# Poetry Literature Circles Plan

## Table of Contents

<table>
<thead>
<tr>
<th>Outline</th>
<th>pages 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Plan description</td>
<td></td>
</tr>
<tr>
<td>- 11 poems will cover</td>
<td></td>
</tr>
<tr>
<td>- Description of student assignment (poem book)</td>
<td></td>
</tr>
<tr>
<td>- Other poetic terms for students to learn</td>
<td></td>
</tr>
<tr>
<td>- References</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Circles Jobs</th>
<th>pages 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discussion director</td>
<td></td>
</tr>
<tr>
<td>- Connector</td>
<td></td>
</tr>
<tr>
<td>- Summarizer</td>
<td></td>
</tr>
<tr>
<td>- Illustrator</td>
<td></td>
</tr>
<tr>
<td>- Word wizard</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th>pages 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Planned schedule</td>
<td></td>
</tr>
<tr>
<td>- Actual schedule</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Scripts</th>
<th>pages 13-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Topics, what to say</td>
<td></td>
</tr>
<tr>
<td>- Notes about overhead poems</td>
<td></td>
</tr>
<tr>
<td>- Overheads of poems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>page 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Group folders</td>
<td></td>
</tr>
<tr>
<td>- How jobs will be assigned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poems they read</th>
<th>pages 31-32</th>
</tr>
</thead>
<tbody>
<tr>
<td>- List of poems each group read for each meeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>pages 33-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>- List of grade 4 Language Arts outcomes covered by this unit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix A</th>
<th>pages 35-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Descriptions of types of poems and examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix B</th>
<th>pages 39-40</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Handout 1: descriptions of first 5 types of poems and examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix C</th>
<th>pages 41-42</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Handout 2: descriptions of last 5 types of poems and examples; description of poetry book assignment</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D
  - Rubric for marking poem folders
Appendix E
  - Self assessment sheets
Appendix F
  - Worksheet for each job
- The Plan:
We’ll take 6 weeks to learn about poetry through mini lessons, literature circle readings and discussions, and poetry writing. The first week will be spent learning about some types of poetry, writing our own samples of those types of poetry, and learning (through teacher modeling) the jobs that will be had during literature circles. The second through sixth weeks will be more integrated, with more student-directed time because each lesson will consist of a mini-lesson by the teacher, and then meetings of the literature circle groups to discuss teacher-assigned poems. Week three’s mini-lessons will be on reading strategies such as inferring, comprehension, analyzing, etc. Week four’s mini-lessons will be on the remainder of the poem types. Weeks five and six’s mini-lessons will depend on how the students are doing and what we assess needs to be practiced more.

The types of poems to be covered in this unit (not in teaching order here) include:

- **Free verse** (no rhyme or rhythm – anything goes)
- **Lyric** (focus on senses and descriptive language)
- **Limerick** (funny, 5 line with AABBA rhyming pattern)
- **Cinquain** (5 line poem with 2,4,6,8,2 syllabic pattern)
- **Concrete or Pattern** (poem takes shape of subject)
- **Haiku** (Japanese style of 3 lines no rhyme with 5,7,5 syllabic pattern)
- **Acrostic Name poem** (first letter of each line of poetry is letter from name. Rhyme or rhythm not required)
- **Diamante** (subject at beginning flows into opposite subject at end. 7 lines, see appendix A for more)
- **Couplet** (2 rhyming lines. Many couplets often combined to create longer poem)
- **Quatrain** (4 line poem following one of 4 rhyming patterns: AABB,ABAB,ABBA,ABCB. Series of quatrains can make ballad)
- **Dada** (10 verbs, 8 nouns, some pronouns arranged “randomly” to poet’s liking)

(see appendix A for further description and example of each type)

*****Of these 11 types of poems, students will be required to write at least one poem in 10 of the 11 styles (this means they can choose to not write 1 style of poem). Every student must write a Name Poem.

Each student will create a book of their own poetry which will consist of their favourite work. Each book of student poetry must include 1 example of 10 styles of poetry for a total of 10 poems in each student’s poem book. Students may choose to type and print off no more than 5 of their poems, the rest will be hand written. Every poem must be illustrated in some way.
Depending on the student’s preference, illustration can be as complex as a full-page drawing or as simple as added colour as long as effort and care is obvious in the work.

----------------

Other information students will need to know include these poetic “tools.” Be sure to convey that these concepts are also used in prose, but can be used in poetry to really strengthen the poem.

Rhyme (end sounds of words at end of line of poetry)

Rhythm or Cadence (fast – action, excitement, tension or slow – peace, comfort, harmony)

Alliteration (repeated beginning consonant sounds – Big Bad Beetles Bring Back Buckets)

Assonance (repeated vowel sounds – Shoes can be bruised and abused)

Onomatopoeia (words that imitate a sound – hiss, plonk, buzz)

Figurative language:

- Simile (comparison using like or as – As brave as a lion)

- Metaphor (suggesting one thing by comparing it to another - )

- Personification (describing animals, plants, things, ideas as having human characteristics and abilities – The trees whispered to one another)

References


Linda Spellman’s Poetry Party. Published by The Learning Works Inc. in USA in 1981.
Literature Circles Jobs

These jobs will be modeled by the teacher during the first week, and then performed by the students in each literature circle group on a rotating basis.

Discussion Director

- Your job is to make a list of questions that your group might want to discuss. The best questions are usually the ones that you had while you read. Try to come up with “big” questions with lots of different answers rather than “small” questions with answers like yes or no.

- Sample questions: what were you thinking while you read this? How did this reading make you feel? What questions did you still have after you finished reading?

Summarizer

- Your job is to briefly tell what the poem you just read was about. Try to say in just a few words what the most important parts were. Your group is counting on you to help them keep the important parts straight.

Illustrator

- Your job is to draw some kind of picture or piece of art about what you just read. It can be a sketch, cartoon, diagram, storyboard, etc. Take your time and be sure to include lots of detail. Your art can include not just what happened, but what feelings were in the poem.

- When the discussion director asks you to take your turn, show your art to your group and ask them to comment on what they think it represents and how it relates to the poem. After they share their thoughts, you talk to them about how you came up with your idea and what it means.

Word Wizard

- Your job is to find 2 or 3 meaningful words in the poem and find out more about them. The words could be interesting, challenging or unusual.

- For each word you choose, look up the definition in the dictionary, tell what part of speech it is (noun, verb, adjective, adverb) and use it in a new sentence of your own.
Connector

- Your job is to make connections between what you just read and something in your own life. There are no right or wrong answers. Try to make at least 3 connections.

- Your connection can be text to self (connecting the poem to something in your life), text to text (connecting the poem to something else you have read or seen on tv or in a movie or heard in a song), or text to world (connecting the poem to something that you know about, but has not happened to you)

There are 5 jobs here so students will be in groups of 5. If preferred, students could be in groups of 4 and the jobs of illustrator and summarizer will be combined. Students will meet 15 times (3 times a week for 5 weeks) so the jobs will be completely cycled through 3 times.
**Schedule for Poetry Literature Circles**

**Week 1:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce unit by discussing poetry, poetry books students will make, literature circles. Mini-lesson on <strong>Acrostic Name poem.</strong> Model <strong>“Connector” job for lit circles.</strong> Discuss <strong>figurative language.</strong> Students write own Name Poems.</td>
<td>Lesson on <strong>Diamante and Cinquain poems.</strong> Model <strong>“Illustrator” job for lit circles.</strong> Discuss <strong>alliteration and assonance.</strong> Students write own Diamante and/or Cinquain poems.</td>
<td>Lesson on <strong>Limerick poems.</strong> Model <strong>“Summarizer” job for lit circles.</strong> Discuss <strong>rhyme and rhythm.</strong> Students write own Limerick poems or poems from previous lessons.</td>
<td>Lesson on <strong>Concrete or Pattern poems.</strong> Model <strong>“Word Wizard” job for lit circles.</strong> Discuss onomatopoeia. Students write own Concrete poems or poems from previous lessons.</td>
<td>Lesson on <strong>Lyric poems.</strong> Model <strong>“Discussion Director” job for lit circles.</strong> Discuss descriptive language. Students write own Lyric poems or poems from previous lessons.</td>
</tr>
</tbody>
</table>

**Note:** For each lesson on a type of poem, provide MANY examples of the type of poem and read aloud in class. Ask students to try to figure out patterns/structure before telling them. While students write, display structure “rules” for the type, the name of the type, and an example on the overhead or board.

**Week 2:** Every group meeting will be about 30 mins. Tues and Thurs time to read and write will also be 30 mins. Monday’s group meeting will be longer because they will have to read their poem and do their written work before meeting.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature circle groups meet.</td>
<td>Time to write poems/read poem for next lit circle meeting.</td>
<td>Lit circle groups meet.</td>
<td>Time to write poems/read poem for next lit circle meeting.</td>
<td>Lit circle groups meet.</td>
</tr>
</tbody>
</table>
Week 3: Every group meeting will be about 30 mins. Tues and Thurs time to read and write will also be 30 mins.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson on <strong>analyzing</strong>. Literature circle groups meet.</td>
<td>Lesson on <strong>punctuation</strong>. Time to write poems/read poem for next lit circle meeting.</td>
<td>Lesson on <strong>fluency</strong>. Lit circle groups meet.</td>
<td>Lesson on <strong>comprehension</strong>. Time to write poems/read poem for next lit circle meeting.</td>
<td>Lesson on <strong>inferring</strong>. Lit circle groups meet.</td>
</tr>
</tbody>
</table>

Week 4: Every group meeting will be about 30 mins. Tues and Thurs time to read and write will also be 30 mins.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson on <strong>Haiku poems</strong>. Literature circle groups meet.</td>
<td>Lesson on <strong>Quatrain poems</strong>. Time to write poems/read poem for next lit circle meeting.</td>
<td>Lesson on <strong>Dada poems</strong>. Lit circle groups meet.</td>
<td>Lesson on <strong>Free Verse poems</strong>. Time to write poems/read poem for next lit circle meeting.</td>
<td>Lesson on <strong>Couplet poems</strong>. Lit circle groups meet.</td>
</tr>
</tbody>
</table>

Weeks 5-6: 30 minute blocks for meetings or reading/writing

At any point in these weeks there may be refresher lessons on appropriate work/behaviour in lit circle groups.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature circle groups meet.</td>
<td>Time to write poems/read poem for next lit circle meeting.</td>
<td>Lit circle groups meet.</td>
<td>Time to write poems/read poem for next lit circle meeting.</td>
<td>Lit circle groups meet.</td>
</tr>
</tbody>
</table>
**Actual Schedule** for March 2011 implementation of this plan (how the schedule really turned out as of March 14)

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28</td>
<td>March 1</td>
<td>Limericks</td>
<td>Concrete or pattern poems</td>
<td>Lyric poems</td>
</tr>
<tr>
<td>Introduce unit</td>
<td>Diamante and cinquain poems</td>
<td>Rhyme and rhythm</td>
<td>Descriptive poems</td>
<td>Descriptive language</td>
</tr>
<tr>
<td>Acrostic name poems</td>
<td>Alliteration and assonance</td>
<td>“summarizer” job</td>
<td>“discussion director” job</td>
<td>“discussion director” job</td>
</tr>
<tr>
<td>Figurative language</td>
<td>“illustrator” job</td>
<td>Time to write</td>
<td>Reminder of next week’s meetings and how they will work</td>
<td>Reminder of next week’s meetings and how they will work</td>
</tr>
<tr>
<td>“connector” job</td>
<td>Handout with this week’s 5 poem types given out (appendix B)</td>
<td>Time to write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to write</td>
<td>Time to write</td>
<td>Time to write</td>
<td>Time to write</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Group members receive poem and worksheet (jobs pre-assigned) and do work at desk. As finish, work on poem writing. About 30 mins</td>
<td>One student from each group hands out contents of folder. Contents include: Yesterday’s work with written comments from teacher</td>
<td>One student from each group given folder and teacher directs group to place in room. Groups discuss yesterday’s poem and written work. About 30 mins</td>
<td>One student from each group hands out contents of folder. Contents include: Yesterday’s work with written comments from teacher</td>
<td>No special time given to poetry literature circles. As usual, when students finish other work they are directed to work on poems. At this point, checking to see if each student has at least 6 poems (the 6 taught last</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>PD day – no school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>One student from each group given folder and teacher directs group to place in room. Groups discuss Thursday’s poem and written work. About 30 mins.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><strong>Comprehension mini-lesson to start</strong>&lt;br&gt;One student from each group hands out contents of folder. Contents include: Yesterday’s work with written comments from teacher Today’s new poem Today’s new sheet work with new job Students read teacher notes, new poem, then do new sheet work. As finish, write poems. While students work, teacher takes 3-4 students aside to edit finished poems/check in. About 45 mins.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td><strong>Analyzing/inferring mini-lesson to start</strong>&lt;br&gt;One student from each group given folder and teacher directs group to place in room. Groups discuss yesterday’s poem and written work. About 30 mins&lt;br&gt;*Include self-assessment sheet in folder for students to complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students given time to write. Teacher edits/checks in with as many students as possible. About 30 mins. Hopefully, some students will be starting good copies of poems next week.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One student from each group hands out contents of folder. Contents include:
Thursday's work with written comments from teacher
Today's new poem
Today's new sheet work with new job

Students read teacher notes, new poem, then do new sheet work. As finish, write poems (hopefully some good copies at this point).
While students work, teacher takes 3-4 students aside to edit finished poems/check in. About 45 mins

*Include self-assessment sheet in folder for students to complete

One student from each group given folder and teacher directs group to place in room. Contents include:
Yesterday's work with written comments from teacher
Today's new poem
Today's new sheet work with new job

Students read teacher notes, new poem, then do new sheet work. As finish, write poems (hopefully some good copies at this point).
While students work, teacher takes 3-4 students aside to edit finished poems/check in. About 45 mins

*Include self-assessment sheet in folder for students to complete

Students given time to write. Teacher edits/checks in with as many students as possible. About 30 mins.
Will need computer time for next week to allow students to work on good copies of poems
After March 25th, students will have met in their groups 6 times (done every job once and their first job twice), completed 3 self-assessments and all poem types have been taught. Mini-lessons have been taught using worksheets from www.superteacherworksheets.com on the topics of comprehension, analyzing and inferring. The week of March 28-April 1 is spent on finishing and editing poems for poem book assignment.
Lesson Scripts for Poetry Literature Circles

Day 1 (Monday of Week 1)

Topics:
- Poetry in general
- Expectations of unit (tri-weekly literature circle discussions, student-created poem book)
- Acrostic Name Poems
- Figurative Language
- “Connector” job in literature circles

1. Talk about poetry. What it is, what they know about it, where to find it.

2. Explain unit. Literature circle groups similar to book groups we had earlier in year. Learn types of poems in class and have time to write them. Students will write 10 poems for poetry book.

3. Introduce Acrostic Name Poems. Show overhead. Read poems aloud, have students help read.

4. Reread and discuss each poem. How they are written, what is included, what format they follow.

5. Reread last poem. Discuss figurative language. **Figurative language is in many poems (not just acrostic) and also in prose (non-poetic language). Students can use it in any of their writing.**

6. Model “Connector” job. This poem reminds me of.... (I know someone named Monica), (I know someone who likes pizza and has freckles, but he doesn’t like soccer), (I read a book/saw a movie about someone like Brian), etc.

7. Have students write own Acrostic Name poems. When finished, encourage them to write another. Ideas: their first and last name, middle name, friend’s name, pet’s name, parent’s name, name of school or country.
Sample poems on overhead and notes on how to present to class:

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean</td>
<td>Bright red hair, even freckles on his face, loves soccer, never likes chores</td>
<td>-bold letters for each letter of name, poem tells several things about Sean, flows in sentences, could read as paragraph, not as adjective-heavy as other examples</td>
</tr>
<tr>
<td>John</td>
<td>An athlete, likes to sleep in, favourite food is pizza, never call him Johnny</td>
<td>-italic letters for each letter of name, similar to Sean poem but no two lines run into each other, each line its own sentence, not as adjective-heavy as other examples</td>
</tr>
<tr>
<td>Monica</td>
<td>M is for Magnificent, you are a joy, O is for Outgoing, N is for Natural, I is for Imaginative, C is for Cheerful, A is for Affectionate</td>
<td>-bold letters for each letter of name, different style: letter is for adjective, short phrase expanding word, closing line</td>
</tr>
<tr>
<td>Susan</td>
<td>Sharing, understanding, smart, artistic, nice</td>
<td>-underlined letters for each letter of name, single adjective for each letter of name</td>
</tr>
<tr>
<td>Brian</td>
<td>Brave as a lion, roaring with laughter, industrial like an ant, as bright as sunshine, near and dear to my heart</td>
<td>-no special font for each letter of name, but capitalized, metaphors and similes – figurative language, simile like or as, metaphor straight comparison, final line figurative in broad sense: what does it mean? I care about Brian – why isn’t “I care about him” in poem then?</td>
</tr>
</tbody>
</table>
Day 2 (Tuesday of Week 1)

*teacher note: today’s and the following day’s poems have more complex structure than yesterday’s acrostic. Probably a good idea to create some sort of handout describing the structures of all the poems we’ll cover. Important to not have students read ahead though, maybe only hand out relevant pages for that day if it doesn’t waste paper.

Topics:

- Diamante poems
- Cinquain poems
- “Illustrator” job
- Alliteration and assonance

1. Recall that we began poetry unit. Any other thoughts on poetry?

2. Introduce Diamante poems. Read aloud. Discuss structure.

3. Describe structure:
   - Line 1 – one noun (subject #1)
   - Line 2 – two adjectives describing subject 1
   - Line 3 – three verbs ending in –ing talking about subject 1
   - Line 4 – four nouns (first two about subject 1, second two about subject 2)
   - Line 5 – three verbs ending in –ing about subject 2
   - Line 6 – two adjectives describing subject 2
   - Line 7 – one noun (subject #2)

4. Introduce Cinquain poems. Read aloud. Discuss structure.

5. Describe structure:
   - Line 1 – one-word title, a noun. 2 syllables
   - Line 2 – two adjectives. 4 syllables
   - Line 3 – three verbs ending in –ing. 6 syllables
   - Line 4 – a phrase or sentence about the noun. 8 syllables
   - Line 5 – synonym for title or describing title, another noun. 2 syllables

6. Reread all poems. Refer to alliteration and assonance by asking “what do you hear?” Have students close eyes and listen to poem read aloud.
7. Model “Illustrator” job. If my group read Winter/Summer I would draw a winter scene on the left side of my page with people skiing, skating and sledding and summer on the right side of my page with people in the water. There would be lots of blue and white in my picture because snow is blue-ish white and water is blue. I might draw a line in the middle of the page separating them, or I might have the pictures flow into each other, like they flow into each other in the poem.

8. Have students write their own Diamante and/or Cinquain poems. If students finish early, they must write one of each poem. As will always be the case in this unit, when students finish writing their poem, they should write another.

Sample poems on overhead and notes on how to present to class:

<table>
<thead>
<tr>
<th>Cat</th>
<th>-diamond shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever, cuddly</td>
<td>-opposite subjects at beginning and end</td>
</tr>
<tr>
<td>crouching, pouncing, purring</td>
<td>-balance of poem, esp. middle line: sound, category, category, sound</td>
</tr>
<tr>
<td>meow, feline, canine, bark</td>
<td>-only capital letters are in first and last line</td>
</tr>
<tr>
<td>running, sniffing, yelping</td>
<td></td>
</tr>
<tr>
<td>lovable, smart</td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>-capital letters beginning of each line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainy, cold</td>
<td>-lots of “s” beginning sounds, also in mountains, ocean</td>
</tr>
<tr>
<td>Skiing, skating, sledding</td>
<td>-balanced like previous poem, but differently: 2(^{nd}) and 2(^{nd}) last line are weather ending in “y”, hot or cold. Verbs all start with “s”</td>
</tr>
<tr>
<td>Mountains, wind, breeze, ocean</td>
<td></td>
</tr>
<tr>
<td>Swimming, surfing, scuba diving</td>
<td></td>
</tr>
<tr>
<td>Sunny, hot</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kittens</th>
<th>-very descriptive poem, easy to picture the kittens playing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frisky, playful</td>
<td>-capital letter beginning of each line</td>
</tr>
<tr>
<td>Mewing, jumping, bouncing</td>
<td>-4(^{th}) line sounds great, really “poetic” line – why?</td>
</tr>
<tr>
<td>Creep silently on padded paws</td>
<td>Maybe because ends with alliteration. Maybe because line starts with mostly soft sounds and ends with hard sounds</td>
</tr>
<tr>
<td>Mischief</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Room</th>
<th>-lots of “oo” sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoo-ish, fool-free</td>
<td>-cheated to make second line 4 syllables by creating words</td>
</tr>
<tr>
<td>Grooming, booming, zooming</td>
<td></td>
</tr>
<tr>
<td>We goof at noon, it’s coming soon</td>
<td></td>
</tr>
<tr>
<td>Too cool</td>
<td></td>
</tr>
</tbody>
</table>
Day 3 (Wednesday of week 1)

Topics

- Limericks
- “Summarizer” job
- Rhyme and rhythm

1. Introduce limericks. Read aloud poems from overhead. Discuss structure.

2. Discuss rhyme in terms of end sounds. Introduce symbols of AABBA for limerick rhyme pattern.

3. Discuss rhythm in terms of beats per line (like a song). First line of a limerick is da DUM da da DUM da da DUM – the DUMS count as a beat.

4. Describe structure of limericks:
   A 3
   A 3
   B 2
   B 2
   A 3

5. Model job of “Summarizer” by picking out key points of sample limericks. Last limerick especially good example – “it was about stars and the bear constellations and the saying getting your bearings”

6. Have students write their own limericks. Stress appropriate language. Students may also work on previous day’s poems.
Overhead poems and notes to discuss:

<table>
<thead>
<tr>
<th>Poem</th>
<th>Notes</th>
</tr>
</thead>
</table>
| There was an old man from Peru, who dreamed he was eating his shoe.  | - commas and periods to mark 2 sentences  
| He awoke in the night with a terrible fright, and found out that it was quite true. | - uses common practice of “there was a man/woman from place” for first line                                                         |
| As physicists stare at the stars, I’m sure there is life on Mars.   | - 2 sentences marked with commas and periods, but capitals at beginning of each line – poetic liberty!  
| The little green men                                             | - chocolate read with 3 syllables to flow – may have to shorten/lengthen words to make fit in poems  |
| Gave the game away when They exported their chocolate bars.        |                                                                                                                                 |
| In order to know where you are,                                 | - 2 stanzas work together to tell story  
| The best way’s to find the North Star.                           | - one line is in parentheses – why? Aside  
| Two stars in Big Bear                                             | - capitals at beginning of each line, but could also save them for beginnings of sentences  |
| Are pointing to where Polaris in the Small Bear shines far.        |                                                                                                                                 |
| Around the Pole Star in his tail swings The 12 constellations in grand rings. |                                                                                                                                 |
| This looking at bears (If anyone cares) Is why we say "getting our bearings". |                                                                                                                                 |
Day 4 (Thursday of week 1)

Topics:
- Concrete or pattern poems
- “word wizard” job
- Onomatopoeia

1. Introduce Concrete or Pattern poems. Show examples. Read aloud.

2. Discuss how there is no set way to read these types of poems in the same way as other poems (left to right, top to bottom doesn’t work here).

3. Discuss onomatopoeia – words that imitate sounds (ex: hiss, buzz)

4. Remind students that all the techniques we’ve been learning (figurative language, alliteration, assonance, rhyme and rhythm, onomatopoeia) they can use in any of their poems or writing.

5. Model “word wizard” job. Find interesting/creative/unique/challenging words, look them up and use them in a new sentence.

6. Give students time to write concrete or pattern poems.

Overhead poems and notes:

| sailboat       | -some rhyme          
|                | -whirl onomatopoeia 
|                | -word wizard words: unfurl, port, waning 
| daisy          | -different length lines 
|                | -no actual picture, just organized lines 
| apple          | -rhymes 
|                | -crunch/munch onomatopoeia 
|                | -drew picture and wrote around (or vice versa) |
Day 5 (Friday of week 1)

Topics:

- Lyric poems
- “discussion director” job
- Descriptive language

1. Display and read aloud poem samples. Discuss.

2. Explain that “lyric” actually describes a group of poem styles, but we’re going to focus on descriptive language.

3. Descriptive language often focuses on the senses; explaining how the subject feels, smells, tastes, sounds, looks. Word choice is important in these (and all) poems.

4. Model “discussion director” job. This person comes up with a few “big” questions for the group to discuss. Questions that have lots of possible answers and usually fairly long answers. Not questions with yes or no answers. Questions may be things like “how did this poem make you feel?” “what were you thinking while you read this poem?” Also your job to direct the conversation so that everyone speaks. You choose when illustrator shows their picture, when connector tells their connections, when word wizard tells about words and when summarizer gives their summary.

5. Give students time to write own lyric poems. Remind that students should have an acrostic, cinquain, diamante, limerick and concrete poem by now.
Overhead poems and notes:

| Orange tastes like pumpkin pie freshly baked from the oven. | -subject repeated each line -each line is one of the senses -no rhyme -each line is a sentence that starts with a capital and ends with a period |
| Orange feels like a sticky lollipop. | |
| Orange looks like a bouncy basketball. | |
| Orange sounds like a crackling fire. | |
| Orange smells like freshly squeezed orange juice. | |

| My nose is blue, my teeth are green, my face is like a soup tureen. | -different from previous poem in that doesn’t follow subject sense pattern -through word choice and description asks reader to try to picture “me” to figure out what it is -covers at least 2 of the senses (sight and sound) -playful, question at the end -lines of various length -some rhyme |
| 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 lovely? | |

| The sheltered cot, the cultivated farm; The never-failing brook, the busy mill, The decent church that topped the neighboring hill: The hawthorn-bush, with seats beneath the shade For talking age and whispering lovers made. | -whole poem about one small place -very descriptive, easy to picture the place -a bit more challenging than other poems we’ve seen, focus on little especially descriptive parts like “never-failing brook” – creative way to describe bubbling brook |
Tuesday of week 3

Topics:

- Haiku
- Quatrain
- Free verse
- Couplet
- Dada

1. Explain that we will be quickly reviewing the last 5 poem types (which they have already seen in the handout they got last week). It is a lot of information all at once, but if anyone needs help with any of the poem types I can help them later. I want to explain these last 5 now so that all week while I’m editing with students, they can be finishing up rough drafts.

2. Show quatrain and couplet poems. Read aloud. Discuss.

3. Explain quatrains and couplets after students describe patterns they notice.
   - Quatrain: 4 line poem following one of AABB, ABAB, ABBA, or ABCB
   - Couplet: 2 line poem that rhymes. Both lines are usually of about same length

4. Show haiku poems. Read aloud. Discuss.

5. Explain haiku poems after students describe patterns they notice.
   - 3 lines with syllable pattern of 5, 7, 5.


7. Explain free verse and dada poems after students describe patterns they notice.

8. Free verse: basically no rules. Doesn’t have to rhyme but can, doesn’t have to have lines of certain lengths but can.

9. Dada: usually funny and often makes no sense. Make sure students realize that not entirely random, but composed of 10 verbs, 8 nouns and some pronouns. Explain what pronouns are.
Acrostic Name Poem Samples

Sean has bright red hair
Even freckles on his face
And he loves to play soccer
Never likes to do chores

**John**

John is an athlete
On Saturdays he likes to sleep in
His favourite food is pizza
Never call him Johnny

**MONICA**

M is for Magnificent, you are a joy
O is for Outgoing, always on the go
N is for Natural, the genuine side of you
I is for Imaginative, full of delightful surprises
C is for Cheerful, you always brighten my day
A is for Affectionate, an excellent character

Monica, you light up my life.

Susan

Sharing
Understanding
Smart
Artistic
Nice

**Brian**

Brave as a lion
Roaring with laughter
Industrial like an ant
As bright as sunshine
Near and dear to my heart
Diamante Poem Samples

Cat
   clever, cuddly
crouching, pouncing, purring
meow, feline, canine, bark
running, sniffing, yelping
lovable, smart

Dog

Winter
   Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot

Summer

Cinquain Poem Samples

Kittens
   Frisky, playful
Mewing, jumping, bouncing
Creep silently on padded paws
Mischief

School Room
   Zoo-ish, fool-free
Grooming, booming, zooming
We goof at noon, it’s coming soon
Too cool
Concrete or Pattern Poem Samples

Breezes by Court Smith

She Loves Me

EMMETT WILLIAMS (1925−)

she loves me
she loves me not
she loves
she loves me
she
she loves

Apples are juicy and have a big crunch. Apples are tasty and perfect to take for lunch!
Some Limericks

There was an old man from Peru,
who dreamed he was eating his shoe.
He awoke in the night
with a terrible fright,
and found out that it was quite true.

Mars by Lucy Blades
As physicists stare at the stars,
I'm sure there is life on Mars.
The little green men
Gave the game away when
They exported their chocolate bars.

In order to know where you are,
The best way's to find the North Star.
Two stars in Big Bear
Are pointing to where
Polaris in the Small Bear shines far.

Around the Pole Star in his tail swings
The 12 constellations in grand rings.
This looking at bears
(If anyone cares)
Is why we say "getting our bearings".
—Written by Israel "Izzy" Cohen
Lyric Poem Samples

“Orange”
Orange tastes like pumpkin pie freshly baked from the oven.
Orange feels like a sticky lollipop.
Orange looks like a bouncy basketball.
Orange sounds like a crackling fire.
Orange smells like freshly squeezed orange juice.

ME by Karla Kuskin
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?

The sheltered cot, the cultivated farm;
The never-failing brook, the busy mill,
The decent church that topped the neighboring hill:
The hawthorn-bush, with seats beneath the shade
For talking age and whispering lovers made.
- from “The Deserted Village” by Oliver Goldsmith
Quatrains

The Fly by Marinela Reka

Hey you tiny fly
That quickly flies by
Don’t land on my food
It is really rude

Just please fly away
You’re not welcome to stay
Don’t make me swat you
But I’ll do it if I have to

Guess what I am

With my sharp teeth, in your hand I stay
Everything I eat, is thrown away
However a mouth I do not own
As a useful element, I am known

by Marinela Reka

Couplets

from Little Daddy Longlegs

Little Daddy Longlegs played in the sun,
Climbing up the front steps just for fun.

from Nature's Shows

Nature puts on little shows
Every time it rains or snows.

Both of these poems are by Charles Ghigna

Haiku

Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.
Free Verse

Autumn

Wind
Blowing briskly
Leaves fall
From
The
Trees

We rake
Colored leaves
In
A
Big
Pile.

And jump.

Dreams by Marinela Reka

Fly away with your dreams       Don’t throw your dreams,
Even if you think you can’t cope  Catch them and don’t release
As our dreams are our visions     As it will be your future
Our destiny and our hope         And potential that will decrease

Live not full of dreams         Don’t let anyone push your dreams
Is like a roof leaking with rain  And make them invisible
In complete, catastrophic        Be firm and follow them
And very hard to restrain         Because everything is possible

Dada

Firecracker nibble
Snore a tickle
Juggle jellyfish
Purr a pickle
Balloon a squish
Platypus hiccup kazoo
Hug away the flu
Groups:

A
1. Claire
2. Logan E
3. Cameron
4. Emilie
5. Christian

B
1. Lucy
2. Kailey
3. Logan P
4. Keigan
5. Madison

C
1. Donavan
2. Sarah G
3. Allison
4. Josh
5. Sarah D

D
1. Ellie
2. Ben
3. Madison-Lee
4. Kaleigh
5. Olivia

For the first meeting, Monday of week 2, the numbers next to people’s names in group listings will align with the list of jobs below:

1. Discussion director
2. Summarizer
3. Illustrator
4. Word wizard
5. Connector

After the first meeting, jobs will cycle so that the person who had been discussion director will be summarizer, the summarizer will now be illustrator and so on.

Each group will have a folder with their names on the outside. Inside the folder will be 5 copies of the poem they have to read for the next meeting, and all previous poems. Also in the folder will be the sheets that go with each job. In order to know who does which job, the sheets will have their names written on in pen. At various points through the unit (probably about once a week), groups will also find self-assessment sheets in their folder they must complete.
### Poems they read

#### Group A

<table>
<thead>
<tr>
<th>Poem</th>
<th>Date read/sheet work done</th>
<th>Date discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Boy by Marilyn Singer</td>
<td>March 7</td>
<td>March 7</td>
</tr>
<tr>
<td>The Fold-Up Dock</td>
<td>March 8</td>
<td>March 9</td>
</tr>
<tr>
<td>What there is of me to see by Karla Kuskin</td>
<td>March 10</td>
<td>March 15</td>
</tr>
<tr>
<td>Superstitious by Shel Silverstein</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Sick by Shel Silverstein</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>This is Just to Say by William Carlos Williams</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

#### Group B

<table>
<thead>
<tr>
<th>Poem</th>
<th>Date read/sheet work done</th>
<th>Date discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Yard by The Dog by Marilyn Singer</td>
<td>March 7</td>
<td>March 7</td>
</tr>
<tr>
<td>That Old Familiar Pain by James Stevenson</td>
<td>March 8</td>
<td>March 9</td>
</tr>
<tr>
<td>Pigeons is a pretty word by Karla Kuskin</td>
<td>March 10</td>
<td>March 15</td>
</tr>
<tr>
<td>Ations by Shel Silverstein</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Spring by Karla Kuskin</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Ode to Enchanted Light by Pablo Neruda translated by Ken Krabbenhoft</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

#### Group C

<table>
<thead>
<tr>
<th>Poem</th>
<th>Date read/sheet work done</th>
<th>Date discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Father by Marilyn Singer</td>
<td>March 7</td>
<td>March 7</td>
</tr>
<tr>
<td>Old Shoes by James Stevenson</td>
<td>March 8</td>
<td>March 9</td>
</tr>
<tr>
<td>Examining the breeze by Karla Kuskin</td>
<td>March 10</td>
<td>March 15</td>
</tr>
<tr>
<td>Squishy Touch by Shel Silverstein</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>It Fell in the City by Eve Merriam</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Tenebris by Angelina Weld Grimké</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Poem</td>
<td>Date read/sheet work done</td>
<td>Date discussed</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>The Birdwatcher by Marilyn Singer</td>
<td>March 7</td>
<td>March 7</td>
</tr>
<tr>
<td>Idea by James Stevenson</td>
<td>March 8</td>
<td>March 9</td>
</tr>
<tr>
<td>Buggity by Karla Kuskin</td>
<td>March 10</td>
<td>March 15</td>
</tr>
<tr>
<td>Smart by Shel Silverstein</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Good-by My Winter Suit by N.M. Bodecker</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Who Has Seen the Wind? by Christina Georgia Rossetti</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>
Grade 4 Language Arts outcomes covered by this unit

Speaking and Listening:
- Explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- Ask and respond to questions to clarify information and explore solutions to problems
- Explain personal opinions and respond to the questions and opinions of others
- Listen critically to others’ ideas or opinions expressed
- Contribute to conversations and small-group and whole-group discussion, show an awareness of when to speak and when to listen
- Give and follow instructions and respond to questions and directions
- Show basic courtesies of conversation in group interaction
- Show an awareness of the kinds of language appropriate to different situations and audiences

Reading and Viewing:
- Read widely and experience a variety of children’s literature with an emphasis in genre and authors
- Use pictures and illustrations, word structures, and text features to locate topics and obtain or verify their understanding of information
- Use and integrate the pragmatic, semantic, syntactic and graphophonic cueing systems and a variety of strategies to construct meaning
- Describe their own processes and strategies in reading and viewing
- Answer, with assistance, their own and others’ questions by seeking information from a variety of texts
- Describe, share, and discuss their personal reactions to texts
- Give reasons for their opinions about texts and types of texts and the work of authors and illustrators
- Use their background knowledge to question information presented in print and visual texts
- Identify conventions and characteristics of different types of print and media texts that help them understand what they read and view
- Respond critically to texts by
  - Asking questions and formulating understandings
  - Discussing texts from the perspective of their own experiences
  - Identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them

Writing and other ways of Representing:
- Use strategies in writing and other ways of representing to
  - Formulate questions and organize ideas
  - Generate topics of personal interest and importance
  - Discover and express personal attitudes, feelings, and opinions
  - Compare their own thoughts and beliefs to those of others
- Describe feelings, reactions, values and attitudes
- Record experiences
- Experiment with language, appropriate to audience, purpose, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing
- Create written and media texts, collaboratively and independently, in different modes and in a variety of forms
- Demonstrate an awareness of purpose and audience
- Invite responses to early drafts of their writing/media productions
- Develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- Demonstrate an understanding of many conventions of written language in final products
  - Correctly spell many familiar and commonly used words
  - Demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
  - Demonstrate a growing awareness of appropriate syntax
  - Use references while editing
- Use technology with increasing proficiency in writing and other forms of representing
- Demonstrate a commitment to shaping pieces of writing and other representations through stages of development
Appendix A – descriptions and examples of types of poems

<table>
<thead>
<tr>
<th>Free Verse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poet has full control over how the poem sounds and feels by choosing their own rhyme and rhythm (or lack thereof) and line length.</td>
</tr>
<tr>
<td>Black Bear by Aaron</td>
</tr>
<tr>
<td>The black bear goes</td>
</tr>
<tr>
<td>to the river</td>
</tr>
<tr>
<td>he tries to spot a fish</td>
</tr>
<tr>
<td>he sees one</td>
</tr>
<tr>
<td>he sticks his paws</td>
</tr>
<tr>
<td>in the water</td>
</tr>
<tr>
<td>he gets one</td>
</tr>
<tr>
<td>but it slips out</td>
</tr>
<tr>
<td>of his paws</td>
</tr>
<tr>
<td>he tries again</td>
</tr>
<tr>
<td>but it slips again</td>
</tr>
<tr>
<td>the black bear still</td>
</tr>
<tr>
<td>decides to get some</td>
</tr>
<tr>
<td>berries instead</td>
</tr>
<tr>
<td>he gets them</td>
</tr>
<tr>
<td>he finds a log</td>
</tr>
<tr>
<td>and has a</td>
</tr>
<tr>
<td>snooze for the day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lyric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad term that covers other types of poetry including haiku, cinquain and limerick. A personal and descriptive poem. For the sake of this unit, lyric will describe poems that focus on the senses to help the reader understand the poet.</td>
</tr>
<tr>
<td>Orange</td>
</tr>
<tr>
<td>Orange tastes like pumpkin pie freshly baked from the oven.</td>
</tr>
<tr>
<td>Orange feels like a sticky lollipop.</td>
</tr>
<tr>
<td>Orange looks like a bouncy basketball.</td>
</tr>
<tr>
<td>Orange sounds like a crackling fire.</td>
</tr>
<tr>
<td>Orange smells like freshly squeezed orange juice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limerick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humorous poem structured in 5 lines with an AABBA rhyming pattern and a 33223 rhythm pattern. The last line is often a funny twist.</td>
</tr>
<tr>
<td>There was an old man from Peru, (A)</td>
</tr>
<tr>
<td>da DUM da da DUM da da DUM (3 DUMS)</td>
</tr>
<tr>
<td>who dreamed he was eating his shoe. (A)</td>
</tr>
</tbody>
</table>
He awoke in the night, (B)
with a terrible fright, (B)
and found out that it was quite true. (A)

Cinquain

Five line poem with each line having a specific number of syllables: 2,4,6,8,2. A more structured cinquain follows the syllable pattern as well as this pattern:

Line 1 – one-word title, a noun
Line 2 – two adjectives
Line 3 – three verbs ending in –ing
Line 4 – a phrase or sentence about the noun
Line 5 – synonym for title or describing title, another noun

Kittens
Frisky, playful
Mewing, jumping, bouncing
Creep silently on padded paws
Mischief

Concrete or Pattern

A poem that dramatically represents meaning not only in sounds of words but how they look. The print of the poem takes shape of subject and feeling of the poem.

Breezes by Court Smith
### Haiku
A style of poetry that originated in Japan. Simple language, no rhyme, rarely uses metaphor. 3 lines long with a syllable structure of 5,7,5.

**Duckling by Monica**
Duckling in the pond
Paddling his little legs
Reaching for his home

### Acrostic Name poem
Each letter of a person’s name is the first letter of a line of poetry. Rhyme and rhythm are chosen by the poet. The letters in the person’s name are often in a different font or bolded to set them apart from the rest of the line.

*Sean has bright red hair*
*Even freckles on his face*
*And he loves to play soccer*
*Never likes to do chores*

### Diamante
A subject at the beginning flows into an opposite subject at the end by following the pattern of this 7 line poem. Focus on balance when presenting this poem style (note line 3 of example).

<table>
<thead>
<tr>
<th>Line 1</th>
<th>one noun (subject #1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>two adjectives describing subject 1</td>
</tr>
<tr>
<td>Line 3</td>
<td>three verbs ending in –ing talking about subject 1</td>
</tr>
<tr>
<td>Line 4</td>
<td>four nouns (first two about subject 1, second two about subject 2)</td>
</tr>
<tr>
<td>Line 5</td>
<td>three verbs ending in –ing about subject 2</td>
</tr>
<tr>
<td>Line 6</td>
<td>two adjectives describing subject 2</td>
</tr>
<tr>
<td>Line 7</td>
<td>one noun (subject #2)</td>
</tr>
</tbody>
</table>

**Cat**
clever, cuddly
crouching, pouncing, purring
meow, feline, canine, bark
running, sniffing, yelping
lovable, smart
**Dog**
### Couplet
A poem consisting of two rhyming lines often with a humorous twist. The lines can be any length, but they are often of similar length to one another. A series of couplets are often put together to create a longer poem.

Jack and Jill went up the hill  
So their bucket they could fill.

### Quatrain
Four line poems that follow one of four rhyme patterns (AABB, ABAB, ABBA, or ABCB). When quatrains are combined to make a longer poem, each quatrain is called a stanza. A series of quatrains combined to make a longer poem is usually a ballad, or a sad poem.

The rushing ocean waves  
Beat harshly on the sand.  
They roar and crash and foam  
As they break upon the land.

### Dada
Very similar to free verse in that there are few rules about rhyme or rhythm. 10 verbs, 8 nouns and some pronouns are written on slips of paper then organized in a way that pleases the poet. The poem doesn’t have to make any sense or tell any story.

- Firecracker nibble  
- Snore a tickle  
- Juggle jellyfish  
- Purr a pickle  
- Balloon a squish  
- Platypus hiccup kazoo  
- Hug away the flu
Some types of poems and their structures

**Cinquain**

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One-word title, a noun (2 syllables)</td>
</tr>
<tr>
<td>2</td>
<td>Two adjectives (4 syllables)</td>
</tr>
<tr>
<td>3</td>
<td>Three verbs ending in –ing (6 syllables)</td>
</tr>
<tr>
<td>4</td>
<td>A phrase or sentence about the noun (8 syllables)</td>
</tr>
<tr>
<td>5</td>
<td>Synonym for title or describing title, another noun (2 syllables)</td>
</tr>
</tbody>
</table>

An example of a Cinquain is this poem about kittens.

*Kittens*

*Frisky, playful*

*Mewing, jumping, bouncing*

*Creep silently on padded paws*

*Mischief*

**Diamante**

A subject at the beginning flows into an opposite subject at the end by following the pattern of this 7 line poem.

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One noun (subject #1)</td>
</tr>
<tr>
<td>2</td>
<td>Two adjectives describing subject 1</td>
</tr>
<tr>
<td>3</td>
<td>Three verbs ending in –ing talking about subject 1</td>
</tr>
<tr>
<td>4</td>
<td>Four nouns (first two about subject 1, second two about subject 2)</td>
</tr>
<tr>
<td>5</td>
<td>Three verbs ending in –ing about subject 2</td>
</tr>
<tr>
<td>6</td>
<td>Two adjectives describing subject 2</td>
</tr>
<tr>
<td>7</td>
<td>One noun (subject #2)</td>
</tr>
</tbody>
</table>

An example of a Diamante poem is this poem about cats and dogs:

*Cat*

*clever, cuddly*

*crouching, pouncing, purring*

*meow, feline, canine, bark*

*running, sniffing, yelping*

*lovable, smart*

*Dog*
Limerick
Humorous poem structured in 5 lines with an AABBA rhyming pattern and a 33223 rhythm pattern. The last line is often a funny twist.

There was an old man from Peru, (A)
who dreamed he was eating his shoe. (A)
He awoke in the night (B)
with a terrible fright, (B)
and found out that it was quite true. (A)

da DUM da da DUM da da DUM (3 DUMS)
da DUM da da DUM da da DUM (3 DUMS)
da DUM da da DUM (2 DUMS)
da DUM da da DUM (2 DUMS)
da DUM da da DUM da da DUM (3 DUMS)

Concrete or Pattern
A poem that plays with not only sounds of words but how the words look. The print of the poem takes shape of subject and feeling of the poem.

Breezes by Court Smith is a Concrete poem:

Lyric
A broad term that covers other types of poetry including haiku, cinquain and limerick. A personal and descriptive poem. For the sake of this unit, lyric will describe poems that focus on the senses to help the reader understand the poet.

Orange
Orange tastes like pumpkin pie freshly baked from the oven.
Orange feels like a sticky lollipop.
Orange looks like a bouncy basketball.
Orange sounds like a crackling fire.
Orange smells like freshly squeezed orange juice.
**More types of poems and their structures**

<table>
<thead>
<tr>
<th><strong>Haiku</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Haiku is a style of poetry that originated in Japan. It has simple language, no rhyme, and rarely uses metaphor. It is 3 lines long with a syllable structure of 5,7,5.</td>
</tr>
<tr>
<td>An example of a Haiku is Duckling by Monica</td>
</tr>
<tr>
<td><em>Duckling in the pond</em> (5 syllables)</td>
</tr>
<tr>
<td><em>Paddling his little legs</em> (7 syllables)</td>
</tr>
<tr>
<td><em>Reaching for his home</em> (5 syllables)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Quatrain</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quatrains are four line poems that follow one of four rhyme patterns (AABB, ABAB, ABBA, or ABCB). When quatrains are combined to make a longer poem, each quatrain is called a stanza. A series of quatrains combined to make a longer poem is usually a ballad, or a sad poem.</td>
</tr>
<tr>
<td>This poem about the ocean is an example of a Quatrain.</td>
</tr>
<tr>
<td><em>The rushing ocean waves</em></td>
</tr>
<tr>
<td><em>Beat harshly on the sand.</em></td>
</tr>
<tr>
<td><em>They roar and crash and foam</em></td>
</tr>
<tr>
<td><em>As they break upon the land.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dada</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dada poems are very similar to free verse in that there are few rules about rhyme or rhythm. 10 verbs, 8 nouns and some pronouns are written on slips of paper then organized in a way that pleases the poet. The poem doesn’t have to make any sense or tell any story.</td>
</tr>
<tr>
<td>This poem is an example of a Dada poem.</td>
</tr>
<tr>
<td><em>Firecracker nibble</em></td>
</tr>
<tr>
<td><em>Snore a tickle</em></td>
</tr>
<tr>
<td><em>Juggle jellyfish</em></td>
</tr>
<tr>
<td><em>Purr a pickle</em></td>
</tr>
<tr>
<td><em>Balloon a squish</em></td>
</tr>
<tr>
<td><em>Platypus hiccup kazoo</em></td>
</tr>
<tr>
<td><em>Hug away the flu</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Free Verse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poet has full control over how the poem sounds and feels by choosing their own rhyme and rhythm (or lack thereof) and line length in a free verse poem. Basically no rules, except that the poem should make sense, unlike a dada poem.</td>
</tr>
</tbody>
</table>
A Couplet is a poem consisting of two rhyming lines often with a humorous twist. The lines can be any length, but they are often of similar length to one another. A series of couplets are often put together to create a longer poem.

This poem about Jack and Jill is a couplet.

Jack and Jill went up the hill
So their bucket they could fill.

**Your Poem Booklets**

Everyone will make a poem booklet that will have at least 10 poems. You have already written some in your folder.

Starting next week, Ms. Green will be editing poems with a few people every day. *After your poem has been edited*, you can write the good copy. No one should be doing good copies unless Ms. Green has edited with you first! *You may type up and have printed 5 of your poems; the rest must be handwritten neatly.*

Your good copies of **all your poems must be illustrated**. When you edit with Ms. Green, she will help come up with ideas of what you might draw for your illustration.

**Your final product will be:**
- **At least 5 neatly handwritten poems with coloured illustrations**
- **5 typed poems with coloured hand-drawn illustrations**

Everyone must have an **Acrostic poem**, the other 9 poems can be from the following list (the descriptions of which are on the back/top of this sheet, or the sheet you got last week):

1. Cinquain
2. Diamante
3. Limerick
4. Concrete or Pattern
5. Lyric
6. Haiku
7. Quatrain
8. Dada
9. Free Verse
10. Couplet

There are 10 here, that means you can (but don’t have to) choose to not do 1 type.
## Appendix D – Rubric to mark poem folders

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neatness/Effort</strong></td>
<td>Poems are illegible with little effort shown in illustrations.</td>
<td>Poems and illustrations have three or four areas that are sloppy.</td>
<td>Poems and illustrations have one or two areas that are sloppy.</td>
<td>Poems are neatly done and all poems are neatly illustrated.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>Poems have four or more spelling errors and/or grammatical errors.</td>
<td>Poems have three misspellings and/or grammatical errors.</td>
<td>Poems have no more than two misspellings and/or grammatical errors.</td>
<td>Poems have no misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity/Imagination</strong></td>
<td>Poems show little creativity and/or copy samples given in class.</td>
<td>Poems show some creativity and include some imaginative ideas.</td>
<td>Most poems show creativity and include imaginative ideas.</td>
<td>All poems show creativity and include many imaginative ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Completeness - has illustrated cover with student name, -5 typed poems and -5 hand-written poems, -all 10 illustrated.</strong></td>
<td>Poem booklet includes 1 or less of the 4 parts.</td>
<td>Poem booklet includes 2 of the 4 parts.</td>
<td>Poem booklet includes 3 of the 4 parts.</td>
<td>Poem booklet includes all parts.</td>
<td></td>
</tr>
<tr>
<td><strong>Correctness of poems</strong></td>
<td>5 or less of the poems follow their conventions.</td>
<td>6 or 7 of the poems follow their conventions.</td>
<td>8 or 9 of the poems follow their conventions.</td>
<td>All types of poems follow their conventions.</td>
<td></td>
</tr>
</tbody>
</table>

*Total Points n/20*
### Evaluation of Literature Discussion

(1- poor, 5-excellent)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone got a chance to talk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People spoke clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People looked at the speaker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People used signals to get a turn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The group worked as a team, no one said &quot;Hurry up!&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in the group were polite and kind to each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People commented on one another's thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People were reminded to show evidence for the points that were made.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members went to the text to show what they meant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People stayed on the topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The leader did a good job being patient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in the group referred to the illustrations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members gave details in their answers to the questions.</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literature Circles

Assessment

4—always    3—usually    2—sometimes    1—rarely

[ ] I am prepared for each session of the literature circle.
[ ] I participate in discussions and take turns.
[ ] I listen attentively.
[ ] I see clarification when needed from group members.
[ ] I respond to group members with appropriate input.

[ ] I make predictions as I read.
[ ] I use information from the text and from my own background knowledge to make sense of the reading.
[ ] I make connections between the text and real world
[ ] I understand key information from the selection.
[ ] I learn new words when reading and use appropriate strategies to determine their meaning.
[ ] I ask myself questions about the text selections I read.
[ ] Asking yourself (or the text) questions
[ ] I know the difference between fact and opinion.
[ ] I can visualize many parts of what I read.

[ ] I support my thoughts and ideas with information from myself, information from the reading and information from other reading I've done.
[ ] I add supporting details in both writing and discussion.
[ ] I add detail to my writing with descriptive language.
[ ] Using sketches and illustrations to spark or extend ideas.

Where can I improve and why? ____________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

http://www.worksheetplace.com ©
Name: ____________________ Date: ____________________
Title: ____________________ Author: ____________________

Literature Circle Self-Reflection

1) ______ Brought book
____ Read assignment
____ Prepared for discussion (role sheet)
____ Participated in discussion

2) What important contribution did I make in the discussion?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3) What was an important idea expressed by someone else in the group during the discussion? (Identify the person and tell what he or she said.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4) What do I still need to work on during literature circle meetings?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
DISCUSSION DIRECTOR

Your job is to make a list of questions that your group might want to discuss about the reading that you just did. Don’t worry about the small details. The best questions are usually the ones you had yourself as you read. Record your questions on this sheet, or try some of the suggested questions.

Name: ____________________________
Date: ____________________________
Poem Title: ________________________

Possible discussion questions:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

Sample Questions:
What were you thinking about while you read this section?
How did this section make you feel?
What questions did you have when you finished this part?
What do you think might happen next?

How do you think you did today?

I read the required poem ___ Yes ___ No
I prepared good discussion questions ___ Yes ___ No
I kept the other members on task ___ Yes ___ No
I kept the discussion going ___ Yes ___ No
I participated in the discussion ___ Yes ___ No

Other Comments: ____________________________

Created by Dale Mays 02/01
CONNECTOR

Your job is to find connections between the section you read and the world outside. This means you must relate the poem to your own life, to other books/movies/shows etc., or to other people of whom the poem reminds you. There are no right or wrong answers. The reading will make different people think different things.

Name: ____________________________________________
Date: __________________________
Poem Title: ________________________

Some connections I found between this reading assignment and other people, places, events, or books, movies, shows etc.....

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

How do you think you did today?

I read the poem: Yes No
I made several connections: Yes No
I shared and explained my choices: Yes No
I participated in the discussion: Yes No

Other comments: ________________________________

Created by Dale Mays 02/01
WORD WIZARD

Your job is to find 2 or 3 meaningful words from the reading selection. The words could be interesting, descriptive, challenging, or unusual. If it is a word that you did not know the meaning of, be sure to look it up in the dictionary and share the definition with the others. Tell the group the line where they will find the word. Tell what part of speech it is and try to write your own sentence using the word.

Name: ____________________________
Date: ____________________________
Poem Title: ______________________

Word 1: __________________________
Part of Speech ____________________
Definition as it is used in this passage ________________________________________
Your own sentence using the word ____________________________________________

Word 2: __________________________
Part of Speech ____________________
Definition as it is used in this passage ________________________________________
Your own sentence using the word ____________________________________________

Word 3: __________________________
Part of Speech ____________________
Definition as it is used in this passage ________________________________________
Your own sentence using the word ____________________________________________

How do you think you did today?

I read the required poem ______ Yes ______ No
I found at least 3 interesting words ______ Yes ______ No
I know the definition and part of speech ______ Yes ______ No
I wrote my own sentence for the word ______ Yes ______ No
I participated in the discussion ______ Yes ______ No

Other comments: ____________________________

Created by Deeravy 02/01
SUMMARIZER

Your job is to briefly tell what happened in the poem that you just read. Just give a quick statement to recall the main events. The other members of your group are counting on you to help them keep the important parts straight. If there are several main ideas, number them in order of importance.

Name: ____________________________
Date: ____________________________
Poem Title: ________________________

Key Points:
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Summary:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How do you think you did today?

I read the required poem: ______ Yes ______ No
I recorded the key points: ______ Yes ______ No
I kept my summary brief: ______ Yes ______ No
I participated in the discussion: ______ Yes ______ No

Other comments: ____________________________

__________________________________________________________________________________
ILLUSTRATOR

Your job is to draw some kind of picture, or piece of art about the reading that you just did. It can be a sketch, cartoon, diagram, story map, storyboard, painting etc. Take time to do it carefully and include details. It should be on a full sheet of paper and usually will be in colour.

Name: _____________________________
Date: _____________________________
Title: _____________________________

Ideas for Pictures:
☑ a character
☑ the setting
☑ an important part of the plot

Presenting your illustration: When the Discussion Director asks you to take your turn, show your illustration and ask the other members to comment on what they think it represents and how it relates to the reading assignment. When they are finished share your own thoughts about how you came up with the idea and what it means.

How do you think you did today?

I read the required poem ______ Yes ______ No
I carefully prepared my illustration ______ Yes ______ No
I asked the other members to comment ______ Yes ______ No
I explained my illustration ______ Yes ______ No
I participated in the discussion ______ Yes ______ No

Other comments:

__________________________________________

__________________________________________

__________________________________________

Created by Dale Mays 02/01