
Headlines Poem Found Poems	Poems formed by rearranging the words of newspaper or magazines headlines.	<b>YES YOU CAN!</b> Keep your pension safe Protect your investments Earn extra cash Eat better for less... From AARP cover magazine
Opposite Poems	Poems formed with opposites. The opposite of tall is short... or I like... I hate....	The opposite of dark is light The opposite of black is white The opposite of dull is bright <i>And I eat chocolate cake at night.</i>
Poems for 2 Voices	Poems that have been arranged for two readers or groups of readers.	Winter                  Spring Summer                Fall, I love season I love them all      I love them all.
Bilingual Poem	Poems with words, phrases or sentences in more than one language.	Mama takes down the large frame with all my cousins my tios and tias and all of the babies the weddings bailables bautismos... J. Medina
Limerick	A light, humorous poem of 5 lines with the rhyme scheme of AABBA	A flea and a fly in a flue Were caught, so what could they do? Said the fly, "Let us flee." "Let us fly," said the flea. So they flew through a flaw in the flue.

Elements	Explanation	Example
Bio Poem	Poem with 9 -11 lines describing a character. Have to follow a "formula".	<p>Gloria            Is smart, tall, organized            Loves puppies, kittens, family            Is good at reading, swimming, singing            Feels perky, tired, frustrated            Needs clothes, money, food            Wants beads, books, money            Fears ants, creepy clowns, bugs            Likes to eat pizza, pancakes, rice            Watches American Idols, Dancing with the Stars, ER            Is a resident of Holyoke, MA</p>
Narrative Poems	Poem that tell a story or sequence of events.	<p>Jane Yolan is the award-winning author of more than two hundred books for children and young adult. She lives in Hatfield, Massachusetts</p> <p>Jane Yolan,            Award-winning author of                      <i>TWO HUNDRED BOOKS</i>            Lives              In                Hatfield,                  Massachusetts</p>
Lyric Poems	A poem that expresses your thoughts and feelings and may resemble a song in form or style.	<p>Here comes the sun, here comes the sun,            And I say it's all right            Little darling it's been a long cold lonely winter            Little darling it feels like years since it's been here...            G. Harrison</p>
Free Verse	Poetry that doesn't rhyme but has a set meter and rhythm.	<p>I have no rhyme for purple.            None.            But each purple flower in the forest            Is a poem.           J. Yolen</p>

### Writing your first draft

As you finish your poem, place a **check (✓)** next to each poem you have successfully completed and would like to use it on your poetry collection.

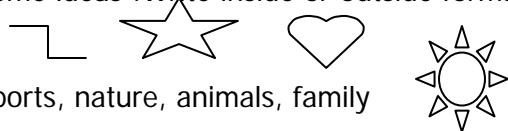
Element	Poem Information	Original Poem	Your Poem
<p>Graphic elements</p>	<p>The use of graphic elements such as capital letters, line length, word position and white spaces provides poetry with the opportunity to emphasize words, create meaning to a line or a sense of surprise or irony.</p>	<p><b>Step 1: My Poem</b></p>  <p>Here's a place to begin. This is a very silly description I wrote. You could write a silly description of yourself, or a serious one. Karla Kuskin</p> <p><b>ME</b> My nose is blue, my teeth are green, my face is like a soup tureen. I look just like a lima bean. I'm very, very lovely. My feet are far too short and LONG. My hands are left and right and wrong. My voice is like the hippo's song. I'm very, very, very, very, very, very lovely?</p> <p>"Me" from <i>Dogs &amp; Dragons, Trees &amp; Dreams</i>, ©1980.K. Kuskin</p>	<p><b>After you make the poem your own, rearrange using some of the graphic elements found in poetry.</b></p> <p><b>ME</b> My nose is _____, my teeth are _____, my face is like a _____. I look just like a _____. I'm very, very _____. My feet are far too _____ and LONG. My hands are _____ and _____ and _____. My voice is like the _____'s song. I'm very, very, very, very, very, very _____?</p>

Element	Poem Information	Original Poem	Your Poem
Sensory details	Use of details involving your senses of sight, smell, hearing, taste, and touch.	<p><b>Descriptive Poem</b></p> <p>I like _____            BODY OF POEM (4 lines)            Describe what you like            I like _____.</p> <p><i>Example # 1: I like            I like sounds            The crisp sound of paper            The rustling corn            The roar of a river            The jingle of money            I like sounds</i></p> <p><i>Example # 2: Color Poem</i></p> <p><i>What is Yellow?</i></p> <p><i>Yellow is the color of the sun            The feeling of fun            The yolk of an egg            A canary bird            Family and friends            Yellow's is the color of Happiness.</i></p>	<p><b>Descriptive Poem</b></p> <p>I like _____            _____            _____            _____            _____</p> <p>I like _____.</p> <p><b>Color Poem</b></p> <p>What is _____?</p> <p>_____ is the color of _____            _____            _____            _____            _____</p> <p>_____ is the color of _____</p>


Element	Poem Information	Original Poem	Your Poem
Sound Patterns	Use to create a musical quality, to emphasize certain words, or to unify a poem.	<p><b>Alliteration</b>  <b>B</b>ouncing! <b>B</b>ouncing! On the <b>b</b>eds  My <b>b</b>rother <b>B</b>ob and I cracked heads—</p>	<p><b>Choose one or more sound pattern and create your own poems. Remember to use graphic elements to enhance your poems.</b></p>
Alliteration	The repetition of <b>initial consonant sound</b> in words	<p>People next door heard the cracked,  <b>W</b>hammed on the <b>w</b>all, so <b>w</b>e  <b>w</b>hammed right back.</p>	<hr style="width: 10%; margin: 0 auto;"/>
Assonance	The <b>repetition of vowel sounds</b> without the repetition of consonants.	<p><b>Assonance</b>  Spring is showery, flowery, bowery.  Summer is hoppy, croppy, poppy.  Autumn is wheezy, sneezy, freezy.  Winter is slippy, drippy, nippy.</p>	<hr style="width: 10%; margin: 0 auto;"/>
Onomatopoeia	The use of words whose <b>sound suggest its meaning</b> , as in <i>clang</i> , <i>buzz</i> , <i>twang</i> .	<p><b>Onomatopoeia</b>  Bumblebee was in the barn,  Carrying dinner under his arm.  Buzzzzzzzz-zz-z</p>	<hr style="width: 10%; margin: 0 auto;"/>
Rhyme	The <b>pattern</b> in which rhyme occur in a stanza	<p><b>Rhyme</b>  What do you see?  A pig in a tree.  Where is your cat?  Under my hat.  How do you know?  He licked my toe.</p>	<hr style="width: 10%; margin: 0 auto;"/>

Elements	Explanation	Original Poem	Your Poem
Rhythm	The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the <b>musical quality of language</b> , to emphasize ideas, to create mood, or to unify a work.	<p><b>The Lion</b></p> <p>The lion has a golden mane And under it a clever brain. He lies around and idly roars And let the lioness do the chores. J. Prelustky</p> <p><b>I Love You</b></p> <p>I love you, I love you, I love you divine, Please give me your bubble gum, You're <i>sitting</i> on mine! Anonymous</p>	<p><b>Create your own poems. Remember to use graphic elements to enhance your poems.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
Repetition	<b>Repetition of a word, a line or a refrain</b> used to add coherence and create an impact on the reader.	<p><b>Book Report</b></p> <p>This was a very, very, very nice book. The story was very, very, very, very, good. 16 words.</p> <p>You would like it very, very much If you read it, and I think you would. 32 words.</p> <p>The plot is very, very interesting. About some kids who were very good friends. Finally got the 50 words If you count... THE VERY, VERY END</p>	<p><b>Create your own poems. Remember to use graphic elements to enhance your poems.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>

Elements	Explanation	Original Poem	Your Poem
Figurative Language	Language that communicates <b>ideas beyond the ordinary or literal</b> meaning of the words. Included Hyperbole, Simile, Metaphor, Personification	Brown is oak Smooth as silk And cinnamon on hot buttered muffins And smell of bread baking And creamy chocolate pie... O'Neil	<b>Create your own poems. Remember to use graphic elements to enhance your poems.</b>
Simile	A <b>comparison</b> of two unlikely things in which a word of comparison (often <b>like or as</b> ) is used.	What is a snail like? A snail is like a A graceful skater, A snail is like a rock, The body glistens, its shines. Now you know what a snail is like.	<b>Simile</b>  What is a _____like? <i>(body of poem)</i> Now you know what a ____ is like.
Metaphor	A figure of speech that makes a <b>comparison</b> between two things that are <b>basically different but have something in common.</b> Does not contain the words <i>like</i> or <i>as</i> .	What I am? I am a wrestler in a 4-way match A football player in a game I am Zorro fighting the king A rock star with a guitar I am a handsome guy.	<b>Metaphor</b>  What I am? <i>(body of poem)</i> I am _____
Personification	A form of metaphor in which language relating to <b>human action</b> , motivation, and emotion is <b>used to refer to non-human agent</b> , objects or abstract concepts.	Blue puts her arms Around me Blue walks a little bit Ahead and turn to See me and her smile Reminds me of you, too... W.D.Myers	<b>Personification</b>  _____ puts the arms Around me <i>(body of poem)</i> Reminds me of you, too
Hyperbole	An intentional <b>exaggeration</b> for emphasis or comic effect.	There's a Polar Bear In our fridge With his seat in the meat And his face in the fish He's slurping the soda He's licking the ice And there is a Polar Bear In our fridge.	<b>Hyperbole</b>  There's a _____ In our _____ <i>(body of poem)</i> And there is a ____ In our _____.






Elements	Explanation	Original Poem	Your Poem
Shape and Concrete Poems	Also known as concrete poems. Poems that dramatically represent not only by the way words sound but how they look. It <b>takes a shape</b> that conveys meaning.	<p><i>Outside the sky is craking. The leaves are snapping. The flag is slapping. The air is humming. A storm is coming.</i></p>	<p><b>Create your own poem.</b> Some ideas :Write inside or outside forms,</p>  <p>Sports, nature, animals, family</p>
Haiku	A Japanese poem — <b>composed of 3 unrhymed lines</b> of first 5, then 7, and then 5 syllables — that often reflects on some aspect of nature.	<p>Sea risen sunbird O flaming flamingo, spread Wide your red feathers.</p>	<p><b>Create your own poem.</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
Acrostic	A form of poetry in which the <b>letters of a name</b> or an object are used to <b>begin each line in the poem.</b>	<p><b>A</b>mbitious <b>N</b>ice and bright <b>A</b>dmirable young woman</p>	<p><b>Create your own poem.</b></p> <p>— _____</p> <p>— _____</p> <p>— _____</p> <p>— _____</p> <p>— _____</p>
Diamond	Diamond poems are arranged in a <b>diamond pattern</b> using five to seven lines.	<p>I'm a tiger Stripped with fur King of the jungle Don't you dare come near me Don't come near me Or I might BITE!</p>	<p><b>Create your own poem.</b></p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
Cinquian	Five line poems. Line 1: 2 syllables, Line 2: 4 syllables, Line 3: 6 syllables, Line 4: 8 syllables, Line 5: 2 syllables	<p>Lightning Electric bolt Flying like a rocket Silent, long, thin crack in the sky Lightning</p>	<p><b>Create your own poem.</b></p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>

Elements	Explanation	Original Poem	Your Poem
List Poems	A form of poetry that <b>list words or phrases.</b>	Should I dig a hole? Shall I make it deep? Shall I make it steep? Shall I make it wide? Shall I make straight? Shall I fill it up? Shall I lead it hide?	<b>Create your own poem.</b> Possible topics: Things I wonder... The best thing about ____ Why I love ____ (chocolate, baseball, my dog) Things that make me ____ (Happy, sad, angry) Ten reasons to ____
Opposite Poems	Poems formed with <b>opposites.</b> The opposite of tall is short... or I like... I hate.... Or I feel ____ when ____ I feel ____ when ____	The opposite of dark is light The opposite of black is white The opposite of dull is bright <i>And I eat chocolate cake at night.</i>  One day I will swim, I will never fly. My favorite foods are rice and beans I'll never eat spicy food  I feel sad when I cry, I feel happy when I laughs. I feel safe when I'm at home, I feel scared when I watch scary movies.	<b>Create your own poem.</b> The opposite of ____ is ____ The opposite of ____ is ____ The opposite of ____ is ____ <i>And I _____.</i>  One day I will ____ I will never ____ My favorite foods are ____ I'll never eat ____  I feel sad when ____ I feel happy when ____ I feel safe when ____ I feel scared when ____
Poems for 2 Voices	Poems that have been arranged <b>for two readers</b> or groups of readers.	Winter                      Spring Summer                     Fall, I love season I love them all         I love them all.	<b>Create your own poem.</b>  _____ _____ _____ _____
Bilingual Poem	Poems with words, phrases or sentences <b>in more than one language.</b>	Mama takes down the large frame with all my tios and tias and all of the babies the weddings bailables bautismos...                      J. Medina	<b>Create your own poem.</b>  Write some lines in English and some lines, phrases or words in another language.

Elements	Explanation	Original Poem	Your Poem
Limerick	A light, <b>humorous poem of 5 lines</b> with the rhyme scheme of AABBA	There once was a girl named Peg Who accidentally broke her leg. She slipped on the ice. Not once, but thrice Take no pity on her, I did it with an egg.	There once was a ____ named ____ Who accidentally broke her/his _____. She/he slipped on the _____. Not once, but thrice Take no pity on her/him, I _____.
Bio Poem	Poem with 9 -11 lines describing a character. Have to <b>follow a "formula"</b> .	Margarita Is smart, tall, organized Loves puppies, kittens, family Is good at reading, swimming, singing Feels perky, tired, frustrated Needs clothes, money, food Wants beads, books, money Fears ants, creepy clowns, bugs Likes to eat pizza, pancakes, rice Watches American Idols, Dancing with the Stars, ER Is a resident of Holyoke, MA	First Name _____ Is ____, ____, __ (3 traits that describe you) Love ____, __, __ (3 people/things that you love) Is Good at __, __, _ (3 things that you do well) Feels ____, ____, ____ (3 things that you feel) Needs ____, ____, __ (3 things that you need) Wants ____, ____, __ (3 things that you want) Fears ____, __, __ (3 things that you fear) Likes to eat __, ____, __ (3 foods you like) Watches ____, __, __ (3 TV shows/movies you like) Is a resident of __, __ (City, State where you live)
Narrative Poems	Poem that <b>tell a story or sequence of events</b> .	Jane Yolan is the award-winning author of more than two hundred books for children and young adult. She lives in Hatfield, Massachusetts.  Jane Yolan, Award-winning author of <i>TWO HUNDRED BOOKS</i> Lives In... Massachusetts!	<b>Create your own poem. Remember to use graphic elements to enhance your poem.</b>  Look at your science, math or social studies books. Take a paragraph that tells a story or sequence of events. Look and chose words that will be good for your poem.
Free Verse	Poetry that <b>doesn't rhyme</b> but has a set meter and rhythm.	<b>I'd Like to Be</b>  I like to be A kangaroo And have a pocket Made of me. M.A. Hoberman	<b>Create your own poems. Remember to use graphic elements to enhance your poems.</b>  <b>THIS IS THE TIME TO BE CREATIVE!</b> 

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Poets often appeal to our senses of sight, hearing, taste, touch and smell. Find examples of words, phrases or lines that appeal to our senses.**

Sense	Example
<p><b>Sight</b></p> 	
<p><b>Hearing</b></p> 	
<p><b>Taste</b></p> 	
<p><b>Touch</b></p> 	
<p><b>Smell</b></p> 	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Color Poem Templates**

(selected color)  
(selected color) is ....  
(selected color) is ....  
(selected color) is ....  
(selected color) is ....  
(selected color) tastes like ....  
(selected color) smells like ....  
(selected color) sounds like ....  
(selected color) feels like ....  
(selected color) looks like ....  
(selected color) makes me ....  
(selected color) is ...

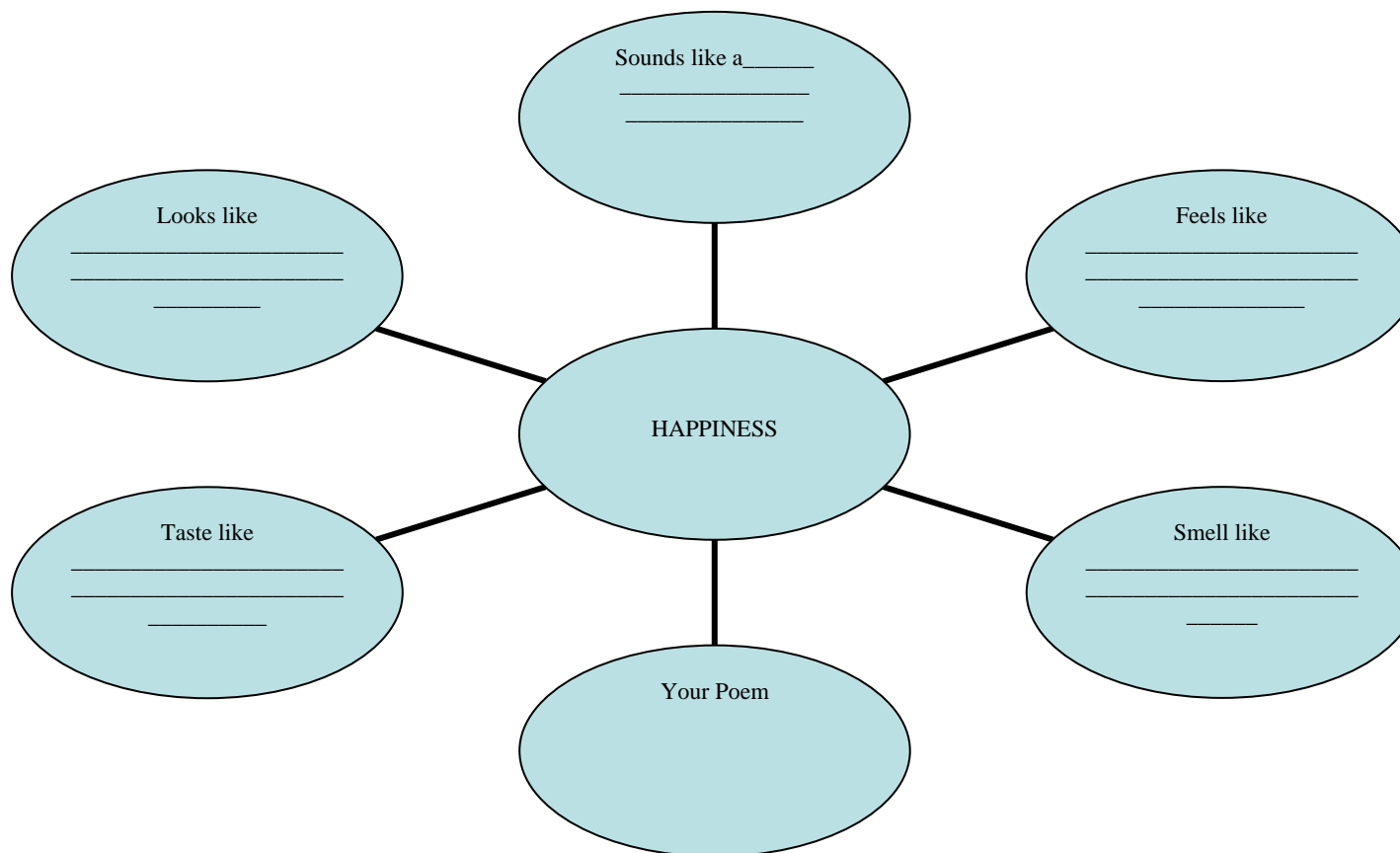
Green is .... the color of spring.  
Green is .... renewal.  
Green is .... the color of envy.  
Green is .... a new crayon.  
Green tastes like .... a crisp apple.  
Green smells like .... fresh cut  
grass.  
Green sounds like .... a croaking  
frog.  
Green feels like .... soft, velvety  
moss.  
Green looks like .... shiny emeralds.  
Green makes me .... go.  
Green is .... my favorite color.

\_\_\_\_\_  
\_\_\_\_\_ is ....  
\_\_\_\_\_ is ....  
\_\_\_\_\_ is ....  
\_\_\_\_\_ is ....  
\_\_\_\_\_ tastes like ....  
\_\_\_\_\_ smells like ....  
\_\_\_\_\_ sounds like ....  
\_\_\_\_\_ feels like ....  
\_\_\_\_\_ looks like ....  
\_\_\_\_\_ makes me ....  
\_\_\_\_\_ is ....

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_ Period: \_\_\_\_

### Sense Poetry

Are you happy today? Great! Your sense poem theme or topic is Happiness! Add your ideas to the chart below.



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Poetic Elements

After reading several poems identify the following poetic elements: \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_.

### Poetic Elements

Poems			

**Directions:** Use poetic elements to write a short poem about animals. Ask a partner to identify examples of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**How Are They Alike?**

**Read the poem. Underline the similes. Remember that simile uses like or as to compare two things. Then complete the chart.**

Willow and Ginkgo  
Eve Merriam

*The willow is like an etching,  
Fine-lined against the sky.  
The ginkgo is like a crude sketch,  
As hardly worthy to be signed.  
The willow's music is like a soprano,  
Delicate and thin.  
The ginkgo's tune is like a chorus  
With everyone joining in.*

A Rumble  
V. Schonborg

They roar  
Out of the river tunnel  
Into the streaming streets.  
A rumble of trucks  
Streaks through the city,  
As strong as a pride of lions,  
As long  
As a gaggle of geese.

Simile	How one thing is like another?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**How Are They Alike?**

**Read the poem. Underline the metaphors. Remember that metaphors do not use like or as to compare two things.**

**Then complete the chart.**

Night Sky

Her moon is a lantern  
Swinging from east to west,

Her children are stars,  
Twinkling across the sky,

Her cloud are comforters  
To shelter the little ones,

Her breeze is a lullaby  
From a mother's heart.

<b>Metaphor</b>	<b>How one thing is like another</b>
Moon is a lantern	The moon shines like a lantern
Night is	

Work with a partner. Finish the metaphors.

<b>Object</b>	<b>Similar Object</b>	<b>Metaphor</b>
Crocodile	Canoe	The crocodile was a canoe sailing on the water.
Palm trees	Soldiers	
grass	carpet	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Rhyme

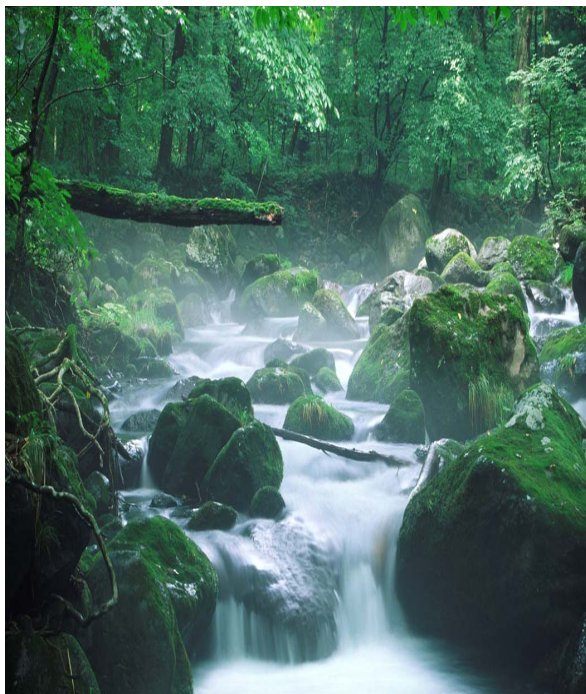
Follow the steps to write a rhyming poem about something in nature. Remember that *in rhyme* the ending of words are alike in sound. When the last words of lines rhyme is called *end rhyme*. When words inside lines rhyme, it is called *internal rhyme*. End rhyme: Little Miss Muffet /Sat on a tuffet; Internal rhyme: Humpty Dumpty sat on a wall

Steps	Example	My work
Choose a title. List words and details that describe it.	My Cat Tribilina Small purred a lot black and white. fights with other cats.	
Turn the words and details into phrases and sentences.	My Cat Her name is Tribilina She is a small cat Her colors are black and white She purred a lot She fights with the other cats.	
Arrange the lines in logical order. Underline the last words in each sentence	Tribilina Small black and white <u>cat</u> (A) She purred a lot to say " <u>hello</u> " (B) Likes to fight with other <u>cats</u> . (A)	
Brainstorm rhyming words to match your last words.	Small black and white <u>cat</u> (A) She purred a lot to say " <u>hello</u> " (B) Likes to fight with other <u>cats</u> (A) ?? rhyme with hello?? Jell-o, fellow. meadow, yellow	
Read your poem.	Tribilina My cat (A) Small ,black and white (B) purred to say "hello" (C) Likes to fight with other cats (A) But never with the gorgeous fellow (C)	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Observations for Details

Poems can be found everywhere. Look at the picture. What do you see, hear, smell, taste? Did you notice the details, the color, the textures and the sensation? Complete the chart below. Then write your own poem.



Choose a title. List words and details that describe the picture.	
Turn the words and details into phrases and sentences.	
Arrange the lines in logical order. Underline the last words in each sentence	
Brainstorm rhyming words to match your last words.	
Read your poem.	

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Write your own version of the poem: Pretty Parrot

Pretty Parrot

\_\_\_\_\_

I think I am a handsome fellow.

\_\_\_\_\_

Look at my feathers of red,

\_\_\_\_\_

Green, and yellow

\_\_\_\_\_

I can fly,  
High in the sky.

\_\_\_\_\_

\_\_\_\_\_

I can squawk.  
I can even walk.

\_\_\_\_\_

\_\_\_\_\_

What about you?  
What can you do

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Using Color to Show Moods**

1. Read the poem "Miguel en el Norte". Think about the different moods the poet expresses in the poem.
2. In the box below make a key for colors that express different moods to you.
3. Use colored pencil or markers to underline each part of the poem with the color of the mood that you feel.
4. Discuss with a partner what you think are the moods of this poem.

Color	Mood

Miguel en el Norte, by Jorge Arqueta

In El Salvador  
Miguel's life  
Was one of mangos, guayabas, and nizpero,  
Starry nights,  
rivers filled with nets,  
and green meadow  
to run through with joy.

But one day Miguel  
Was forced to leave  
His country.  
He fled North,  
Where everything is cold and foggy,  
And they speak English.

But Miguel doesn't speak  
any English.  
He can say  
Hi, yes, bye, and no,  
But that's about it.

Miguel is sad.  
He yearns for  
The mango trees,  
The guayabas,  
The nizperos,  
And the green meadows  
To run through with joy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Alliteration Fun

Practice writing your own tongue twisters. Follow the pattern used in the first tongue twister: The dirty dog had daisies for dinner.

Line 1: Statement	The dirty dog ate daisies for dinner.
Line 2: Is it true?	Did the dirty dog eat daisies for dinner?
Line 3: If	If the dirty dog ate daisies for dinner,
Line 4: Where	Where are the daisies the dirty dog ate?

#### 1. The crazy cat called a cab.

Line 1:

Line 2:

Line 3:

Line 4:

#### 2. Falcon fly famously.

Line 1:

Line 2:

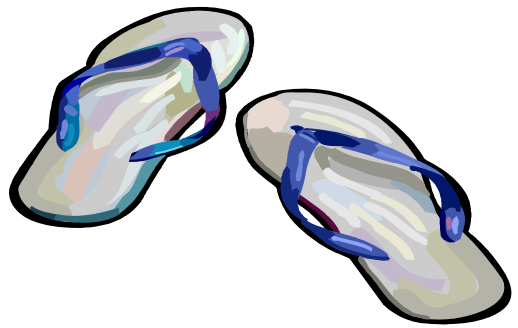
Line 3:

Line 4:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Personification**

Personification happens when a writer describes an object as it were a person. Look down. Have you ever tried to think with your feet? Imagine that you are a pair of flip-flop. Finish each statement. Use as many descriptive words as you can. The sillier you are, the funnier your poem will be.



- 1. Where would you live? \_\_\_\_\_
- 2. What would you eat? \_\_\_\_\_
- 3. What kind of work would you do? Where? \_\_\_\_\_
- 4. What would you do in your free time? \_\_\_\_\_
- 5. When will you feel happy? \_\_\_\_\_

Write your poem *If I were a pair of flip flop....*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**SOUND!**

Read the poem. Look at the underlined examples of onomatopoeia. What noises do they sound like? Remember that onomatopoeia is using *words that imitate the sound* of the things they describe.

**Sounds Like Silverstein and Seuss** By P.Edwards

Some poets love to zap us with sounds. Their dogs don't bark; can't people just sneeze? With plops of noise  
 Their characters never just drink they always woof or yap! Must everyone kerchoo? Buzz!  
 They have to slurp when the flu is going around, some people like to whack us roar!

- 1. zap: \_\_\_\_\_
- 2. slurp: \_\_\_\_\_
- 3. woof: \_\_\_\_\_
- 4. yap: \_\_\_\_\_
- 5. Kerchoo: \_\_\_\_\_
- 6. Whack: \_\_\_\_\_
- 7. Plops: \_\_\_\_\_
- 8. Buzz: \_\_\_\_\_
- 9. Roar: \_\_\_\_\_

Work with a partner. What noise does each word sound like? Use onomatopoeia in a sentence.

Onomatopoeia	Sounds Like	Sentence
Beep		
Click		
Crunch		
Howl		
Thump		

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Cinquain Poem

The cinquain is a form of poetry which consists of 5 lines. Use the following patter to create your poem.

Noun  
Adjectives, adjective  
Verb + ing, verb + ing, verb + ing  
Four word free statement  
Synonym or equivalent for the topic

Woods  
Magical, mysterious  
Terrifying, intriguing, tantalizing  
Hub of the wheel  
Forest

Noun  
Adjectives, adjective  
Verb + ing, verb + ing, verb + ing  
Four word free statement  
Synonym or equivalent for the topic

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

**Add to the list as you come with more Descriptive Words (Cognates)**

<b>How It Looks</b>	<b>How it Feels</b>	<b>How it Smell</b>	<b>How it Sounds</b>	<b>How it Taste</b>
Beautiful	Bumpy	Fragrant (fragante)	Blaring splash	Bitter
Dark	Dry	Fresh (fresco)	Crisp boom	Delicious (delicioso)
Fluffy	Hard	Rotten	Crunchy tick-tock	Fresh (fresco)
Gloomy	Hot	Musty	Loud waa	Salty (salado)
Red	Rough	sweet	Noisy r-r-ring	Sour
Round	Slimy	damp	Quiet (quieto)	Spicy
Shiny	Smooth	roasting	Soft	Sweet
Tiny	Soft		giggle	tangy
Spectacular (espectacular)	Splendid (esplendido)		noisy	
	Relaxed (relajado)		buzz	
	chilly		oink	
<b>Color Word</b>	<b>Size Words</b>	<b>Feeling Words</b>	<b>Shape Words</b>	<b>How Many</b>
Red	Small	Afraid	Circle (circulo)	Pair
Pink	Medium	Bared	Circular (circular)	Couple
Crimson	Large	Sad	Round	Few
Purple (purpura)	Huge	Angry	Square	Several
Lavender (lavanda)	Enormous (enorme)	Happy	Rectangle (rectangulo)	Some
Blue	Gigantic (gigantesco)	Puzzled	Rectangular (rectangular)	A lot
Turquoise (turquesa)	Colossal (colossal)	Surprise (sorprendido)	Triangular (triangular)	many
Royal blue		fearless	Star-like	all
Green			Oval (ovalo)	
Lime green				
Yellow				
Gold				
Gray (gris)				
Tan				

**Words – Words—Words**   
**Make Your Own List**

<b>Number Word</b>	<b>Time</b>	<b>Seasons</b>	<b>When?</b>	<b>Antonyms</b>
			Before	
			daily	

<b>People</b>	<b>Places</b>	<b>Things</b>	<b>Other:</b>	<b>Other:</b>



## COGNATES

As you go through the unit try to find cognates and add to the chart.



A Acrostic-acróstico	B	C	D Diamond-diamante	E	F
G	H Hyperbole-hiperbole	I Imagine- imagina	J	K	L Line-linea
M	N	O Onomatopoeia- onomatopeya	P Poems-poemas	Q	R Rhyme-rima
S Stanza- estanza	T	U	V-W Verse-verso	X-Z	



## Rhyming Words

The last words of lines of poems do not have to sound alike, but many do. Create your list of rhyming words to use when you write rhyming poetry.

Night	Kite, light, white	Here		Wing	
Dish		Store		Run	
Toy		Old		See	
Catch		Turn		Blow	
Kiss		Mist		Team	
Punk		Hen		Curl	
Peek		Know		Love	
Rain		Pin		Cat	
Care		Man		Wall	
Lock		Green		Pink	
Gate		Right		Land	
Sack		Jar		Leaves	
Blue		Roll		Grass	
Day		Made		Me	
Eye		Nap		Sound	
End		Pine		Stones	
Book		Room		Cliffs	
Lime		Sail		Ooze	
Fix		Bone		Fly	
Dog		Taught		Leg	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

## Synonyms

A **synonym** is a word that has the same or almost the same meaning as another word. Add other synonyms to the list.



Word	Synonym
<b>Afraid</b>	Frightened, scared, terrified
<b>Bad</b>	Mean, awful, rotten
<b>Big</b>	Large, huge, colossal
<b>Brave</b>	Courageous, fearless, heroic
<b>Cold</b>	Chilly, frosty, freezing
<b>Cry</b>	Weep, sob, wail
<b>Eat</b>	Nibble on, consume, devour
<b>Go</b>	Run, hurry, scramble
<b>Good</b>	Fine, wonderful, spectacular
<b>Happy</b>	Glad, cheerful, thrilled
<b>Laugh</b>	Smile, giggle, chuckle
<b>Like</b>	Appreciate, admire, cherish
<b>Little</b>	Small, tiny, miniature
<b>Mad</b>	Annoyed, irritated, angry
<b>Noisy</b>	Loud, booming, thunderous
<b>Pretty</b>	Attractive, lovely, gorgeous
<b>Quiet</b>	Still, tranquil, soundless
<b>Sad</b>	Unhappy, down, gloomy
<b>Strong</b>	Tough, powerful, mighty
<b>Talk</b>	Shouting, whispering, responded
<b>Ugly</b>	Unattractive, disgusting, unappealing
<b>Warm</b>	Hot, roasting, boiling
<b>Wet</b>	Damp, soggy, drench
<b>Worried</b>	Concern, upset, anxious
<b>Cold</b>	Chilly, frosty, freezing



## Reflection

Having listened to, read and written poems, reflect on how you feel as a poet and your poetry collection. What is a reflection? A reflection is the ideas I have, my observations, and my thinking about a topic.

<b>Questions that help me with my reflection</b>	<b>My Answer</b>	<b>My Draft</b>
How do I feel as a poet?	I feel fine now but I was scared at the beginning.	<p>At the beginning of the unit I felt scared because I did not know how to write poems. Now I feel great knowing that I can write poems.</p> <p>I had fun writing some of the poems, like the Bio and Acrostic poems. I learned that poems are everywhere and some are funny.</p> <p>I am very proud of my collection. It was hard work!</p>
What was hard to do?	It was hard to find the right words.	
What was easy to do?	When I did the Bio and acrostic poems.	
Which poem is my favorite? Why?	Tribilina, because it talk about my cat.	
Which is my favorite part of one of my poem?	Saaapa, sapa tun! Because I created the words.	
What do I think about the illustrations?	Sometimes it was easy to draw what was in the poems.	
What did I learned?	That a poem is everywhere and some are funny.	
How to I feel about my Poetry Collection? Why?	I am very proud of my collection. It was hard work!	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_



### Reflection

Having listened to, read and written poems, reflect on how you feel as a poet and your poetry collection. What is a reflection? A reflection is the ideas I have, my observations, and my thinking about a topic.

Questions that help me with my reflection	My Answer	My Draft
How do I feel as a poet?		
What was hard to do?		
What was easy to do?		
Which poem is my favorite? Why?		
Which is my favorite part of one of my poem?		
What do I think about the illustrations?		
What did I learned?		
How to I feel about my Poetry Collection? Why?		

MINIMAL REQUIREMENTS FOR POETRY COLLECTION

## My Poetry Collection Requirements:

**\*Cover page with title, author, date, grade, school, illustration**

**\*Introduction with 1-2 paragraphs self reflection about you as a poet and your collection.**

**\*Dedication**

**\*Table of Content**

**\*At least five (5) to seven (7) poems**

- \*\*Graphic Elements
- \*\*Sensory Details/Poems
- \*\*Rhythm and Repetition
- \*\*Sound Patterns (rhyme, onomatopoeia, alliteration)
- \*\*Figurative Language (simile, metaphor, personification, hyperbole)
- \*\*Shape/Concrete Poem
- \*\* Your favorite poem

**\*Illustrations**

**Titles** for poems are especially powerful because poems are very compact. Think about the images and sounds you want the reader to get from your poems as well as your collection of poems. Sometimes author used one of the titles of a poem as the title for their collection or book.

**Samples for Collection:**

*Fathers, Mothers, Sisters, Brothers A Collection of Family Poems*  
*Doodle Dandies: Poems That Take Shape*  
*Lunch Money and Other Poems about School*  
*A Light in the Attic*

**Samples for Poems:**

*Bear in There*  
*Snap!*  
*Winter*  
*Book Report*  
*Amanda*

**Self reflection** is a 1-2 paragraphs where you reflect on your role as a poet and how you feel about your poetry collection.

**Sample** At the beginning of the unit I felt scared because I did not know how to write poems. Now I feel great knowing that I can write poems.

I had fun writing some of the poems, like the Bio and Acrostic poems. I learned that poem is everywhere and some are funny.

I am very proud of my collection. It was hard work!

**Cover Page**

Title of the collection, your name, date, grade, school and an illustration should be on that page.

**Sample:**

**poems for Everyday**

By Anabel Rodriguez  
Grade 7  
Lawrence School  
April 2009



**Dedication** is short message or words you dedicate to someone or something. You can dedicate it to family, friends or someone you care for.

**Sample:**

For Ann Tobias... and for the Appalachian Balled Company.  
For Jose and Maria, who loves books  
For Maria, David, Mateo and Abuela Gloria

**Table of Content** is in the front of a book. It will tell the page number of the poem.

**Sample:**

Little Song.....9  
Getting Dirty ..... 10  
What Johnny Told Me...11

## Langston Hughes

A well-known African American poet was born in Missouri and traveled a great deal. He is perhaps best known for his poems about the lives of African Americans in the Harlem, in New York City. His poems reflect the rhythms of African American speech and music, especially jazz.

### Dreams

Hold fast to dreams  
For if dreams die  
Life is a broken-winged  
bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Covered with snow.

## Williams Carlos Williams

He is the son of an English father and a Puerto Rican mother, was a medical doctor as well as a writer of poetry, novels and plays. His writing reflects the life experiences and everyday language of the people he knew.

### This Is Just To Say

I have eaten  
the plums  
that were in  
the icebox

and which  
you were probably  
saving  
for breakfast

Forgive me  
they were delicious  
so sweet  
and so cold



## Emily Dickinson

Emily was born in Amherst, Massachusetts, in 1830. Dickinson was extremely prolific as a poet. Upon her death, Dickinson's family discovered more than 800 of her poems. She died in Amherst in 1886.

### Bee, I'm expecting You!

Bee, I'm expecting you!  
Was saying yesterday  
To someone you know  
That you were due...

You'll get my letter by  
The seventeenth; reply,  
Or better, be with me.  
Yours,  
Fly.

## Shel Silverstein

Is the author-artist of many books of prose and poetry. He was a cartoonist, play writer, poet, performer, and recording artist. He also is a Grammy-winning, Oscar-nominated songwriter.

### Books:

The Giving Tree  
A Light in the Attic  
The Missing Piece  
Where the Sidewalk Ends

### It's Dark in Here

I am writing these poems  
From inside a lion,  
And it's rather dark in here.  
So please excuse the handwriting  
Which may not be too clear.  
But this afternoon  
by the lion's cage  
I'm afraid I got too near.  
And I'm writing these lines  
From inside a lion,  
And it's rather dark in here.

### Alma Flor Ada



Knowing two languages has made the world richer for me. I believe

that all children should be given the opportunity of learning two or more languages when they are young and can do so easily. For that reason I am delighted that most of my books are published both in English and in Spanish.

### Thanks

Wind and sky,  
rain and sun,  
cloud and shade,  
field and flower.  
Thank you, Earth,  
For all your delicious  
fruits.

### Jack Prelutsky



I was born on September 8, 1940, in Brooklyn, New York. I grew up in the Bronx in a working-class neighborhood made up of Jewish, Irish, and Italian families. My father, mother, younger brother, and I lived in a six-story apartment house where everyone knew everyone else, just like a small town.

### Kitty Caught a Caterpillar

Kitty caught a caterpillar;  
Kitty caught a snail,  
Kitty caught a turtle  
By its turtle tail,  
Kitty caught a cricket  
With a sticky bit of thread,  
She tried to catch a  
bumblebee  
The bee caught her  
instead.

### Gary Soto



Next

Gary Soto, born April 12, 1952, was raised in Fresno, California. He is the author of eleven poetry collections for adults, most notably *New and Selected Poems*, a 1995 finalist for both the *Los Angeles Times Book Award* and the *National Book Award*.

Here is a fragment of the poem he wrote in celebration of President Obama.

### Making the News

Let's air out the square and  
oval rooms.  
Let's wave at a dog frolicking  
on the lawn.  
Let's hear children and the tap  
of rain on a tulip.  
Let's welcome the new  
resident to our house,  
His handshake strong from  
the clasp of so many.

### Mary Ann Hoberman



*I knew I was going to be a writer even before I knew how to write! I think I was about four years old when I first understood that many of the stories I loved so much had been made up by real people, with real names. I decided then that when I grew up I would write stories, too, that would be printed in books for other people to read.*

### Sometimes

Sometimes I like to be  
alone  
And look up at the sky  
And think my thoughts  
inside my head—  
Just me, myself, and I.

## Poetry Terms

**Alliteration:** When two or more words have the same beginning sound. (She sells seashells by the seashore.)

**Hyperbole:** A deliberate exaggeration. (A million miles from home.)

**Metaphor:** Making a comparison by saying one thing *is* another. (Love is a red, red rose.)

**Onomatopoeia:** Words which imitate sounds (buzz, hiss).

**Rhyme:** The same or similar sounds at the end of two or more words.

**Simile:** Comparing two things using *like* or *as*. (Love is like a red, red rose.)

**Stanza:** Two or more lines of a poems that, together, form a division of the poem.

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**Figurative Language Awards  
Bookmark**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**List the page number and a brief reminder of the figurative language you find as you read.**

Simile

- p.
- p.
- p.
- p.

Metaphor

- p.
- p.
- p.
- p.

Personification

- p.
- p.
- p.
- p.

Hyperbole

- p.
- p.
- p.
- p.

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- p.
- p.

Hyperbole

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- p.
- p.
- p.

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