

Poetry, Take Me Away!

Grade Level or Special Area: Fifth Grade Language Arts

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Length of Unit: Seven lessons (60 minutes each, 17 days, August-May)

I. ABSTRACT

This unit explores the beauty of poetry and its ability to take us away. Students will be introduced to a variety of poems and poetry concepts. Throughout this unit the students will be encouraged to read and enjoy poetry while learning how figurative language and mood adds to the meaning of poetry. The unit will end with students writing and reciting their own poetry.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an appreciation for poetry.
2. Students will understand figurative language.
3. Students will begin to understand poetry terms and how to decipher a variety of poetry.

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Poetry (p. 110)
 - a. Poems
 - i. “The Arrow and the Song,” by Henry Wadsworth Longfellow
 - ii. “Barbara Frietchie,” by John Greenleaf Whittier
 - iii. “Battle Hymn of the Republic,” by Julia Ward Howe
 - iv. “A bird came down the walk,” by Emily Dickinson
 - v. “Casey at the Bat,” by Ernest Lawrence Thayer
 - vi. “The Eagle: A Fragment,” by Alfred Lord Tennyson
 - vii. “I Hear America Singing,” by Walt Whitman
 - viii. “I like to see it lap the miles,” by Emily Dickinson
 - ix. “I, too, sing America,” by Langston Hughes
 - x. “Incident,” by Countee Cullen
 - xi. “Jabberwocky,” by Lewis Carroll
 - xii. “Narcissa,” by Gwendolyn Brooks
 - xiii. “O Captain! My Captain!” by Walt Whitman
 - xiv. “A Poison Tree,” by William Blake
 - xv. “The Road Not Taken,” by Robert Frost
 - xvi. “The Snowstorm,” by Ralph Waldo Emerson
 - xvii. “Some Opposites,” by Richard Wilbur
 - xviii. “The Tyger,” William Blake
 - xix. “A Wise Old Owl,” by Edward Hersey Richards
 - b. Terms
 - i. onomatopoeia
 - ii. alliteration
2. Language Arts: Fiction and Drama (p. 111)
 - a. Literary Terms
 - i. Literal and figurative language
 - a) Imagery
 - b) Metaphor and simile
 - c) Symbol
 - d) personification

C. Skill Objectives

1. Students will determine the author's purpose in a variety of poetry. (adapted from Colorado Language Arts Standard (CLAS) 4)
2. Students will predict and draw conclusions about a variety of poetry. (adapted from CLAS 4)
3. Students will read, respond to in a response journal, and discuss a variety of poetry. (adapted from CLAS 6)
4. Students will develop ideas to write a poem illustrating alliteration. (adapted from CLAS 2)
5. Students will chose vocabulary that communicates their message of alliteration and onomatopoeia precisely and clearly. (adapted from CLAS 2)
6. Students will identify the sound of poetry including alliteration and onomatopoeia. (adapted from CLAS 6)
7. Students will draw conclusions about the use of symbolism in a variety of poems (adapted from CLAS 4).
8. Students will understand metaphor, simile, imagery, symbolism, and personification to determine how figurative language supports the meaning of poetry (adapted from CLAS 6).
9. Students will chose descriptive words that communicates their message clearly and precisely (adapted from CLAS 2).
10. Students will use adjectives appropriately (adapted from CLAS 3).
11. Students will read, respond in a response journal, and discuss a variety of poetry that represents points of view from places, people, and events that are familiar and unfamiliar (adapted from CLAS 6).
12. Students will determine the emotions revealed in various poems (adapted from CLAS 4).
13. Students will generate topics and develop ideas for writing and reciting poetry to the class (adapted from CLAS 2).
14. Students will choose vocabulary and vivid language that communicates their poetry clearly and precisely (adapted from CLAS 2).
15. Students will use figurative language in their poetry and understand how figurative language supports the meaning of their own poetry (adapted from CLAS 6).

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Denman, G. A., *When You've Made it Your Own... Teaching Poetry to Young People*
2. Lansky, B. *Kids Pick the Funniest Poems*
3. *Listen, My Children Poems for Fifth Graders*

B. For Students

1. Terms: Stanza and Line (4th grade, pg. 97)

IV. RESOURCES

- A. *Listen, My Children Poems for Fifth Graders* (Lessons One through Seven)
- B. Lansky, B. *Kids Pick the Funniest Poems* (Lessons Two and Seven)
- C. Updike, J. *A Child's Calendar* (Lesson Four)

V. LESSONS

Lesson One: Music is What? (two days at 60 minutes each - August)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
2. Lesson Content
 - a. "The Eagle: A Fragment," by Alfred Lord Tennyson
 - b. "Jabberwocky," by Lewis Carroll
 - c. "Narcissa," by Gwendolyn Brooks
3. Skill Objective(s)
 - a. Students will determine the author's purpose in a variety of poetry. (adapted from CLAS 4)
 - b. Students will predict and draw conclusions about a variety of poetry. (adapted from CLAS 4)
 - c. Students will read, respond to in a response journal, and discuss a variety of poetry. (adapted from CLAS 6)

B. *Materials*

1. Appendix A: Music is What? (one for each student)
2. Appendix B: "Sailing" (transparency for overhead projector)
3. Appendix C: "Jabberwocky" Checklist
4. *Listen, My Children Poems for Fifth Graders* (one per student or make copies of desired poems for each student)
5. Spiral notebook to be used as a response journal throughout this unit
6. Large, white construction paper (one per group of students)
7. Color crayons (two boxes per group of students)
8. Tape or CD by Christopher Cross that contains the song, "Sailing"

C. *Key Vocabulary*

1. Crag—a steeply projecting mass of rock forming part of a rugged cliff or headland
2. Azure—a light purplish blue
3. Pomp—dignified or magnificent display
4. Nightingale—a European songbird known for singing at night
5. Stanza—one of the divisions of a poem, composed of two or more lines
6. Line—a horizontal row of printed or written words

D. *Procedures/Activities*

1. The main point to remember for this entire unit is that poetry is meant to be fun. It should be enjoyable to read. This unit is not designed to focus on right or wrong answers; it is designed to expose the students to poetry and to encourage a love of reading a variety of poetry.
2. Hand out Appendix A, and have the students answer questions one and two independently. When the students are finished, have them turn Appendix A over face down on their desks.
3. Many students do not realize that music is poetry. Put Appendix B on the overhead projector. Ask for volunteers to read various lines of the poem.
4. Ask the students to write a brief response of the poem in their poetry response journals. Encourage students to write about the feelings or mental images that hearing the poem gave them.
5. Now play "Sailing," by Christopher Cross. This is the song/poem from Appendix B. Leave the lyrics on the overhead projector while the song is playing, and encourage the students to follow along while the song is playing.

6. When the song is over, have the students immediately write a response in their journals as to how they now feel about the poem. Again, encourage the use of feelings and images in their responses.
7. Ask for volunteers to share their journal entries and thoughts about the song, which is actually poetry.
8. Have the students finish filling out Appendix A independently and collect their papers.
9. The *Core Knowledge Sequence* lists several poems that the 5th graders are to read throughout the year. There are usually two to three poems per every two months or so to cover. The point is not to analyze the exact meaning of each poem. The objective is to get students comfortable with reading poetry and sharing ideas of what the poems mean to them.
10. Have the students turn to pg. 7 of *Listen, My Children Poems for Fifth Graders* and look at the poem entitled “The Eagle: A Fragment,” by Alfred Lord Tennyson. Read over the background information about Alfred Lord Tennyson.
11. Have the students look at the title of the poem. Ask them what they think the poem is going to be about. Review Stanza and Line (from 4th grade) with the students. Ask the students how many stanzas this poem has. How many lines does it have?
12. Read the poem to the class paying attention to punctuation. Make sure that you do not read too fast, and keep in mind that poetry usually has a beat to it. Pay attention to the beat that your voice takes as you read the poem. Now, ask for volunteers to read the poem. Point out the punctuation in the poem. While reading poetry you should pay attention to the punctuation marks rather than the end of a line. Go over the vocabulary as needed.
13. Have the students record their reactions to the poem in their reaction journals. Put the students in groups, and have them share their reactions with each other. Come back together as a group and discuss reactions. Point out all of the different reactions or interpretations of the poem. Make sure that the students feel comfortable to share; students should not be criticized for their interpretations of the poem.
14. Repeat the above instructions for “Narcissa,” by Gwendolyn Brooks on pg. 13 of *Listen, My Children Poems for Fifth Graders*.
15. During the next class period have the students look at “Jabberwocky,” by Lewis Carroll. Have the students read the information about the poem and Lewis Carroll on pg. 30 of *Listen, My Children Poems for Fifth Graders*. Have the students look at the title and ask for reactions. You will probably get some strange looks from them. Let the students know that “Jabberwocky” is mainly nonsense; however, it is one the best known nonsense poems every written. Despite that fact that “Jabberwocky” is written with nonsense words, it does have a story to it if read carefully.
16. Read “Jabberwocky” to the class to model how it should be read. Ask for any volunteers who would like to read the poem aloud. Ask for reactions to the poem.
17. Have students write a story reflecting what they think “Jabberwocky” is saying. Let the students know that there is no right or wrong answer, but they should try their best to interpret “Jabberwocky” without adding too much of their own imagination to it. Have the students glue their stories to a large piece of construction paper and then draw a picture of what they think the Jabberwocky looks like.

18. Have the students present their posters to the class (see Appendix C: “Jabberwocky” Checklist).
 19. Create a “Jabberwocky” bulletin board and display the posters.
- E. *Assessment/Evaluation*
1. Appendix A: Music is What?
 2. Appendix C: “Jabberwocky” Checklist

Lesson Two: Twisted Terms (two days at 60 minutes each, September)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
 - b. Students will begin to understand poetry terms and how to decipher a variety of poetry.
2. Lesson Content
 - a. Terms: Onomatopoeia and Alliteration
 - b. “The Eagle: A Fragment,” by Alfred, Lord Tennyson
 - c. “Jabberwocky,” by Lewis Carroll
3. Skill Objective(s)
 - a. Students will develop ideas to write poems illustrating alliteration. (adapted from CLAS 2)
 - b. Students will chose vocabulary that communicates their message of alliteration and onomatopoeia precisely and clearly. (adapted from CLAS 2)
 - c. Students will identify the sound of poetry including alliteration and onomatopoeia. (adapted from CLAS 6)

B. *Materials*

1. A book of funny poems, such as *Kids Pick the Funniest Poems* or *A Bad Case of the Giggles Kids Pick the Funniest Poems, Book #2*, both by Bruce Lansky
2. Poetry response journals
3. Appendix D: Tongue Twisters (one per student and one transparency for overhead projector)
4. Appendix E: Twist My Words! (one per student)
5. Appendix F: I Like the Sound of That! (one per student and one transparency for overhead projector)
6. Appendix G: Poetry Frames (one per student and one transparency for overhead projector)
7. Red overhead projector pen (one for teacher)
8. Red color crayon or colored pencil (one per student)
9. *Listen, My Children Poems for Fifth Graders* (one book per student or copies of two of the three poems from Lesson One: “The Eagle: A Fragment” and “Jabberwocky”)
10. A book of fun poems to read to the class, such as *Kids Pick the Funniest Poems* or *A Bad Case of the Giggles, Kids Pick the Funniest Poems, Book #2*, both selected by Bruce Lansky

C. *Key Vocabulary*

1. Onomatopoeia—the formation or use of words, such as *buzz* or *cuckoo*, that sound like what they describe
2. Alliteration—starting two or more words in a row with the same first letter or the same sound

D. *Procedures/Activities*

1. At this point in the unit you will want to encourage students to want to read and listen to poetry. The best way to do this is to read poetry to children frequently. Children at the 5th grade level love to hear funny or goofy poems. A great book to read to the students is *Kids Pick the Funniest Poems* or *A Bad Case of the Giggles Kids Pick the Funniest Poems, Book #2*, selected by Bruce Lansky.
2. Choose a poem or two of your choice to read aloud to the students. Make this a fun activity. Encourage the students to share thoughts and reactions.
3. Hand out Appendix D: Tongue Twisters to each student. These tongue twisters were taken from the *Crazy Bone* website: www.crazybone.com/ttwisters.html. Read the first tongue twister to the students. Ask for a volunteer to share with the class which sounds or letters are repeated in tongue twister A. Lead the class in putting red check marks over the sounds or letters that are repeated.
4. It is a good idea to encourage the students to want to read poetry aloud. The more practice they have, the better they will get at reading poetry. Have several students read the tongue twisters from Appendix D aloud.
5. Ask the students what makes tongue twisters so difficult to say. The students should come to the conclusion that the same sounds or letters being repeated tends to get their tongues twisted. Now, write alliteration and its definition on the board or overhead projector. Hand out Appendix E: Twist My Words! to each student. Have the students write the definition of alliteration on their worksheet. Instruct the students to write their own tongue twisters.
6. Ask students if any of them would like to share their tongue twisters with the class.
7. Have the students get out their *Listen, My Children Poems for Fifth Graders* books. Have them read “The Eagle: A Fragment,” by Alfred Lord Tennyson again. Encourage a discussion about alliteration. Do they find any alliteration in this poem? If they do, what lines is alliteration evident. Ask the students what they think about alliteration. Does it add to the poem? Would the poem sound better with alliteration or without it? Why?
8. Finish up this session by reading “Night, Knight,” by Anonymous in *Kids Pick the Funniest Poems*.
9. Begin the second session by reading another funny or interesting poem of your choice. Again, ask students for their reactions or thoughts.
10. Review the first session of Lesson Two. What is alliteration? Ask for an example of alliteration. Why do poets use alliteration?
11. Hand out Appendix F: I Like the Sound of That! Using the transparency of Appendix F, read the poem “Clatter,” by Joyce Armor to the students or have one of them read the poem aloud. Ask the students for their reactions or thoughts. Ask the students what many of the words in the poem have in common. The students should recognize that many of the words sound like what they describe. Go through the first few lines with the students and help them to circle the words that sound like what they describe. Then, have the students circle the rest of the words independently.
12. Come back together as a class and discuss the students’ answers. Write the word “onomatopoeia” on the board or overhead projector. Explain to the students that this is the concept that they just circled in the poem, “Clatter.” Write the definition of onomatopoeia and have the students copy this onto their worksheet. You can give more examples of onomatopoeia by asking if any students have seen the Batman movies or read Batman comic books, which contain several examples.

13. Hand out Appendix G: Poetry Frames. This concept was taken from *Crazy Bone* website: www.crazybone.com/twisters.html.
 14. Have the students work on Appendix G independently or in groups. Groups might be better to give the students the opportunity to brainstorm ideas together. When the students are done, ask for volunteers to share their Poetry Frames with the class.
 15. Have the students record the definitions of “onomatopoeia” and “alliteration” in their response journals.
 16. End this session by having the students open up their *Listen, My Children Poems for Fifth Graders* books and turning to pg. 31. Read “Jabberwocky” aloud. Ask the student if they see any examples of onomatopoeia in “Jabberwocky.” Some possible examples are: “whiffling” and “snicker-snack.”
- E. *Assessment/Evaluation*
1. Appendices D and E
 2. Discussion of the evidence of alliteration in “The Eagle: A Fragment”
 3. Appendices F and G

Lesson Three: Figuratively Speaking (two days at 60 minutes each, October)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
 - b. Students will understand figurative language.
 - c. Students will begin to understand poetry terms and how to decipher a variety of poetry.
 2. Lesson Content
 - a. “A Poison Tree,” by William Blake
 - b. “Some Opposites,” by Richard Wilbur
 - c. “The Tyger,” by William Blake
 - d. “The Road Not Taken,” by Robert Frost
 - e. Terms: literal and figurative language, imagery, metaphor, simile, symbol, and personification
 3. Skill Objective(s)
 - a. Students will draw conclusions about the use of symbolism in a variety of poems (adapted from CLAS 4).
 - b. Students will read, respond to in a response journal, and discuss a variety of poetry (adapted from CLAS 6).
 - c. Students will understand metaphor, simile, imagery, symbolism, and personification to determine how figurative language supports the meaning of poetry (adapted from CLAS 6).
- B. *Materials*
1. *Listen, My Children Poems for Fifth Graders* (one copy per student or copies of the three poems listed in Lesson Content)
 2. Poetry response journals
 3. Appendix H: Figuratively Speaking! (one per student and one transparency for the overhead projector)
 4. Appendix I: Metaphors and Similes, Appendix J: Symbolism, and Appendix K: Personification are to be stapled together to form packets (one packet for student)
 5. Appendix L: Key for Appendix I – Appendix K packet
 6. A book with some fun poems to read to the class, such as *If I Were In Charge The Rules Would Be Different!* By James Proimos

C. *Key Vocabulary*

1. Literal Language—you say exactly what you mean (pg. 69, *What Your 5th Grader Needs to Know*)
2. Figurative Language—a more colorful and imaginative way of expressing yourself in which you don't say exactly what you mean using figures of speech such as simile, metaphor, symbolism, imagery, and personification (pg. 69, *What Your 5th Grader Needs to Know*)
3. Imagery—the language writers use to create mental pictures and other imaginary sensations; examples include similes and metaphors
4. Metaphor—a figure of speech in which two unlike things are compared not using the terms *like* or *as*
5. Simile—a figure of speech in which two unlike things are compared using the terms *like* or *as*
6. Symbol—something that stands for or suggests something else beyond itself
7. Personification—giving an inanimate object or an animal the qualities of a person, a human

D. *Procedures/Activities*

1. As in Lesson Two, read some great poems of your choice to the class and ask for comments and reactions. Some suggestions for poems to read to the class are any poems from *If I Were In Charge The Rules Would Be Different!* by James Proimos.
2. Write the definition of *literal language* and *figurative language* on the board. Have the students write these definitions in their response journals. Explain to the students that authors often use figurative language to make their writing more interesting and descriptive.
3. Hand out Appendix H: *Figuratively Speaking!* to each student. Explain to the students that they will be reading a few poems that contain figurative language. Ask for volunteers to read the poems aloud. Remind the students again how to read poetry aloud; they need to pay attention to the punctuation. Ask the students to pay attention to the language of each poem. They are to watch for words that make the poems descriptive or more interesting.
4. After the class reads each poem, ask for reactions. Can the students recognize any words or phrases that they think might be figurative language?
5. Have the students put Appendix H to the side of their desk. Write the definitions of *imagery*, *metaphor*, *simile*, *symbol*, and *personification* on the board or overhead projector. Have the students add these definitions to their response journals. The students should skip a few lines after each definition so that they can write down some examples of each definition. Let the students know that imagery is used to give the reader a clear, mental picture or other sensations. Metaphors and similes can be used to create imagery for the reader. For example, “busy as a bee,” “sweet as honey,” “he’s an angel,” and “he’s a mule.” Each of the metaphors or similes above give the reader a mental picture. Some examples of a simile are the following: “The train sped past the station like a bullet firing through the sky,” “She is as loud as a whistling tea kettle,” and “The tree bark is as rough as sand paper.” Some examples of a metaphor are the following: “The sun is a burning ball of fire,” “The train is a speeding bullet,” and “The fragrant flower is an air freshener.” An example of a symbol is the tiger in “The Tyger,” by William Blake or the tree in “A Poison Tree,” also by William Blake. They will be reading these poems soon. Some other examples of symbols that you can discuss are Christmas trees, the United State flag, the swoosh on Nike tennis shoes, etc. An example of personification is the story,

“Three Little Pigs.” The three little pigs and the wolf in the story are given human qualities. You could also discuss pets with the students. Do we often give our pets human qualities? For example, we assume that dogs are happy to see us when their tails wag or when they lick our faces.

6. Have the students look at Appendix H again. Have them get together in groups and decide which figures of speech apply to each poem. The students can write the figure of speech that they feel applies next to each poem. Come back together as a class and encourage the students to share their thoughts. Some possible answers are as follows: “You’re Eating Like a Pig Again!” – metaphor, “My Fish Can Ride a Bicycle” – personification, “An Early Worm Got out of Bed” – personification, “January” – metaphor (sun a spark, river is a frozen place, and wind is gray); personification (radiator purrs all day). Remember to avoid being critical or making this activity have right or wrong answers. If the students do not seem to understand the concept of figurative language, gently steer them in the right direction. This activity should be fun and encourage the students to look at figurative language as making poetry more descriptive and interesting.
7. Begin session two by again reading fun poetry to the class a book of your choice. Again, encourage thoughts and reactions.
8. Have the students get out their reaction journals and review the definitions from last session. Encourage the students to contribute other examples of the vocabulary if they can.
9. Hand out the packet that includes Appendix I – Appendix K. Have the students work on the packet independently. Have them use the vocabulary in their response journals to help them. Encourage the students to first write their thoughts about the poems from Appendix J: Symbolism in their response journals before answering the questions on the worksheet.
10. End the lesson with reading “from Opposites,” by Richard Wilbur. Ask the students for their thoughts and reactions. Have the students respond to this poem in their reaction journals by trying to come up with the opposite of the following: an icicle, a scream, a rainbow, and rain.

E. *Assessment/Evaluation*

1. Appendix H – Appendix K
2. Appendix L: Key

Lesson Four: The Power of Observation (two days at 60 minutes each, January)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
 - b. Students will begin to understand poetry terms and how to decipher a variety of poetry.
2. Lesson Content
 - a. “A bird came down the walk,” by Emily Dickinson
 - b. “I like to see it lap the miles,” by Emily Dickinson
 - c. “The Road Not Taken,” Robert Frost
 - d. A Wise Old Owl,” by Edward Hersey Richards
3. Skill Objective(s)
 - a. Students will chose descriptive words that communicates their message clearly and precisely (adapted from CLAS 2).
 - b. Students will use adjectives appropriately (adapted from CLAS 3).

- c. Students will determine the author’s purpose in a variety of poetry (adapted from CLAS 4).
- d. Students will read, respond to in a response journal, and discuss a variety of poetry (adapted from CLAS 6).

B. *Materials*

- 1. *Listen, My Children Poems for Fifth Graders* (one copy per student or copies of the three poems listed in Lesson Content)
- 2. Poetry response journals
- 3. Appendix M: Rhyme Scheme (one per student and one transparency for the overhead projector)
- 4. Appendix N: Rhyme Scheme Key
- 5. Appendix O: Rhyme Scheme Continued (one per student)
- 6. Appendix P: Rhyme Scheme Continued Key
- 7. Thesaurus (one for each student or one per pair of students)
- 8. A variety of cut up fruits (have at least three different kinds of fruit for each student to taste and experience)
- 9. A book of poems that include vivid language and observations, such as *A Child’s Calendar*, by John Updike

C. *Key Vocabulary*

- 1. Rhyme Scheme—the arrangement of rhymes in a poem or stanza
- 2. Diverge—to branch out
- 3. Trodden—walked on

D. *Procedures/Activities*

- 1. Begin this lesson by reading a poem or two to the class. This lesson will be dealing with poets using the power of observation in their poetry, so it would be great if you could read poetry involving the beauty of nature. A great book with poetry celebrating the seasons is *A Child’s Calendar*, by John Updike.
- 2. Read “I like to see it lap the miles” and “A bird came down the walk,” by Emily Dickinson on pg. 16 and 17. As soon as the students have heard the poems, ask them to respond to the poems in their response journals. Ask the students to share their thoughts or reactions with the class. In addition, read the biographical information on pg. 16 about Emily Dickinson. It is said that Emily Dickinson rarely came out of her house. Ask the students how she could have written the above poems when she rarely left her house. Let the students know that Emily Dickinson probably had good observation skills. When she looked out her window, she noticed that beauty of birds and small details such as dew on the grass. Ask the students what they think “I like to see it lap the miles” is about. This is a descriptive poem about a train. Emily Dickinson also does a great job of using personification to describe the journey of this particular train. The poem gives the impression that this train is a living entity when the poet suggests that the train is feeding itself, crawling, complaining, etc.
- 3. Ask the students if they notice any words that rhyme in “A bird came down the walk.” Is there a pattern? The beginning of the poem does have a clear pattern, but the third, fourth, and fifth stanzas are not as clear.
- 4. Have the students read “A Wise Old Owl,” by Edward Hersey Richards on pg. 7. Again, have the students respond to the poem in their response journals. Ask for volunteers to share their thoughts. How does this poem apply to real life? The main theme of this poem is to know when to remain quiet. Sometimes it is much better to listen than to speak. How does this poem apply to the classroom or dealing with friends? What is it about an owl that makes it the perfect animal for this poem? It could be that the owl typically sits perched on a branch quietly and

watches and listens to what is going on around him. This poem can also be stretched to apply to the concept of observation that was discussed after reading “A bird came down the walk.” Also, ask the students about the rhyme scheme of “A Wise Old Owl.” They should be able to discover a pattern in how the words rhyme. The first two lines rhyme, and then the last two lines rhyme.

5. Finally, have the students read “The Road Not Taken,” by Robert Frost on pg. 19. This poem should be familiar from Lesson Three when symbolism was discussed. Review the concept of symbolism with the class. Remind the students that “two roads diverged” is a fork in the road that symbolizes the choices that we have to make in life. Ask the students for examples of major choices that they have had to make in their lives. How did it make them feel to have to make those choices? Are there any choices that they have made in their lives that they wish they could change? Have the students respond to the poem in their response journals. Ask the students if they would like to share their responses.
6. Ask the students if they notice a pattern in the rhyme scheme of “The Road Not Taken.” There is a definite pattern in this poem. This poem is made up of four stanzas, five lines each. The first, third, and fourth lines of each stanza rhyme with each other. The second and fifth lines of each stanza rhyme with each other.
7. Hand out Appendix M: Rhyme Scheme to each student. Use Appendix N: Rhyme Scheme Key to guide the students in finding the rhyme scheme of “The Road Not Taken.” Help the students to fill in Appendix M: Rhyme Scheme.
8. Hand out Appendix O: Rhyme Scheme Continued when you feel that the students have an understanding of how to find the rhyme scheme of a poem. This should be independent work.
9. The second session of this lesson is a hands- on way for the students to appreciate the power of observation. Let the students know that the act of observing is using the senses: sight, taste, smell, feel, and hearing. Have the students go back and read “A bird came down the walk,” pg. 17. What senses can be recognized in this poem? Definitely sight and possibly feel when she is feeding the crumb to the bird.
10. Ask the students to clear everything off of their desks except their response journals, a thesaurus, and a pencil. Write the names of the fruits that you have available for the students to eat and describe on the board or overhead projector. Have the students write the name of each fruit in their response journal and list the five senses under each fruit. Make sure that they leave enough room to write down adjectives that describe their experience eating the different pieces of fruit.
11. Hand out one type of fruit at a time, and lead the students through writing their experiences in their journals for each of the senses. For example, have the students write down words that describe the feel of a strawberry. This could be how the strawberry feels to the fingers, lips, and tongue. The students should write down as many adjectives as they can think of for each of the senses.
12. When the students are done trying the fruit, have them use a thesaurus to come up with other descriptive words. Have the students write down two descriptive words for each of the senses for each of the different kinds of fruit. Have them turn these descriptive words into you.
13. You can then create a bulletin board full of descriptive words. Label the different kinds of fruit on the bulletin board and include the variety of descriptive words that the students have come up with that appeal to the senses.

E. *Assessment/Evaluation*

1. Appendix O: Rhyme Scheme Continued

2. Appendix P: Rhyme Scheme Continued Key
3. Bulletin board full of descriptive words created by the students

Lesson Five: The Emotions of it all (two days at 60 minutes each, February)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
 - b. Students will begin to understand poetry terms and how to decipher a variety of poetry.
2. Lesson Content
 - a. “I Hear America Singing,” by Walt Whitman
 - b. “I, too, sing America,” by Langston Hughes
 - c. “The Snowstorm,” by Waldo Emerson
3. Skill Objective(s)
 - a. Students will read, respond in a response journal, and discuss a variety of poetry that represents points of view from places, people, and events that are familiar and unfamiliar (adapted from CLAS 6).
 - b. Students will determine the emotions revealed in various poems (adapted from CLAS 4).

B. Materials

1. *Listen, My Children Poems for Fifth Graders* (one book per student or copies of the three poems listed in Lesson Content)
2. Poetry response journal
3. Appendix Q: Emotions are running high! (one per student)
4. Dictionary (one per group of four to five students)
5. A book of fun poems to read to the class, such as *Something BIG Has Been Here*, by Jack Prelutsky

C. Key Vocabulary

1. Blithe—cheerful
2. Mason—a person who works or builds with stone or brick
3. Hatter—a person who makes, sells, or repairs hats
4. Ploughboy—a boy who leads or guides a team of animals in plowing
5. Robust—full of health and strength
6. Alight—to come down and settle
7. Veils—covering
8. Courier—someone who delivers messengers
9. Tumultuous—confused or disorderly
10. Quarry—an open pit where one gets stone from

D. Procedures/Activities

1. Begin this lesson by reading some fun poetry to the class. Another great book with some fun poems is *Something BIG Has Been Here*, by Jack Prelutsky. Encourage the students to share thoughts and reactions.
2. Review the concept of poetry appealing to the senses. Ask the students for their reactions to the activity where they ate fruit and described the experience. Further this conversation by asking students to describe how they feel on a hot day when it is 100 degrees or better. Ask the students to describe a freezing day when there was ice everywhere and it was 20 degrees outside.
3. Let the students know that today they are going to be dealing with poems that were written to make the reader feel a certain way. Poets might want the reader to feel sad, happy, angry, prideful, or scared. Encourage the students to listen to

the poetry carefully, and try to decide what emotions they are feeling as they listen to the poetry.

4. Go over the following poetry with the students: blithe, mason, hatter, ploughboy, and robust. Now read “I Hear America Singing,” by Walt Whitman on pg. 10. Have the students respond to the poem. What are they feeling? What is the message that Walt Whitman is trying to get across? Encourage the students to share their thoughts and reactions. Walt Whitman was alive during a very difficult time. He was around for the Civil War and the Emancipation Proclamation. Walt Whitman was proud to live in a democratic country, and he was in favor of diversity. He felt that all people in America should be considered Americans no matter what they did for a living or how much money they made. However, his poem does not clearly state that African Americans should be included. No one knows for sure why Walt Whitman did not make this clear. Maybe he assumed that everyone would understand that his poem was inclusive, or maybe he meant for his poem to not include African Americans. Langston Hughes wrote a poem in response to the above poem. The students will be reading this poem shortly.
5. Read “I, too, sing America,” by Langston Hughes on pg. 11 with the students. When the students are done reading the poem, have them respond to the poem in their journals. Explain to the students that Langston Hughes was also alive during a fairly difficult time. He was around for World War I and II and he witnessed years of the Civil Rights movement, which was fighting for African Americans to be treated equal with white people. Langston Hughes had wanted to work on a ship over seas, so he ended up getting a job on a ship. This ship took him to Paris, France where he stayed for awhile. He then wanted to travel to Italy, but he was robbed on the train on the way to Italy. With no money he was stranded with no way to get back to the U.S. He tried to get a job on a ship heading to the U.S., but they would not hire him because he was African American. He had to wait around until he found a ship that was only carrying African Americans. When he got back to the U.S., Langston found himself to be depressed. While he was depressed about the prejudice he experienced, he wrote “I, too, sing America” in response to Walt Whitman’s poem “I Hear America Singing.” When you have given the students this background information, have them go back and read the poem again. Have their feelings changed? What do they think the feelings of Langston Hughes were? What might be some of the feelings that Walt Whitman was feeling? What do the students think that Langston Hughes wants his readers to feel?
6. Go over the following vocabulary with the students: alight, veils, courier, tumultuous, and quarry. The next poem that the students are to read is “The Snowstorm,” by Ralph Waldo Emerson on pg. 14 & 15. Emerson loved nature, which is reflected in many of his poems. “The Snowstorm” will not pull out near as much emotion or feelings as the previous poems of this lesson, but the students might experience feelings like calmness, peace, etc. Read the poem with the students, and have them respond in their response journals. Encourage the students to share their feelings with the class. After reading this poem you will probably notice that the author gives the impression that the snowstorm is almost alive. The author gives this impression through the use of vivid language, imagery, and comparing the snowstorm to someone who is building a structure. The fierce snowstorm is creating structures, but not structures that will last due to the sun melting them away.

7. During the second session of this lesson, the students will be participating in a fun activity dealing with displaying emotions. Hand out Appendix Q: Emotions are running high! to each student. This is an activity that gets the students familiar with the way certain emotions sound in poetry and how saying lines of poetry different ways can give it different meanings.
 8. Have the students figure out what each emotion means from each other or from the dictionary. Half of the fun of this activity is allowing the students to give their own interpretation of what emotions sounds like. Break the students into groups of four or five. Give them time to determine the meanings of the variety of emotions and to practice.
 9. Finally, have the groups present their interpretation of the quote using the different emotions. Some people in the groups will have to go more than once.
 10. You can end the lesson by reading a funny poem that will leave the students feeling the emotion of happiness. A great poem for this purpose is “Sick,” by Shel Silverstein, which can be found in *Kids Pick the Funniest Poems, Poems That Make Kids Laugh.*
- E. *Assessment/Evaluation*
1. Student participation in discussing the feelings that they have after listening to the three poems
 2. Student participation in the emotion activity from Appendix Q: Emotions are running high!

Lesson Six: The Moodiness of Poetry (three-five days at 60 minutes each, April)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
 - b. Students will understand figurative language.
 - c. Students will begin to understand poetry terms and how to decipher a variety of poetry.
2. Lesson Content
 - a. “Barbara Frietchie,” by John Greenleaf Whittier
 - b. “Battle Hymn of the Republic,” Julia Ward Howe
 - c. “The Arrow and the Song,” by Henry Wadsworth Longfellow
 - d. “Incident,” by Countee Cullen
 - e. “O Captain! My Captain!” by Walt Whitman
3. Skill Objective(s)
 - a. Students will generate topics and develop ideas for writing and reciting poetry to the class (adapted from CLAS 2).
 - b. Students will choose vocabulary and vivid language that communicates their poetry clearly and precisely (adapted from CLAS 2).
 - c. Students will determine the author’s purpose and draw conclusions about a variety of poems (adapted from CLAS 4).
 - d. Students will read, respond to in response journals, and discuss a variety of poetry (adapted from CLAS 6).
 - e. Students will use figurative language in their poetry and understand how figurative language supports the meaning of their poetry (adapted from CLAS 6).

B. *Materials*

1. *Listen, My Children Poems for Fifth Graders* (one copy per student or copies of the five poems listed in the Lesson Content section)
2. Poetry response journals

3. Appendix S: Poetry Project Requirements (one per student and one transparency for overhead projector)
 4. Appendix T: Poetry Project Rubric (one per student and one transparency for overhead projector)
 5. Large construction paper (one per student)
 6. Crayons, markers, or colored pencils (one set per student)
 7. Thesaurus (one per student or pair of students)
- C. *Key Vocabulary*
1. Mood—an emotional state
- D. *Procedures/Activities*
1. Begin this lesson by reading the three poems from Appendix R: The Moodiness of Poetry. Have the students follow along as you read the poems to them. Ask the students to respond on Appendix R in a word or two how each poem makes them feel. For example, do the poems make them feel happy, sad, angry, etc.
 2. Encourage discussion about how each of the poems made the students feel. There is no right or wrong answer, and the mood of some poems is more obvious than others. For example, the poem “Incident” is a very powerful poem and will more than likely lead to a mood of sadness or anger. Other poems like “November” may lead to a mood anywhere from loneliness to hope.
 3. Explain to the students that this lesson is closely related to Lesson Five, which dealt with emotions in poetry. Many times a poet will write a poem with a particular mood in mind. In other words, the poet has a particular emotion in mind for the reader to feel. Encourage the students to experience the mood or moods of poetry; these emotions are what increase the pleasure and intensity of reading poetry. This first part of the lesson will more than likely take two sessions by itself to allow for great discussions about these famous poems.
 4. This lesson has essentially two parts to it; the students will be experiencing the many moods of poetry, which will inspire them to write their own poetry with a particular mood in mind. Let the students know ahead of time that they will be writing their own poem during this lesson, so they will want to pay particular attention to how the mood of poetry makes them feel. As poets, the students will want to encourage their readers to experience a particular mood as well.
 5. Read “Incident,” by Countee Cullen again. Explain to the students that there are actually two moods to this poem. Have the students respond in their response journals. Encourage the students to share their thoughts or feelings. Ask the students how they feel at the beginning of the poem. The beginning of the poem illustrates a boy enjoying the day. At this point in the poem the reader has no idea that something horrible is going to happen other than the foreshadowing that the title “Incident” may give. Ask the students how the mood changed from the beginning of the poem to the end. When the boy innocently smiles at the stranger and then is called a nigger, the mood drastically changes and almost leaves the reader in a state of shock and sadness. Explain to the students that the poet does an excellent job of giving the reader an idea of what it is like to be African American and experience prejudice. The poet was African American, so he more than likely was speaking from experience.
 6. Have the students read “The Arrow and the Song,” by Henry Wadsworth Longfellow on pg. 9. Have the students respond to the poem in their response journals. Encourage the students to share their ideas of what the mood of this poem is. Longfellow is known for writing poems that are positive and optimistic. It is thought that Longfellow liked to make his readers feel good; he wrote about

topics that anyone can relate to. Longfellow's poems have an easy rhyme making them memorable.

7. The last three poems of this lesson deal with the Civil War. Begin this discussion by encouraging the students to share their thoughts and knowledge about the Civil War. You may want to touch on slavery, a country divided, family fighting family, prejudice, and Abraham Lincoln. Read "Barbara Frietchie," by John Greenleaf Whittier on pg. 23-25 with the students. This is a long poem with a lot of information, so it would be beneficial to read it more than once. You could have the students read the poem silently, record their thoughts and feelings in their response journals, and then read the poem as a class. Encourage the students to share their thoughts and ideas about the poem. What do the students think the mood of this poem could be? John Greenleaf Whittier was very patriotic, which is evident in this poem considering it was written in the midst of the Civil War. Being an abolitionist Whittier was against slavery, which was his inspiration for writing this poem. Barbara Frietchie was an actual woman who lived during the Civil War. Some say that this poem is based on a true story, but no one knows for sure if she actually defied the Confederate troops as is suggested by the poem. Legend has it that she waved a Union flag from an upper window while Confederate troops, under General Stonewall Jackson, marched north through Frederick, Maryland. Barbara Frietchie was a supporter of the Union troops, which were the troops from the North. Barbara Frietchie died on December 18, 1862, and the facts died along with her. It is known that she was patriotic and did not believe in slavery. The flag that Barbara supposedly waved from an upper window to show her devotion to the Union was the flag that became the Official United States flag on July 4, 1863. Ask the students how they think Barbara Frietchie felt while she defied the Confederacy. What is the overall mood of the poem?
8. Have the students read "Battle Hymn of the Republic," by Julia Ward Howe on pg. 26. Have the students respond to the poem in their response journals. Encourage the students to share their thoughts and reactions. Ask the students if they recognize this poem. Let the students know that they may have heard this poem in the form of a song. This poem was first published in February of 1862. Julia Ward Howe had been visiting a Union Army camp on the Potomac River near Washington, D.C. during the Civil War. She had heard some Union soldiers singing a song called "John Brown's Body," which had a perfect beat to march to. John Brown was an abolitionist who led a rebellion to free slaves, but he was hung for his efforts. Julia decided write a song to the same beat as "John Brown's Body," which turned out to be "Battle Hymn of the Republic." Her poem quickly came to be the theme song of the Union troops.
9. Finally, read "O Captain! My Captain!" by Walt Whitman on pg. 27 aloud to the class. Do not allow the students to look in the book while you are reading. Encourage them to close their eyes and feel the poem. Challenge them to come up with the mood of the poem before they know the exact meaning of the poem. Again, have them respond to the poem in their response journals. What is the overall mood? Even if the students are not aware of the exact meaning of the poem at this point, they should have an idea of the mood. It appears that something sad has just happened, and the poet is upset about the captain that has just died. The captain in this poem is Abraham Lincoln. The ship is symbolic for the United States of America. Walt Whitman sympathized with the efforts to end slavery and to save the Union during the Civil War. He strongly believed in the liberty of all human beings, so he admired Abraham Lincoln and used the

ship to represent the country that Lincoln was trying to uphold and steer towards equality. This poem will probably elicit many feelings and thoughts from the students. Encourage a lively discussion, and ask the students for words or phrases from the poem that trigger their emotions. What emotions do the students feel that the poet may have been feeling when he wrote the poem? Encourage the students to tie in their thoughts from studying the Civil War in history to these poems.

10. The students will now create their own poetry. Hand out Appendix S: Poetry Project Requirements to each student. Put your own transparency on the overhead projector, and go over the requirements of the project with the students. Make sure that they are clear on what is expected of them. To further clarify the project requirements, hand out Appendix T: Poetry Project Rubric to each student. Put your own transparency on the overhead projector, and make sure the students understand what it is you are looking for.
11. Have the students brainstorm topics or events that are meaningful to them. For example, they might want to write about September 11, the war in Iraq, the homeless, a certain season or holiday that makes them happy. Remind the students that the topic they choose should have a definite mood to it. Have them do their planning and brain storming in their response journals.
12. Give the students however many days you feel they need to complete their projects and memorize their poems. When the big day has come to present their poetry, make it a really fun event. Explain to the students that poetry readings are very common. At a poetry reading, people get together to share their love of poetry and the poetry that they have written with other people. High schools will often have poetry readings. It would be a great idea for the students to be able to see a real poetry reading before they do their own classroom poetry reading. Provide treats and refreshments and even invite family members to participate in the poetry reading. The family members can listen to the students present their poetry, and encourage the family members to share their favorite poetry as well. Have the students make invitations for the family members to come and join in on the fun.

E. *Assessment/Evaluation*

1. Appendix S and Appendix T – the poetry reading

Lesson Seven: The Joy of Poetry (two days at 60 minutes each, May)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for poetry.
2. Lesson Content
 - a. “Casey at the Bat,” by Ernest Lawrence Thayer
3. Skill Objective(s)
 - a. Students will read, respond to in a response journal, and discuss a variety of poetry (adapted from CLAS 6).

B. *Materials*

1. *Listen, My Children Poems for Fifth Graders* (one per student or a copy of the poem in the Lesson Content section)
2. Poetry response journal
3. A variety of books from the library that the students can use to find a poem that they want to share with the class – some examples are as follows: *Kids Pick the Funniest Poems*, *Poems that Make Kids Laugh*, selected by Bruce Lansky; *A Bad*

Case of the Giggles, Kids Pick the Funniest Poems, Book #2, edited by Bruce Lansky; and *Poetry Party! Get Ready to Laugh!* By Bruce Lansky

4. Appendix U: Journal Check List
- C. *Key Vocabulary*
1. Ballad—a narrative poem intended to be sung, consisting of simple stanzas and usually having a recurrent refrain
 2. Melancholy—sadness, gloom
 3. Tumult—the commotion of a great crowd
- D. *Procedures/Activities*
1. The purpose of this lesson is for the students to end their study of poetry on a high note. The students will read and discuss a fun poem entitled “Casey at the Bat,” and the students will be sharing some of their favorite poems with the class. Begin the lesson by reading a poem of your choice. A great book with some fun poems in it is *Poetry Party! Get Ready to Laugh!* By Bruce Lansky. Encourage the students to share their thoughts and reactions about the poem that you read.
 2. Have the students read “Casey at the Bat,” by Ernest Lawrence Thayer on pp. 28 and 29. This is a fun poem with a great rhythm, so you might want to allow a few students to read it aloud. Have the students respond to the poem in their response journals. What does the poem make them think of? What is the mood of the poem? What is the rhyme scheme? Etc.
 3. According to legend, Ernest Lawrence Thayer was inspired to write this poem from watching a baseball game in Stockton, California in 1888. Thayer’s poem was printed in the San Francisco *Examiner* in 1888. The poem is a tale of a baseball player’s at-bat experiences. Thayer ran the poem in the paper anonymously, meaning he did not want to take credit for the poem even though it had become the best-known literary work dealing with baseball. The poem became even more famous when sung by De Wolf Hopper, a stage performer, in 1888. The poem was written as a ballad, so it only made sense that it would be sung. When Hopper sang the poem for the first time, he sang with members of the New York Giants and visiting Chicago White Stockings (later the Cubs) in attendance. The song was recorded in 1906 and hit no. 3 on the *Billboard* chart. In 2000, the baseball team in Stockton renamed themselves the Mudville Nine in honor of “Casey at the Bat.”
 4. After discussing “Casey at the Bat” explain to the students that they are going to be picking out poetry that they want to share with the class. They will be reading the poems they choose to the class. You can either take the students to the library or bring several poetry books to the class for the students to browse through. Also, give the students the option of going home and using resources there as well. This should be a fun, informal assignment that is intended to bring closure to the poetry unit.
 5. There are several really fun poems that you can suggest the students read if some of them have trouble finding a poem they like. Some suggested poems are as follows: “Molly Peters,” by Bill Dodds (*A Bad Case of the Giggles*), “Say What” and “Clear as Mud,” by Bruce Lansky (*Poetry Party*), “Turn off the TV!” by Bruce Lansky (*Poetry Party*), “Grandma’s Kisses,” by Jeff Moss (*A Bad Case of the Giggles*), and “Doing Business,” by Babs Bell Hajdusieuciz (*Kids Pick the Funniest Poems*). The above books are also great books to have available to the students when they are trying to find a poem to share.
 6. When the students share their poetry, provide a comfortable atmosphere for them to share. For example, you could have everyone sit on the floor, on beanbags, or outside. Encourage the students to show respect for the student who is sharing,

as well as the poem being read. In addition, encourage the students to discuss the poetry that is shared.

7. It would be great if you shared some of your favorite poems as well.
 8. The final portion of the poetry unit is for you to collect the poetry response journals and check them using Appendix U: Journal Check List.
- E. *Assessment/Evaluation*
1. Student participation in sharing poems with the class
 2. Appendix U: Journal Check List

VI. CULMINATING ACTIVITY

- A. The culminating activity is mainly the poetry project from Lesson Six (see Appendices S and T).
- B. Lesson Seven is also a part of the culminating activity considering the students are sharing their favorite poetry with the class, and they are turning in their poetry response journals (see Appendix U).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Music is What?
- B. Appendix B: “Sailing”
- C. Appendix C: “Jabberwocky” Check List
- D. Appendix D: Tongue Twisters
- E. Appendix E: Twist My Words!
- F. Appendix F: I Like the Sound of That!
- G. Appendix G: Poetry Frames
- H. Appendix H: Figuratively Speaking!
- I. Appendix I: Metaphors and Similes
- J. Appendix J: Symbolism
- K. Appendix K: Personification
- L. Appendix L: Key for Appendix I-Appendix K Packet
- M. Appendix M: Rhyme Scheme
- N. Appendix N: Rhyme Scheme Key
- O. Appendix O: Rhyme Scheme Continued
- P. Appendix P: Rhyme Scheme Continued Key
- Q. Appendix Q: Emotions are running high!
- R. Appendix R: The Moodiness of Poetry
- S. Appendix S: Poetry Project Requirements
- T. Appendix T: Poetry Project Rubric
- U. Appendix U: Journal Check List

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Appendix B “Sailing”

It's not far down to paradise
At least it's not for me
And if the wind is right you can sail away
And find tranquility
The canvas can do miracles
Just you wait and see
Believe me

It's not far to never never land
No reason to pretend
And if the wind is right you can find the joy
Of innocence again
The canvas can do miracles
Just you wait and see
Believe me

Sailing
Takes me away
To Where I've always heard it could be
Just a dream and the wind to carry me
And soon I will be free

Fantasy
It gets the best of me
When I'm sailing
All caught up in the reverie
Every word is a symphony
Won't you believe me

It's not far back to sanity
At least it's not for me
And when the wind is right you can sail away
And find serenity
The canvas can do miracles
Just you wait and see
Believe me

Appendix C “Jabberwocky” Checklist

Name of Student: _____

<u>Requirements:</u>	<u>Yes</u>	<u>No</u>
Story written on lined paper glued to poster	___	___
Poster contains a colored illustration of Jabberwocky	___	___
Poster is nice and neat	___	___
Complete heading is written on the back of the poster	___	___
Story has a title written at the top of the paper	___	___
Story is approximately one page in length	___	___
Story makes sense and reasonably follows along with poem, “Jabberwocky”	___	___
Student is able to retell the story without reading off of the poster	___	___
Student speaks loud and clear	___	___
Student looks around and makes eye contact while Speaking	___	___
Student stands up straight and does not fidget	___	___

Appendix D Tongue Twisters

Name: _____ Date: _____

Put a red check mark over the letters or sounds that are the same in each line of the following tongue twisters.

A. She sells sea shells on the sea shore,
but the shells she sells are not the shells from that shore.

B. Betty Botter has some butter,
“But,” she said, “this butter’s bitter.
If I bake this bitter butter,
it would make my batter bitter.
But a bit of better butter-
that would make my batter better.”

So she bought a bit of butter,
better than her bitter butter,
and she baked it in her batter,
and the batter was not bitter.
So t’was better Betty Batter
bought a bit of better butter.

C. Friendly Frank flips fine flapjacks.

D. How much wood would a woodchuck chuck
if a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
and chuck as much wood as a woodchuck would
if a woodchuck could chuck wood.

Appendix E Twist My Words!

Name: _____ **Date:** _____

Alliteration - _____

Now that you have seen some fun examples of alliteration, it is time to create your own tongue twisters with lots of alliteration! Write at least three tongue twisters containing at least five lines each. Each tongue twister must repeat a different sound. When you are done writing your tongue twisters, put a red check mark above the letters or sounds that are the same.

Appendix F I Like the Sound of That!

Name: _____ Date: _____

Use your red pen to carefully circle all of the words that sound like what they are supposed to describe. Example: Boom! Clink, or Buzz

Clatter

If I should list my favorite words,
They'd sound a lot like this:
Rumble, crash, snort, jangle, thump,
Roar, fizzle, splat, moo, hiss.
Not to mention gobble, clang,
Tweet, sputter, ticktock, growl;
Crackle, chirp, boom, whistle, wheeze,
Squawk, jingle, quack, thud, howl.
Then of course there's grunt, toot, cuckoo,
Thunder, bank, pop, mush,
Rattle, splash, rip, ding-dong, and ...
May parents' favorite – Hush!

Joyce Armor

*Taken from *Kids Pick the Funniest Poems*

Can you think of any more words that sound like what they are supposed to describe?

Onomatopoeia - _____

Appendix G Poetry Frames

Name: _____ Date: _____

Use the concept of onomatopoeia to complete the poetry frames below.

In the dark

the bats go _____,
the doors go _____,
the owls go _____,
the rats go _____,
the rain goes _____,
the wind goes _____.

In the street

the cars go _____,
the people go _____,
the car horns go _____,
bicycle goes _____,
the sirens go _____.

In the house

the stairs go _____,
the radio goes _____,
the baby goes _____,
the doorbell goes _____,
the blender goes _____,
the shower goes _____,
the rain on the window goes _____.

In the amusement park

the roller coaster goes _____,
the children go _____,
the water ride goes _____,

Appendix H, page 1 Figuratively Speaking!

Name: _____ Date: _____

You're Eating Like a Pig Again!

“You're eating like a pig again!”
my mother scolded me,
“If you keep eating like a pig,
a pig is what you'll be!”

I simply cannot fathom
what the fuss is all about,
and haven't I a lovely tail,
and see my splendid snout.

By Jack Prelutsky

My Fish Can Ride a Bicycle

My fish can ride a bicycle,
my fish can climb a tree,
my fish enjoys a glass of milk,
my fish takes naps with me.

my fish can play the clarinet,
my fish can bounce a ball,
my fish is not like other fish,
my fish can't swim at all.

By Jack Prelutsky

Appendix H, page 2 Figuratively Speaking!

An Early Worm Got out of Bed

An early worm got out of bed
and murmured, "I feel mean!
I'll put my darkest glasses on,
I'll paint myself bright green.

"I'll dress up in my wildest wig,
the one with purple bangs,
I'll also wear a pair of horns
and artificial fangs."

The early worm poked up its head,
which looked a perfect fright,
an early bird observed that worm
and lost its appetite.

By Jack Prelutsky

January

The days are short,
 The sun a spark
Hung thin between
 The dark and dark.

Fat snowy footsteps
 Track the floor,
And parkas pile up
 Near the door.

The river is
 A frozen place
Held still beneath
 The trees' black lace.

The sky is low.
 The wind is gray.
The radiator
 Purrs all day.

By John Updike

Appendix I Metaphors and Similes

Name: _____ Date: _____

Read the following phrases and decide if they are similes or metaphors. Write your answer on the line.

1. Clouds are cotton balls floating through the sky _____
2. The snake was coiled like a spring in the grass _____
3. She is as pretty as a newly bloomed rose _____
4. The little boy wild like tiger _____
5. Her temper is a fireball waiting to explode _____

Use a metaphor and a simile to describe the following.

1. a roller coaster ride

2. a thunder storm

3. taking a test

4. a flower

Appendix J

Symbolism

Name: _____ Date: _____

Read the following poems in *Listen, My Children Poems for Fifth Graders*: “The Poison Tree” (pg. 22), “The Tyger” (pg. 21), and “The Road Not Taken” (pg. 19). After reading these poems carefully, answer the following questions. Make sure you explain your answers.

1. What do you think the tree and apple symbolize or stand for in “The Poison Tree?”

2. What do you think the tiger symbolizes or stands for in “The Tyger?”

3. What do you think the fork in the road symbolizes or stands for in “The Road Not Taken?”

Appendix K Personification

Name: _____ Date: _____

Read the following sentences, and underline the words that give a quality of a person or human being.

1. The sun stretches its warmth across the land.
2. The darkness wrapped its arms around me.
3. The sofa wept under the weight of all the people.
4. The apple tree was tired from the weight of all the apples on its branches.
5. The angry wind blew onto the man on the narrow road.
6. The long tree branches reached for the sun.
7. The frigid morning air sucked the air from my chest.

Use personification to give each object below human qualities.

8. a frog
9. a hail storm
10. a puppy

Make up a sentence of your own that includes personification.

Appendix L

Key for Appendix I – Appendix K Packet

Appendix I

1. Metaphor
2. Simile
3. Simile
4. Simile
5. Metaphor

Appendix J

1. “The Poison Tree”

The main theme of this poem is to avoid letting anger build inside of you; it is better to let it out. The tree could represent growing anger. The apple could represent the poison that the anger has grown into. Tears could symbolize the water that waters the tree, helping the anger to grow. The fake smile could be the sun nurturing the growth of the tree. If the students have other ideas, check to see if the students have justified or explained their answers.

2. “The Tyger”

This poem was written during the 19th century when zoos were not readily available and television was unheard of. The tiger was an exotic animal that seemed almost alien during this time period, so the misspelling of tiger could be symbolic of the tiger being very foreign to most people. The tiger in this poem could represent God’s power to be able to create an animal that is so powerful.

3. “The Road Not Taken”

Where the roads diverge or form a fork in the road could represent the choices that we have in life.

Appendix K

1. Stretches
2. Wrapped
3. Wept
4. Tired
5. Angry
6. Reached
7. Sucked

Appendix M

Rhyme Scheme

The Road Not Taken

Two roads diverged in a yellow wood, _____
And sorry I could not travel both _____
And be one traveller, long I stood _____
And looked down one as far as I could _____
To where it bent in the undergrowth; _____

Then took the other, just as fair, _____
And having perhaps the better claim, _____
Because it was grassy and wanted wear; _____
Though as for that, the passing there _____
Had worn them really about the same, _____

And both that morning equally lay _____
In leaves no step had trodden black. _____
Oh, I kept the first for another day! _____
Yet knowing how way leads on to way, _____
I doubted if I should ever come back. _____

I shall be telling this with a sigh _____
Somewhere ages and ages hence: _____
Two roads diverged in a wood, and I - _____
I took the one less travelled by, _____
And that has made all the difference. _____

By Robert Frost

Appendix N

Rhyme Scheme Key

The Road Not Taken

Two roads diverged in a yellow wood, __ a __
And sorry I could not travel both __ b __
And be one traveller, long I stood __ a __
And looked down one as far as I could __ a __
To where it bent in the undergrowth; __ b __

Then took the other, just as fair, __ c __
And having perhaps the better claim, __ d __
Because it was grassy and wanted wear; __ c __
Though as for that, the passing there __ c __
Had worn them really about the same, __ d __

And both that morning equally lay __ e __
In leaves no step had trodden black. __ f __
Oh, I kept the first for another day! __ e __
Yet knowing how way leads on to way, __ e __
I doubted if I should ever come back. __ f __

I shall be telling this with a sigh __ g __
Somewhere ages and ages hence: __ h __
Two roads diverged in a wood, and I - __ g __
I took the one less travelled by, __ g __
And that has made all the difference. __ h __

By Robert Frost

Appendix O

Rhyme Scheme Continued

Name: _____ Date: _____

Fill in the correct letters on the line to reveal the rhyme scheme of this poem.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know. _____
His house is in the village though; _____
He will not see me stopping here _____
To watch his woods fill up with snow. _____

My little horse must think it queer _____
To stop without a farmhouse near _____
Between the woods and frozen lake _____
The darkest evening of the year. _____

He gives his harness bells a shake _____
To ask if there is some mistake. _____
The only other sound's the sweep _____
Of easy wind and downy flake. _____

The woods are lovely, dark and deep _____
But I have promises to keep, _____
And miles to go before I sleep, _____
And miles to go before I sleep. _____

By Robert Frost

Appendix P

Rhyme Scheme Continued Key

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know. __ a __
His house is in the village though; __ a __
He will not see me stopping here __ b __
To watch his woods fill up with snow. __ a __

My little horse must think it queer __ b __
To stop without a farmhouse near __ b __
Between the woods and frozen lake __ c __
The darkest evening of the year. __ b __

He gives his harness bells a shake __ c __
To ask if there is some mistake. __ c __
The only other sound's the sweep __ d __
Of easy wind and downy flake. __ c __

The woods are lovely, dark and deep __ d __
But I have promises to keep, __ d __
And miles to go before I sleep, __ d __
And miles to go before I sleep. __ d __

By Robert Frost

Appendix Q

Emotions are running high!

“I notice people staring at me every where I go.”

from the poem “What’s so Funny?” by Bruce Lansky

Get into your groups and study the list of emotions below. Discuss what each of the emotions mean. If you are not sure about one, look it up in a dictionary. Everyone in the group must agree on the definition or the way your group is going to portray the emotion. Everyone in your group will take turns saying the quote above using the emotions below. Once you have practiced saying the quote with the various emotions, your group will perform the quote with different emotions in front of the class.

- A. Mad**
- B. Sad**
- C. Glad**
- D. Nervous or anxious**
- E. Embarrassed**
- F. Surprised**
- G. Suspicious**
- H. Disgusted**
- I. Scared**
- J. Prideful**

Appendix R, page 1

The Moodiness of Poetry

Next to each poem, write a word or two that describes how that particular poem makes you feel.

November

The stripped and shapely
 Maple grieves
The loss of her
 Departed leaves.

The ground is hard,
 As hard as stone.
The year is old,
 The birds are flown.

And yet the world,
 Nevertheless,
Displays a certain
 Loveliness –

The beauty of
 The bone. Tall God
Must see our souls
 This way, and nod.

Give thanks: we do,
 Each in his place
Around the table
 During grace.

By John Updike

Appendix R, page 2

The Moodiness of Poetry

Katie Kissed Me

Katie kissed me!
Yuck, it's true!
My face took on a greenish hue!
My knees, like jelly, started shaking!
Then my stomach started quaking!
Slobber slithered down my cheek!
My consciousness was growing weak!
My ears were ringing, my head was spinning!
But, all the while Kate was grinning!
My heart was pounding through my shirt!
My tongue felt like I just ate dirt!
Though you may think I've lost my brain!
I wish she'd kiss me once again!

By Christine Lynn Mahoney

Incident

Once riding in old Baltimore,
Heart filled, head filled with glee,
I saw a Baltimorean
Staring straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he stuck out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until November;
Of all the things that happened there –
That's all that I remember.

By Countee Cullen

Appendix S

Poetry Project Requirements

Name: _____ Date: _____

Due Date: _____

All year long we have been reading and studying a variety of poetry. Well, today is your lucky day; it is your turn to be a poet and write poetry of your own! There is no right or wrong way to write your poem, but there are some requirements that you will need to follow while working on your poetry project. The main objective of this lesson is for you to have fun and express your creative side. Let the poetry take you away!

Requirements:

1. Choose a topic to write a poem about that means a lot to you. This will help you to establish mood in your poem. Remember to use descriptive language to bring out mental images and emotions in your reader. Use a thesaurus to help you to come up with vivid language.
2. Your poem must contain at least 15 lines. It is up to you how many stanzas your poem is broke up into.
3. Your poem does not have to rhyme. Include punctuation in your poem to help the reader know when to pause while reading your poem.
4. You will need to include figurative language in your poem. Your poem must include two or more examples of the following: onomatopoeia, alliteration, imagery, metaphor, simile, symbolism, or personification. Refer to your response journals if you need to review the meaning of these terms.
5. Write your poem neatly on a large sheet of construction paper. Include a detailed drawing next to your poem that clearly describes the content of your poem.
6. You will be reciting your poem from memory to the class. While reading your poem, remember to speak slowly and clearly, sit up straight, and maintain eye contact with the class. Pause at the punctuation.

Appendix T

Poetry Project Rubric

	1	2	3	4
Appearance	The poster is messy and lacks effort. The poem is difficult to read. The illustration is messy, lacks color and detail.	The poster is somewhat neatly done. The poem is difficult to read. The poster is colored, but lacks detail.	The poster is neatly done, and the poem is neatly written. The illustration is colored neatly with a fair amount of detail.	The poet has done a fantastic job of creating a poster that is neatly written and colored. The illustration matches the poem with fantastic detail.
Content	The poem is short and contains little to no punctuation. The poem is lacking figurative language, and the mood is not clearly evident due to lack of vivid language.	The poem is shorter than 15 lines and contains some punctuation. Little figurative language is used, and it does not always add to the meaning of the poem. Some mood is evident in the poem, but little vivid language is used to set the mood.	The poet has written a poem of 15 lines, which contains punctuation that does not always add to the meaning of the poem. The poem contains some figurative language that adds to the meaning of the poem. The poem contains some vivid language, which adds to the mood of the poem.	The poet has written a poem of at least 15 lines, which contains appropriate punctuation that adds to the meaning of the poem. The poem contains at least two forms of figurative language that also adds to the sound and meaning of the poem. The poet has written in vivid language, which gives the poem a definite mood.
Presentation	The poet could not be understood very well and did not have the poem memorized. The poet looked uncomfortable, lacked eye contact, and could not be heard.	It was difficult to understand the poet as he/she read the poem. The poet did not know the entire poem from memory. The poet did not sit straight, lacked consistent eye contact, and was difficult to hear.	The poet read the poem somewhat slowly, with some clarity, and completely from memory. The poet sat up straight, lacked consistent eye contact, and could not always be heard in the back of the room.	The poet read the poem slowly and with clarity completely from memory. The poet did a fantastic job of sitting up straight, maintaining eye contact, and speaking loud enough that his/her voice carried to the back of the room.

Appendix U, page 1 Journal Check List

Name: _____ Date: _____

Lesson One

Yes

No

Response to “Sailing”

Response to “The Eagle: A Fragment”

Response to “Narcissa”

Lessons Two & Three

The following terms, definitions, and examples:
alliteration, onomatopoeia, literal language,
figurative language, imagery, metaphor, simile,
symbol, and personification

Lesson Four

Response to “I like to see it lap the miles” and
“A bird came down the walk”

Response to “A Wise Old Owl”

Response to “The Road Not Taken”

Response to using 5 senses (eating fruit)

Lesson Five

Response to “I Hear America Singing”

Response to “I, too, sing America”

Response to “The Snowstorm”

Appendix U, page 2

Lesson Six

Yes

No

Response to "Incident"

Response to "The Arrow and the Song"

Response to "Barbara Frietchie"

Response to "Battle Hymn of the Republic"

Response to "O Captain! My Captain!"

Planning and brainstorming for poetry project

Lesson Seven

Response to "Casey at the Bat"

Comments: