

Let's Get Our "Acts" Together with Poetry, Sayings, and Literature

Grade Level or Special Area: Grade 4

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Length of Unit: 5 lessons

I. ABSTRACT

Let's Get Our "Acts" Together with Poetry, Sayings, and Literature is a literature-based unit that explores poetry through the use of the recommended Grade 4 novels. Students will study poetry formats and write a variety of poetry styles as they read *Pollyanna*, *The Legend of Sleepy Hollow*, and *Rip Van Winkle*. The poetry styles include Acrostic, Bio-Poems, and Limericks. The unit will also make connections between poetry and the Core Knowledge recommended sayings. Core Knowledge recommended poetry will be connected to author's purpose, as well as, school recommended reading selections. In the culminating activity, students will use artistic expression to act out selected sayings, poems, and events from the novels.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of how poetry provides insights into the lives of literary characters.
2. Students will apply reading and thinking skills to literature selections.
3. Students will make connections across a variety of genres and literature.
4. Students will recognize the appropriate use of sayings and phrases in classic and contemporary literature.
5. Students will identify the author's purpose in a variety reading selections and poetry.

B. Content from the *Core Knowledge Sequence*

1. Poems (p.88)
2. Sayings (p. 90)
3. *Pollyanna* (Eleanor Porter) (p.89)
4. *The Legend of Sleepy Hollow* (Washington Irving) (p.89)
5. *Rip Van Winkle* (Washington Irving) (p.89)

C. Skill Objectives – (NC SCOS)

1. Explore a range of texts and their distinguishing features.
2. Expand vocabulary through wide range reading, word study, and exposure to content area words and discussions.
3. Write for a variety of audiences and use writing as a tool for learning.
4. Use media and technological resources for research and as tools for learning.
5. Use knowledge of grammar and language conventions in oral and written products and presentations.
6. Apply comprehension strategies critically, creatively, and strategically.
7. Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary
8. Read fiction, non-fiction, poetry, and drama.
9. Summarize major points from fiction and non-fiction texts
10. Verify the meaning or accuracy of the author's statements by referencing the text or other resources.

11. Analyze characters, events, and plots from selections
12. Consider how language and visuals bring characters to life.
13. Compose fiction, non-fiction, poetry, and drama using self-selected texts from a variety of genres.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Porter, Eleanor. (1998) *Pollyanna*. Core Knowledge Foundation, ISBN 1-890517-06-2
2. Irving, Washington. (1999) *The Legend of Sleepy Hollow and Other Tales*. Core Knowledge Foundation, ISBN 1-890517-14-3
3. E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*. Core Publications, Inc.: Core Knowledge Foundation (pp. 17-25, 42-53, 71-84)
4. www.theteacherscorner.net/writing/poetry
5. www.websterschools.org/classrooms/statelibrary/poetry.html
6. www.gigglepoetry.com
7. http://theblarneywell.com/silly_limericks.htm
8. Hitchcock, Susan Tyler. et. All (2001) *Listen My Children. Poems for Fourth Graders*. Core Knowledge Foundation, ISBN 1-890517-32-1
9. *Paul Revere's Ride* by Henry Wadsworth Longfellow, illustrated by Ted Rand, ISBN 0-525-44610-9
10. Routman, Regie. (2000) *Teaching Third & Fourth Graders to Love Writing Poetry*. Scholastic, ISBN 0-590227-35-1

B. For Students

1. Difference between poetry and prose
2. Exposure to a variety of poetry styles
3. Ability to rhyme
4. Knowledge of comparing and contrasting events and characters
5. Knowledge of author's purpose: to entertain, to inform, to persuade, to express

IV. RESOURCES

- A. Porter, Eleanor. (1998) *Pollyanna*. Core Knowledge Foundation, ISBN 1-890517-06-2
- B. Irving, Washington. (1999) *The Legend of Sleepy Hollow and Other Tales*. Core Knowledge Foundation, ISBN 1-890517-14-3
- C. E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*. Core Publications, Inc.: Core Knowledge Foundation
- D. Routman, Regie. (2000) *Teaching Third & Fourth Graders to Love Writing Poetry*. Scholastic, ISBN 0-590227-35-1
- E. www.theteacherscorner.net/writing/poetry
- F. www.websterschools.org/classrooms/statelibrary/poetry.html
- G. www.gigglepoetry.com
- H. www.abcpplace.com/poetry
- I. www.seedsofknowledge.com
- J. www.canteach.ca/elementary/poetry.com
- K. www.coreknowledge.com
- L. Schnur, Steven. (1997) *Autumn: An Alphabet Acrostic*. ISBN 0-395-77043-2
- M. http://theblarneywell.com/silly_limericks.htm

V. LESSONS

Lesson One: What is an Acrostic poem? How can it help us learn more about a character?

A. Daily Objectives:

1. Concept Objective (s):
 - a. Students will develop an awareness of how poetry provides insights into the lives of literary characters.
 - b. Students will apply reading and thinking skills to literature selections.
2. Lesson Content
 - a. *Pollyanna* (Eleanor H. Porter) chapters 1-4.
 - b. www.abcplace.com/poetry
3. Skill Objective (s)
 - a. Students will analyze characters, events and plots from the selection.
 - b. Students will make connections with the characters in *Pollyanna* through the use of oral language, written language, and media and technology.
 - c. Students will listen actively by asking questions, interpreting speaker's verbal and nonverbal messages and paraphrasing what was said.
 - d. Students will identify and interpret elements of fiction and nonfiction by referencing the text to determine main idea, author's choice of word, mood and figurative language.

B. Materials

1. *Pollyanna* (Eleanor H. Porter) Chapters 1-4
2. Smart board and laptop.
3. Chart paper and markers.
4. Book, *Autumn: An Alphabet Acrostic* by Steven Schnur (K-3).
5. Handout: Acrostic Poem Checklist (Attachment 1-A)
6. Post-It Notes

C. Key Vocabulary

1. Acrostic: A style of poetry written with the beginning letters of person's name, with each letter being a description of that particular character based on evidence the author has provided in the novel, *Pollyanna*.
2. Character trait- Feelings, actions, and words that tell about a person and his/her role in a particular novel such as *Pollyanna*

D. Procedures/ Activities:

1. On an overhead, do a Talents-based thinking map, "List the many varied and unusual things you know about poetry."
2. From this list, circle the KINDS of poetry. If no one named Acrostic, introduce this word on the word wall.
3. Share with students the book *Autumn: An Alphabet Acrostic* by Steven Schnur (K-3). As soon as one is shared, the students will recognize this form of poetry.
4. Turn on a laptop with use of a Smartboard and go to the website, www.abcplace.com/poetry.
5. On the screen is an interactive blank Acrostic that teacher and students will complete together. Ask students: From where do we get these words? What kind of words are they? Do we have to know something about the character before we can complete an Acrostic poem on him/her?
6. Choose a volunteer on which to base an Acrostic poem. Using the Smartboard, type in the describing words for a particular student. This particular website allows you to brainstorm ideas first, then go to the next page to take ideas and put them beside each letter of the student's name.

7. Ask students how this type of poetry can help us understand Pollyanna's character. Assign chapters 1-4 in partners to read and then, in small groups (no more than 4), assign each group to write an Acrostic Poem about Pollyanna.
 8. Pass out white paper and markers in order for students to create their Pollyanna Acrostic.
 9. Discuss the first 4 chapters of *Pollyanna*, Review any sticky note thinking or words that came up during partner reading.
 10. Each group will share an Acrostic poem about Pollyanna. Children can illustrate more as they read further in the book. Ask students: What letter was harder to find an adjective to match? Do these poems tell us more about Pollyanna?
 11. Compare and Contrast the groups' poems on Pollyanna. This allows for critical connections to be made between themselves and Pollyanna before going further in the novel.
 12. Display poems in the classroom to revisit later (these can also be used as a shared reading piece within a Balanced Literary classroom), after completing the novel, to determine whether any words would be changed on the original acrostic poems of Pollyanna.
- E. *Assessment / Evaluation;*
1. For homework, have students write and illustrate a personal Acrostic poem. Students must also write a paragraph explaining how this poem tells more about them. They must also fill out the Acrostic Poetry Reflection Checklist to turn in with their poem. (Appendix 1-B)
 2. Students will share poems, with the class, the next day.
 3. Teacher will check their checklist as students share.
 4. Teacher will grade paragraphs written about their Acrostic poem.

Lesson Two: What is a Bio-Poem and how can it help us learn more about a character?

- A. *Daily Objectives:*
1. Concept Objectives:
 - a. Students will develop an awareness of how poetry provides insights into the lives of literary characters.
 - b. Students will apply reading and thinking skills to literature selections.
 2. Lesson Content:
 - a. *Pollyanna* (Eleanor H. Porter)
 - b. www.seedsofknowledge.com
 - c. www.canteach.ca/elementary/poetry1.com
 3. Skill Objectives
 - a. Students will analyze characters, events and plots from the selection.
 - b. Students will make connections with the characters in *Pollyanna* through the use of oral language, written language, and media / technology.
 - c. Students will listen actively by asking questions, interpreting speaker's verbal and non-verbal messages, and paraphrasing what was said.
 - d. Students will identify and interpret elements of fiction and nonfiction by referencing the text to determine main idea, author's choice of word, mood and figurative language.
- B. *Materials*
1. *Pollyanna* (Eleanor H. Porter)
 2. Smart board and laptop
 3. Chart paper and markers
 4. Book Binder
 5. Bio- poem format (www.seedsofknowledge.com)

C. *Key Vocabulary*

1. Bio-Poem - A kind of poetry that gives more description about a person or character in a novel.
2. Bio - About one's self, or another character.

D. *Procedures/Activities:*

1. Display Talents thinking activity from yesterday and remind students of the kind of poems they worked on yesterday. Ask, What did Acrostic poems help us learn about Pollyanna and ourselves?
2. Introduce Bio-Poem, (Circle it on Thinking Activity from yesterday if it was one kind of poetry named from the lesson.)
3. Explain that Bio-Poems give more details and information about characters.
4. On the Smartboard, go to website www.seedsofknowledge.com. "Pathways to the Past" will pop up on the screen.
5. Show students the suggested Bio-Poem Form on the Smartboard. Make sure you review that a Bio-Poem does follow an outline, but doesn't have to be 13 lines long. We will use the format that is shown on this website.
6. Read together the example found on this webpage.
7. Go to the webpage www.canteachca/elementary/poetry. This is another example of form and an example of a Bio-Poem.
8. Ask students: "Who can already tell me a difference between Acrostic Poems and Bio-Poems?"
9. On the overhead, write a Bio-Poem together about a famous character; Little Red Riding Hood or a character familiar to your students region. (i.e. Oprah Winfrey, Michael Jordan, Harry Potter, or the principal.)
10. Take time to point out the Bio-Poem guidelines once again.
11. Place students in 4 cooperative groups.
12. The class will look at the characters Aunt Polly and Pollyanna. Groups 1 & 2 will be assigned Aunt Polly. Groups 3 & 4 will be assigned Pollyanna.
13. Pass out chart paper and markers to each group. Have them record the character Bio-Poem they created.
14. Display the Bio-Poems when finished. Have each group share their Bio-Poem with the class. Compare and Contrast the Bio-Poems of the same characters. Are there any similarities between Aunt Polly and Pollyanna? This is a great place to begin student discussion about individual interpretations of the characters' actions and author's choice of words.
15. Ask students: Did the Bio-Poems give us more information than the Acrostic poems?
16. Return to small groups. Have students write a compare/contrast paragraph after completing the novel, come back to these Bio-Poems and change them if the students think the characters have changed.

E. *Assessment /Evaluation:*

1. Divide class into small groups. Each group will be assigned a character from *Pollyanna* on which to base a Bio-Poem. (As an extension, the following characters may be paired to create Venn diagrams based on their Bio-Poems. A paragraph may then be written to point out similarities and differences between the two characters. For example: Pollyanna vs. Jimmy Bean, Nancy vs. Pollyanna, Dr. Chilton vs. John Pendleton.) Teacher will assess based on the Bio-Poem guidelines presented in class and the written paragraphs turned in by each group.
2. **Group Assessment:** Combine all student Bio-Poems to create a class book of Bio-Poems based on the changing character traits of characters in *Pollyanna*.

3. Individual Assessment (End of the novel):
Have students do a Bio-Poem on Pollyanna before her accident and a Bio-Poem on Pollyanna after her accident. Write a paragraph to compare/contrast her character during both of these times in the novel.

Lesson Three: Washington Irving's Characters in Limericks – (2-3 sessions)

A. Daily Objectives

1. Concept Objective(s).
 - a. Students will develop an awareness of how poetry provides insights into the lives of literary characters.
 - b. Students will make connections across a variety of genres and sayings.
2. Lesson Content
 - a. *The Legend of Sleepy Hollow* (Washington Irving) pp. 2-4, 14, 19-20
 - b. *Rip Van Winkle* (Washington Irving) pp. 46-50
 - c. www.theteacherscorner.net/writing/poetry
 - d. www.websterschools.org/classrooms/statelibrary/poetry.html
 - e. www.gigglepoetry.com
 - f. http://theblarneywell.com/silly_limericks.htm
3. Skill Objective(s)
 - a. Analyze characters, events, and plots from selections
 - b. Consider how language and visuals bring characters to life
 - c. Apply comprehension strategies critically, creatively, and strategically.
 - d. Compose fiction, non-fiction, poetry, and drama using self-selected texts from a variety of genres.

B. Materials

1. *The Legend of Sleepy Hollow* (Washington Irving) pp.2-4,14,19-20
2. *Rip Van Winkle* (Washington Irving) pp. 46-50
3. Chart Paper & markers
4. Student journals or reading notebooks
5. paper & pencil
6. colored pencils/fine markers
7. poster paper
8. Limerick pattern (Appendix 3-A)
9. Limerick Template (Appendix 3-B)
10. dictionaries
11. thesauruses
12. Sample limericks (Appendix 3-C) [http://the blarneywell.com/silly_limericks.htm](http://theblarneywell.com/silly_limericks.htm)
13. Poster size copy of the limerick stated in Procedures, step 2.
14. White board and/or overhead projector
15. 5x8 index cards with limericks written on them (Appendix 3-C) (12-15 cards, depending on class size)
16. teacher examples of Washington Irving limericks (Appendix 3-D)
17. Grading Rubric (Appendix 3-E)

C. Key Vocabulary

1. Limerick – a verse of five lines, usually humorous, in AABBA pattern, with an 88558 syllable pattern.
2. Syllables – the number of sound combinations put together to form a word.

D. Procedures/Activities

1. Make a “Cast of Characters” chart as you read *The Legend of Sleepy Hollow* and *Rip Van Winkle*. List the character traits and behaviors of each on this chart. Save this chart for further use later in the lesson. (Procedure 17)
2. Introduce Limericks by reading the following:
*There once was a man from the street
 Who didn't know what he should eat
 So rather than die
 He ate a whole pie
 Then decided to suck on his feet!*
 (from The Limerick Page, <http://members.aol.com/walter530/limericks.html>)
3. Ask the students if they can define what was just read to them. Read the Limericks as many times as you need to for them to hear the rhythm and say such things as rhyming, poetry, poem, and maybe even Limerick.
4. Define Limerick for them. Write the definition on the board or overhead.
5. Show the students the poster of the above Limerick. Have them mimic you as you read the Limerick again. Read it as many times as necessary to develop a class rhythm.
6. Practice the rhythm of the Limerick by clapping your hands and/or snapping your fingers.
7. Tell the students that they will be writing Limericks about the characters in *The Legend of Sleepy Hollow* and *Rip Van Winkle*. Tell them that in order to do so, they must learn the pattern for writing a Limerick, and use the rhythm they were just practicing.
8. Refer back to the Limerick poster. Have the students identify and underline the rhyming words in Lines 1, 2, & 5 and circle the rhyming words in Lines 3 & 4.
9. Explain the AABBA pattern of a Limerick. (Appendix 3-A)
10. Refer back to the Limerick poster again. Identify the syllables of each line by clapping them out and separating the words using a /.
11. Explain the 88558-syllable pattern of a Limerick. (Appendix 3-A)
12. Divide the class into partners.
13. Distribute the Limerick index cards, one per group. (Appendix 3-C)
14. Instruct the students to underline & circle the rhyming words, and separate the syllables using / symbol in their Limericks. A different color may be used for each step for better clarity.
15. Take the time to present and share as many of these Limericks as necessary to clarify the patterns for the students.
16. Allow the students to practice writing Limericks of their own in literacy stations using Template A & B during your guided reading sessions. (Appendix 3-B)
17. Revisit the “Cast of Characters” poster and review the character traits & behaviors of Washington Irving’s characters.
18. Highlight key words that would describe the characters.
19. Brainstorm rhyming words for these key words. Students may use dictionaries, thesauruses, or the online rhyming dictionary.
www.rhymezone.com/r/rhyme.cgi?Word=said&typeofrhyme=perfect&org1=syl&orgz=1
20. In teams of 2-3 students, experiment with the various characters and rhyming words to write Limericks. (Appendix 3-D has sample Limericks to use if necessary.)

E. *Assessment/Evaluation*

1. The teacher will observe student's participation in the Limerick activities.
2. The teacher will read & evaluate the 5x8 index cards.
3. The teacher will read & evaluate the literacy station independent work.
4. The teacher will grade the character Limericks using a rubric (Appendix 3-E).

Lesson Four: Familiar Sayings Connecting with Author's Purpose of Poetry

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will make connections across a variety of genres and literature.
 - b. Students will recognize the appropriate use of sayings and phrases in classic and contemporary literature.
 - c. Students will identify the author's purpose in a variety reading selections and poetry.
2. Lesson Content
 - a. E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*. Core Publications, Core Knowledge Poetry (pp.43, 44, 46, 48, 50, 51), Core Knowledge Familiar Sayings and Phrases pp 72-84
 - b. www.coreknowledge.com
3. Skill Objective(s)
 - a. Read fiction and non-fiction poetry.
 - b. Verify the meaning or accuracy of the author's statements by referencing the text.
 - c. Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary in poetry and familiar sayings.
 - d. Analyze characters and events from poetry.
 - e. Compare and connect author's purpose with familiar sayings.

B. Materials

1. Post-its
2. Pencils/Pens
3. Posters for selected Core Knowledge familiar sayings (Appendix 4-A)
4. Overhead Transparency with Core Knowledge Familiar Sayings (Appendix 4-B)
5. Overhead Transparency with two Core Knowledge poems to model with class: Poem, "The Frog" (Hilaire Belloc) p.44 and "Humanity" (Elma Stuckey) p 46, E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*
6. Hand-outs with Core Knowledge Poems for independent practice: "Solomon Grundy"(Anonymous) p 43, "The Rhinoceros" (Ogden Nash) p 44, "Dreams" (Langston Hughes) p 46, "Life doesn't frighten Me" (Maya Angelou) pp 50-51, "Clarence" (Shel Silverstein) p 48, E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know* *You need to create your own handout. We were unable to due to copyright laws.
7. Answer sheet for poetry and saying connections: (Appendix 4-E)

C. Key Vocabulary

1. "Beauty is only skin deep": You can't judge a person's character by how s/he looks.
2. "Live and let live": Mind your own business and let other people mind theirs.
3. Go to pot": A skill can be lost if not practiced. What happens to something if it is not maintained.
4. "An ounce of prevention is worth a pound of cure": Take care of a possible problem before it gets worse and requires a more complicated solution.

5. “Shipshape”: In perfect order
6. “Half a loaf is better than none”: It is better to have something than nothing at all.
7. “Make hay while the sun shines”: You should take advantage of good fortune when things are working in your favor.

D. *Procedures/Activities*

1. Explain and review that phrases and proverbs are present in every culture and that they make no sense when taken literally.
2. Present and go over each familiar saying poster from: E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know* (Appendix 4-A)
3. Allow time for discussion of each and allow students to make connections with their own lives, and in books, movies and poems that students have heard.
4. Review the author’s purpose: entertaining, to teach a lesson of some kind. Connect with the fact that the familiar sayings can be little lessons in life.
5. Display the overhead transparency with poems. “The Frog” (Hilaire Belloc) p.44 and “Humanity” (Elma Stuckey) p 46, E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*. (Appendix 4-B)
6. Read, discuss, and talk about the author’s purpose (in their own words) of the two poems.
7. Ask students what familiar sayings would connect with these poems. Discuss. “The Frog” (Hilaire Belloc) p.44 and “Humanity” (Elma Stuckey) p 46, E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know* (Appendix 4-B)
8. Model and discuss the following connections of poetry to familiar sayings: “The Frog” (Hilaire Belloc) p.44 would be “Live and let live” and “Humanity” (Elma Stuckey) p 46 would be “Beauty is only skin deep”,
9. Display Familiar Saying transparency. The poems can be found on pp. 43-53 in E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*.
10. Hand out 8 post-it notes per student.
11. Have students copy one saying per post-it.
12. Pass out hand-outs with Core Knowledge Poems for independent practice: “Solomon Grundy”(Anonymous) p 43, “The Rhinoceros” (Ogden Nash) p 44, “Dreams” (Langston Hughes) p 46, “Life doesn’t frighten Me” (Maya Angelou) pp 50-51, “Clarence” (Shel Silverstein) p 48, E.D. Hirsch, Jr. (1992) *What Your 4th Grader Needs to Know*
13. Give the students adequate time to read each poem and stick the familiar saying post-it(s) to the poem in which they think it should go. Mention that there can be more than one for a poem.

E. *Assessment/Evaluation*

1. Divide the class into small groups of about 3-5 students. Allow time for groups to discuss opinions and thoughts and allow them to change answers and guide each other. Notes should be taken to the side of the poems to support and explain thinking and answers.
2. The teacher will walk around and take notes of heard discussions.
3. Each student will turn in their hand-out with post-its and side notes for a grade. Answer sheet (Appendix 4-C).

Lesson Five: Poetry-based Creative Writing

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will make connections across a variety of genres and literature.
 - b. Students will apply reading and thinking skills to literature selections.

- c. Students will identify the author's purpose in a variety of reading selections and poetry.
 - 2. Lesson Content
 - a. Poems (p.88)
 - 3. Skill Objective(s)
 - a. Write for a variety of audiences and use writing as a tool for learning.
 - b. Use knowledge of grammar and language conventions in oral and written products and presentations.
 - c. Verify the meaning or accuracy of the author's statements by referencing the text or other resources.
 - d. Transfer knowledge of author's purpose in poetry into creative story writing.
- B. *Materials*
 - 1. Hitchcock, Susan Tyler. et. All (2001) *Listen My Children. Poems for Fourth Graders*. Core Knowledge Foundation, ISBN 1-890517-32-
 - 2. *Paul Revere's Ride* by Henry Wadsworth Longfellow, illustrated by Ted Rand, ISBN 0-525-44610-9
 - 3. Lined Paper
 - 4. Writing Utensils
 - 5. Unlined Paper
 - 6. Coloring Utensils/ Art supplies
 - 7. Wide variety of picture books for reference
- C. *Key Vocabulary*
 - 1. author's purpose- the intent of the author to entertain, express, inform, persuade
 - 2. story elements- character, setting, plot, theme
- D. *Procedures/Activities*
 - 1. Teacher will read the Paul Revere poem from the book illustrated by Ted Rand.
 - 2. Teacher will lead the class in a discussion of the story elements evident in the poem. (setting, character, plot, etc)
 - 3. Teacher will review author's purpose in creating this story poem. (Historical significance within author's purpose to inform and entertain.)
 - 4. The class will discuss this form of poem vs. poems which lack story elements. (i.e. *Monday's Child Is Fair of Face* author unknown & *Dreams* by Langston Hughes.)
 - 5. Teacher will discuss author's purpose in writing the poems and in writing stories. Teacher can remind students of picture books and novels read in previous studies and review author's purpose in writing those, as well.
 - 6. Teacher can encourage creative thinking while re-reading several poems from the Core Knowledge collection. (ex. *Things* by Eloise Greenfield, *Fog* by Carl Sandburg, *the drum* by Nikki Giovanni, *Clarence* by Shel Silverstein, & *Humanity* by Elma Stuckey)
 - 7. Teacher will give oral examples of creative story lines from which these poems could have been chosen. (Appendix 5-A)
 - 8. Students will each choose a poem from the collection on which to base a creative story.
 - 9. Students create a picture book based on this creative story to be shared with the class. (Appendix 5-B)
 - 10. Students and teacher will assess each picture book using the self evaluation and teacher evaluation rubrics. (Appendices 5-C & 5-D)
- E. *Assessment/Evaluation*

1. Creative story via picture book, based on a Core Knowledge poem, will be read orally to the class. Student will be graded on writing skills as well as oral reading. (Appendices 5-C & 5-D)

VI. CULMINATING ACTIVITY

- A. Students will choose from the following options for a final project grade:
 1. Dramatization: Students will act out a part of a Core Knowledge novel, a Core Knowledge Poem, a personal poem from the unit, or a Core Knowledge Familiar Saying skit that they create.
 2. Artistic Expression: Students will create a piece of art from their own perspective of a novel, poem, familiar saying. Students may use any type of media (i.e.: sculptures with any type of clay, paintings, drawings with crayons, markers, pencil, or pen and ink)
 3. Written Expression: Students may write their own interpretation of a novel, poem, or familiar saying. This must be typed and can be in the form of a play, story, or poem.
- B. Students will be given a rubric before the project is due to make sure all possible points are present in their presentation. (Appendix 6-A)
- C. Students will orally present and explain their project to the class on the last day of the unit for a grade. (Appendix 6-A)

VII. HANDOUTS/WORKSHEETS

1. Appendix 1-A Acrostic Poetry Reflection Checklist
2. Appendix 2-A Bio-Poem Guidelines
3. Appendix 3-A Limerick Pattern
4. Appendix 3-B Limerick Template
5. Appendix 3-C Sample Limericks
6. Appendix 3-D Sample Limerick for Washington Irving Characters
7. Appendix 3-E Limerick Grading Rubric
8. Appendix 4-A Posters of Selected Sayings
9. Appendix 4-B Familiar Sayings Connecting with Author's Purpose of Poetry
10. Appendix 4-C Familiar Sayings/Author's Purpose Answer Sheet
11. Appendix 5-A Ideas for Story Line
12. Appendix 5-B Poem-Based Picture Book Project
13. Appendix 5-C Poem-Based Story Teacher Evaluation
14. Appendix 5-D Poem-Based Story Self Evaluation
15. Appendix 6-A Core Knowledge Project/Culminating Activity Checklist

VII. BIBLIOGRAPHY

- A. Porter, Eleanor. (1998) *Pollyanna*. Core Knowledge Foundation, ISBN 1-890517-06-2
- B. Irving, Washington. (1999) *The Legend of Sleepy Hollow and Other Tales*. Core Knowledge Foundation, ISBN 1-890517-14-3
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- D. Routman, Regie. (2000) *Teaching Third & Fourth Graders to Love Writing Poetry*. Scholastic, ISBN 0-590227-35-1
- E. www.theteacherscorner.net/writing/poetry
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- G. www.gigglepoetry.com
- H. http://theblarneywell.com/silly_limericks.htm

Appendix 1-A Acrostic Poetry Reflection Checklist

Acrostic Poetry Checklist

- _____ I used one or more words that are new to me.
- _____ I used words that helped the reader make a picture of me.
- _____ I found words for my poem in more than one place
- _____ My illustration is colorful and shows detail.
- _____ My illustration matches my poem.
- _____ My poem teaches people something about me.
- _____ I gave suggestions to other students about their poems.
- _____ I listened to other students' suggestions about my poem.
- _____ When sharing I read my poem clearly with a strong voice.
- _____ I listened while other students were sharing their poems.

Appendix 2-A Bio-Poem Guidelines

Bio-Poem Guidelines

- * Each line of your bio-poem should be written using these guidelines.
- * Be creative!

- 1 First Name
- 2 3 Adjectives
- 3 “Who likes...”
- 4 “Who feels...”
- 5 “Who needs...”
- 6 “Who would like to see...”
- 7 “Who enjoys...”
- 8 “Who would like to go...”
- 9 “Who lives...”
- 10 Last Name

Appendix 3-A Limerick Pattern

A limerick is a verse of 5 lines, usually humorous.

Lines 1, 2, & 5 rhyme.

Lines 3 & 4 rhyme.

This is called an **AABBA** pattern.

The number of syllables usually follows this pattern.

Lines 1, 2, & 5 have 8 syllables.

Lines 3 & 4 have 5 syllables.

This can be called an **88558-syllable** pattern.

Here is the pattern:

Line 1	8 syllables	A (rhyme)
Line 2	8 syllables	A (rhyme)
Line 3	5 syllables	B (rhyme)
Line 4	5 syllables	B (rhyme)
Line 5	8 syllables	A (rhyme)

Here is a limerick:

*There was an old woman from Maine
Who liked to drive cars in the rain
But one day she crashed
Which made a big splash
And then she was hit by a train.*

A 9 and a 10-year-old, Ismael and Edgar wrote this limerick.

If they can do it, so can you!

Appendix 3-B Limerick Template

You will work with a partner. Write you and your partner's name below.

My name _____ My partner's name _____

Now, with your partner, make a list of places you'd like to visit.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Okay you two, brainstorm a list of rhyming words for your places.

1. _____: _____, _____, _____, _____, _____, _____
2. _____: _____, _____, _____, _____, _____, _____
3. _____: _____, _____, _____, _____, _____, _____
4. _____: _____, _____, _____, _____, _____, _____
5. _____: _____, _____, _____, _____, _____, _____
6. _____: _____, _____, _____, _____, _____, _____

Here is an example of what I mean:

Beijing: bring, fling, king, sing, sting, thing

It's time to write a limerick!

Use the templates below to practice writing limericks.
Use your places and rhyming words to fill in the blanks.

Template A:

There once was a _____ from _____.
All the while s/he hoped _____.
So s/he _____.
And _____.
That _____ from _____.

Template B:

A once met a _____ from _____.
Every day s/he _____.
But whenever s/he _____.
The _____.
That strange _____ from _____.

Appendix 3-C Sample Limericks

Please see Sarah Fanny's *Silly Limericks for Kids*.
http://theblarneywell.com/silly_limericks.htm

Appendix 3-D Sample Limerick for Washington Irving Characters

Icabod Crane:

The teacher named Icabod Crane,
Had the most ridiculous name.
He spooked all the folks,
With tales of egg yolks,
But ended up losing the game.

Brom Bones:

A hero was found in Brom Bones.
He never feared dark evening moans.
His horse ran so fast,
You thought, “He won’t last.”
But his hooves made frightening tones.

Katrina Van Tassel:

Katrina Van Tassel, so fair,
Had long and luxurious hair,
Crane wanted her hand
But Brom was so grand,
That Katrina thought, “Why should I care?”

Rip Van Winkle:

There was a young man who was lazy,
His poor wife nearly drove him crazy.
“Do your work lazy Rip!”
He took off in a zip,
And ended up old and quite dazy!

Appendix 3-E Limerick Grading Rubric

Limerick Writing Rubric

Student _____

Date _____

Category	1 Novice	3 Proficient	5 Advanced
IDEAS:	unclear, unfocused Random ideas	focus, single idea understandable, yet fuzzy	original ideas that reflects experience specific, concrete images
ORGANIZATION:	illogical sequencing poetry form not followed Many errors	logical sequencing poetry form followed with few or no errors	logical, effective sequencing poetry form used to interpret ideas creatively, effectively
WORD CHOICE:	general, ordinary inappropriate words limited use of vocabulary	attempt at descriptive words to create images experiments with new/ different words with some success	precise, original, fresh words creates vivid images
PRESENTATION:	limited quality of appearance assigned format is not followed	assigned format is followed neat & legible	includes features beyond the assigned requirements which enhance meaning neat & legible

SCORING:

Novice 4-8 points
Proficient 9-14 points
Advanced 15-20 points

Total _____

Comments _____



- It doesn't matter what you look like on the outside, it's how you treat people.
- Don't judge a book by its cover!
- A kind heart can make a person beautiful.

“Beauty is only skin deep!”

Appendix 4-A Posters of Selected Sayings



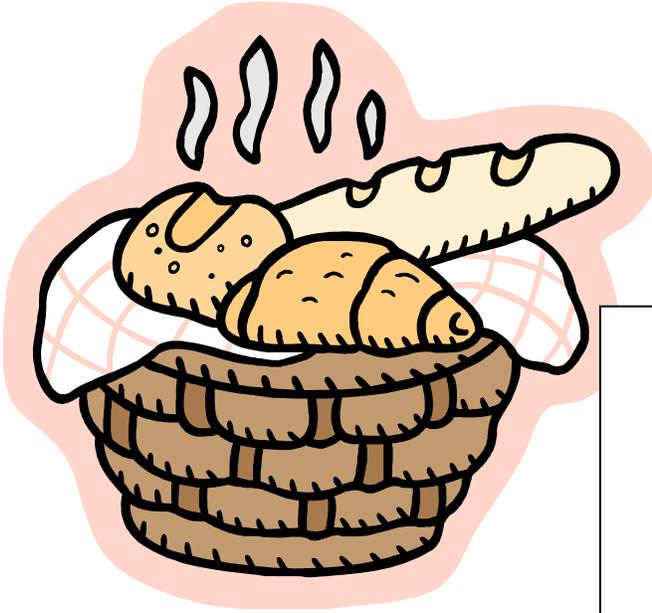
- In perfect order
- Nice and neat!
- A person that runs things “ship-shape” may be considered strict!

“Ship-shape!”



- You should try to take care of yourself—even when you’re not sick!
- “An apple a day keeps the doctor away.”
- Certain products prevent things from happening.

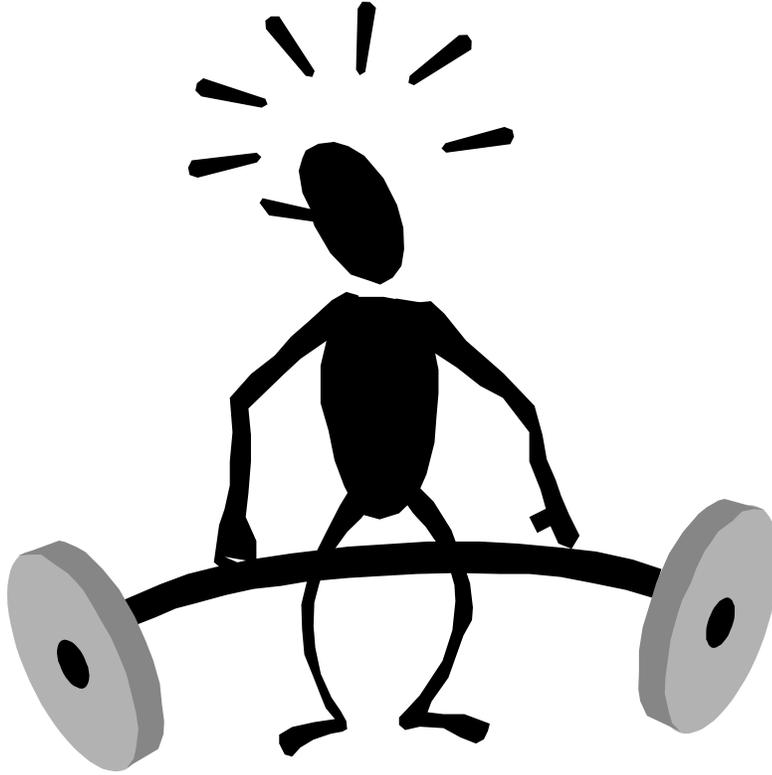
An
ounce of prevention is
worth a pound of
cure!”



- It is better to have half of something than nothing at all!
- “Something is better than nothing.”

“Half a loaf is
better than
none!”

Appendix 4-A Posters of Selected Sayings



“Go to pot!”

- “If you don’t use it, you loose it.”
- This can be something involving mind, body or objects
- If you don’t take care of something it will not look good or be healthy.

“Live and let live!”



- **Mind your own business!**
- **Let people live their life, and live yours!**
- **Worry about yourself!**

Appendix 4-B Familiar Sayings Connecting with Author's Purpose of Poetry

Directions: Copy each familiar saying on a post-it note.

“Live and let live.”

“Go to pot”

“An ounce of prevention is worth a pound of cure.”

“Shipshape”

“Half a loaf is better than none.”

“Make hay while the sun shines”

Appendix 4-C Familiar Sayings/Author's Purpose Answer Sheet

Answer Sheet

CK Familiar Saying	CK Poem Title	Explanation/Notes Reasons and explanations may vary
“Beauty is only skin deep.”	“The Rhinoceros” By Ogden Nash	The author’s purpose is to explain the looks of a rhinoceros. It includes that it is not an attractive animal that humans would find pretty. If people do stare it is because it is so ugly. This poem only talks about looks, it never talks about what good qualities it might have. Many people do not take the chance to care or learn about things if they consider them to be ugly.
“Live and let live.”	“Life Doesn’t Frighten Me” By Maya Angelou	The author in this poem continually mentions that nothing bothers her. She lives her life no matter what others are doing. She doesn’t let any of the events bother her.
“Go to pot”:	“Dreams” By Langston Hughes	The author is stating that it is important to dream. He mentions that if dreams die, birds wouldn’t be able to fly, and everything would stand still (frozen). Dreams are also life goals and inspirations that make us want to live life and stay motivated.
“An ounce of prevention is worth a pound of cure.”	“Clarence” By Shel Silverstein	Clarence watched T.V. and he ordered things to prevent dry skin, cavities, doggie fleas, bad breath, stained teeth, and sweaty arms.
“Shipshape”:	“Clarence” By Shel Silverstein	Clarence’s parents seemed to want things in their home in perfect order. They wanted him to eat healthy, get a good night’s sleep, and they would scold him when he was in trouble. (Most parents are like this)
“Half a loaf is better than none”:	“Clarence” By Shel Silverstein	If you had no parents, I am sure the parents that Clarence had to begin with are better than none! Having half of something or something half as good is better than nothing at all.
“Make hay while the sun shines”	“Solomon Grundy” Anonymous	Solomon led a short life, but he must have lived it to the fullest. Although we know he must have lived more than a week, he was married, christened (went to church), all before he got sick and passed away. He took advantage of the good days before things went bad for him.

Appendix 5-A Ideas for Story Line

Ideas for Story Line examples for Students

- Based on *Clouds* by Christina G. Rossetti

The boring life of a prince is hard to understand. Boring? What? YES! This prince had no glory, no jewels, no henchmen... not even servants. He was the Prince of Sheep and Lambs. Some would even consider this title a curse. This prince led a lonely, lonely life. He spent most of his time sitting still and watching the sheep sleep, eat and play. He longed to play with friends himself, just as the sheep were able to do. One rare day, his father (the king) came to visit him in the far away fields...

- Based on *Fog* by Carl Sandburg

The fog rolled in almost as often as a person was lost to sea in the spooky, horrible, fishing village. Silently, deadly, steadily the nights would approach...

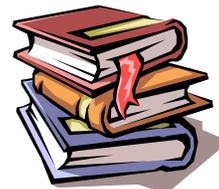
- Based on *Clarence* by Shel Silverstein

I can't believe I am going to tell you this story. I promise to understand if you don't believe me. It's the kind of story I wouldn't believe myself, except it happened to me. I have no choice but to believe... It all started when my cousin, Clarence Lee, came to visit us from Tennessee. He lived WAY back in the mountains and had never even seen a television set before!

Appendix 5-B Poem-Based Picture Book Project

Poem-Based Picture Book Project

Name: _____
Due Date: _____



* **Congratulations!** You have been hired by a well-known publishing company to create a new and unique picture book for people of all ages to enjoy! You have been asked to use one of the poems from the Fourth Grade Core Knowledge Series as a basis for this originally written and illustrated creative story. Your publisher wishes for you to write this story to entertain people of all ages. She has also reminded you that it would be of your best interest to have your peers and teacher edit it with you before creating an original picture book as your final product.

Assignment Guidelines:

- 1 Choose a poem from the 4th Grade Core Knowledge Series from which your class has been reading. Remember to choose a poem with a solid “Author’s Purpose” to make your story fun and interesting to write.
- 2 Plan your story using as many details from the poem as possible. You most likely will have to create many more details to fill in gaps left by the poem’s author. **Be creative.** Remember, your publisher will only purchase this book from you if it is going to sell WELL in bookstores around the world!
- 3 Create your first draft of your story. Include sketches of pictures you plan to include in the final product.
- 4 Ask your peers and teacher to proofread and edit your original story several times. Be ready to add more details when necessary and clarify as much as your editors ask.
- 5 Create your second draft. Have a peer edit it for you one final time.
- 6 Create your final copy, in picture book form. Be sure your title is obvious. Be sure the poem from which you got the idea for this story is written somewhere in the book with acknowledgements given to the author. Share this book with at least 3 people of various ages to get their response. You want to be SURE that your story is going to be worthy of publishing for millions of people to read!
- 7 Turn your final product in to your teacher on or before _____.

Appendix 5-C Poem-Based Story Teacher Evaluation

**Poem-Based Story
Teacher Evaluation**

Student Name: _____

	0	1	2	3	4
1 Appropriate poem chosen	___	___	___	___	___
2 Created high-quality story plan	___	___	___	___	___
3 Created high-quality first draft	___	___	___	___	___
4 Obtained and utilized at least three peer editors	___	___	___	___	___
5 Sketched illustrations for 1 st draft	___	___	___	___	___
6 Created “eye catching” book to impress a publisher	___	___	___	___	___
7 Original poem copied w/in book	___	___	___	___	___
8 Presented well/ Read Fluently	___	___	___	___	___

Total Score= ____/ 32 possible points

TEACHER COMMENTS:

FINAL GRADE= _____

Appendix 5-D Poem-Based Story Self Evaluation

**Poem-Based Story
Self Evaluation**

Student Name: _____

		0	1	2	3	4
1 Appropriate poem chosen	___	___	___	___	___	
2 Created high-quality story plan	___	___	___	___	___	
3 Created high-quality first draft	___	___	___	___	___	
4 Obtained and utilized at least three peer editors	___	___	___	___	___	
5 Sketched illustrations for 1 st draft	___	___	___	___	___	
6 Created “eye catching” book to impress a publisher	___	___	___	___	___	
7 Original poem copied w/in book	___	___	___	___	___	
8 Followed all guidelines given by teacher	___	___	___	___	___	

Total Score= ____/ 32 possible points

***Answer the following questions thoroughly.**

- 1 Did you learn anything specific from working on this project?

- 2 Do you feel you went “above and beyond” the assignment requirements? If so, explain WHY you feel you deserve an A.

Appendix 6-A Core Knowledge Project/Culminating Activity Checklist

Core Knowledge Project/Culminating Activity Checklist

___ **Student chose a Core Knowledge poem, novel, or personal poem written for the unit.**

1-4 possible points

___ **Student recited entire poem or part of a novel by memory.**

1-4 possible points

___ **A well planned interpretation was included and presented (drawing, painting, sculpture, or drama with or without props)**

1-4 possible points

___ **Student worked neatly and obviously put forth time and energy on project.**

1-4 possible points

___ **Student was prepared for oral presentation on the day project was due.**

1-4 possible points

Total Points: _____

Comments _____

