

# Pageant of Poetry-A Center Approach

**Grade Level or Special Area:** Third Grade & Library

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**Length of Unit:** 7 days or 3-4 hour block in the library

## I. ABSTRACT

- A. This unit is designed to give students an understanding of poetry. The students will learn different types of poetry such as haiku, acrostic, couplet, shape poem, and quatrain. The students will also discover the styles of various famous poets. The unit is originally intended to be taught in the library using centers. A 3-4 hour block is spent in the library with each activity being set up as a center. The students rotate through the centers at 30-minute intervals. These centers could also be taught as a 7-day unit, completing one activity a day. This unit culminates in the classroom with a “Poetry Café” where the students recite poetry that they have written or poems that they have memorized.

## II. OVERVIEW

- A. Concept Objectives
1. Students will develop an appreciation for poetry.
  2. Students will develop an understanding of various types of writing.
  3. Students will practice self-guided writing techniques.
  4. Students will classify various types of poems.
- B. Content from the *Core Knowledge Sequence*
1. Students will produce a variety of types of writing-such as stories, reports, poems, letters, and descriptions.
  2. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition.
  3. Students will be exposed to poetry old and new.
  4. Students will read poetry aloud to experience the rhythm of the words.
  5. “Adventures of Isabel” (Ogden Nash)
  6. “The Bee” (Isaac Watts)
  7. “By Myself” (Eloise Greenfield)
  8. “Catch a Little Rhyme” (Eve Merriam)
  9. “The Crocodile” (Lewis Carroll)
  10. “Dream Variation” (Langston Hughes)
  11. “Eletelephony” (Laura Richards)
  12. “Father William” (Lewis Carroll)
  13. “First Thanksgiving of All” (Nancy Byrd Turner)
  14. “For Want of a Nail, the Shoe was Lost...”(traditional)
  15. “Jimmy Jet and His TV Set” (Shel Silverstein)
  16. “Knoxville, Tennessee” (Nikki Giovanni)
  17. “Trees” (Sergeant, Joyce Kilmer)
- C. Skill Objectives (Texas Essential Knowledge and Skills –TEKS)
1. Students will write in different forms for different purposes, such as poems, to entertain. (TEKS Writing 3.14D)
  2. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
  3. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
  4. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)

5. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
6. Students will connect experiences and ideas with those of others through speaking and listening. (TEKS Writing 3.2A)
7. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
8. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
9. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)
10. Students will read orally from familiar texts with fluency (accuracy/expression/appropriate phrasing/attention to punctuation). (TEKS 3.6C)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Various forms of poetry including haiku, couplet, quatrain, shape, acrostic.
  2. Various works from famous poets.
  3. Books listed under resources.
- B. For Students
  1. Basic understanding of poetry such as rhyming words, short phrases, and rhythm.

### IV. RESOURCES

- A. Crozon, A. *I Can Fly!* San Francisco, CA: Chronicle Books, 1999. ISBN# 0-8118-2407-1.
- B. Crozon, A. *I Can Roll!* San Francisco, CA: Chronicle Books, 1999. ISBN# 0-8118-2408-x.
- C. Florian, D. *Winter Eyes*. New York, NY: Green Willow Books, 1999. ISBN# 0-688-16458-7.
- D. Gollub, M. *Cool Melons -Turn to Frogs!* The Life and Poems of Issa. New York, NY: Lee and Low Books, Inc., 1998. ISBN# 1-880000-71-7.
- E. Hirsch, Jr. E. D. *What Your Third Grader Needs to Know: Revised Edition*. New York, NY: Delta Publishing, 2002. ISBN# 0-385-33626-8
- F. Livingston, M. C. *Cricket Never Does: A Collection of Haiku and Tanka*. New York, NY: Margaret K. McElderry Books, 1991. ISBN# 0-689-81123-3.
- G. Schnur, S. *Autumn: An Alphabet Acrostic*. New York, NY: Clarion Books, 1997,
- H. ISBN# 0-395-77043-2.
- I. Young, S. *The Scholastic Rhyming Dictionary*. New York: Scholastic Books, 1994.
- J. Zolotow, C. *Some Things Go Together*. Harper Collins Publishers, 1999, ISBN# 0-694-01197-5.

### V. LESSONS

#### Lesson One: Poetry Introduction

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will develop an appreciation for poetry.
  2. Lesson Content
    - a. Students will be exposed to poetry old and new.
    - b. Students will read poetry aloud to experience the rhythm of the words.
    - c. “Adventures of Isabel” (Ogden Nash)
    - d. “The Bee” (Isaac Watts)
    - e. “By Myself” (Eloise Greenfield)
    - f. “Catch a Little Rhyme” (Eve Merriam)

- g. “The Crocodile” (Lewis Carroll)
  - h. “Dream Variation” (Langston Hughes)
  - i. “Eletelephony” (Laura Richards)
  - j. “Father William” (Lewis Carroll)
  - k. “First Thanksgiving of All (Nancy Byrd Turner)
  - l. “For Want of a Nail, the Shoe was Lost...” (Traditional)
  - m. “Jimmy Jet and his TV Set” (Shel Siverstein)
  - n. “Knoxville, Tennessee” (Nikki Giovanni)
  - o. “Trees” (Sergeant, Joyce Kilmer)
3. Skill Objective(s)
- a. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
  - b. Students will connect experiences and ideas with those of others through speaking and listening. (TEKS Writing 3.2A)
  - c. Students will read orally from familiar texts with fluency (accuracy/ expression/appropriate phrasing/attention to punctuation). (TEKS 3.6C)
- B. *Materials*
- 1. Book: *What Your Third Grader Needs to Know*
  - 2. Copies of poems from *What Your Third Grader Needs to Know* p. 67-1 per student
- C. *Key Vocabulary*
- 1. poem – a piece of writing set out in short lines, often with a noticeable rhythm and some words that rhyme
  - 2. rhyme– if words rhyme, the words end with the same sound
  - 3. verse – one part of a poem or song; a verse is made up of 1 or more lines
  - 4. rhythm – a regular beat in music, poetry, and dance
  - 5. pattern – repeated words, rhythm, or sounds
  - 6. emotion – a strong feeling such as happiness, love, anger, or grief
- D. *Procedures/Activities*
- 1. Activate prior knowledge by asking students what comes to mind when they think of poetry.
  - 2. Discuss elements of poetry, such as rhyming words, punctuation, short verses, rhythm, and purpose.
  - 3. To introduce students to the rhythm and spirit of poetry, read various poems aloud including
    - a. “Adventure of Isabel”
    - b. “The Bee”
    - c. “By Myself”
    - d. “Catch a Little Rhyme”
    - e. “Dream Variation”
    - f. “Knoxville, Tennessee”
    - g. “The Crocodile”
    - h. “Trees”
    - i. “For Want of a Nail”
    - j. “Jimmy Jet and His TV Set”
    - k. “Eletelephony”
    - l. “Father William”
    - m. “First Thanksgiving of All”
    - n. “For Want of a Nail, the Show Was Lost”
  - 4. Encourage students to read along so they can experience the music in the words.
- E. *Assessment/Evaluation*

1. Teacher will informally assess students through observations.

## **Lesson Two: Poetry Day Introduction (in the library)**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will develop an appreciation for poetry.
  - b. Students will develop an understanding of various types of writing.
2. Lesson Content
  - a. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition.
  - b. Students will be exposed to poetry old and new.
3. Skill Objective(s)
  - a. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia.
  - b. Students will connect experiences and ideas with those of others through speaking and listening.

### **B. Materials**

1. Student materials distributed prior to arriving at the library
  - a. Manila folder
  - b. Pageant of Poetry check list (Appendix A)
  - c. Poetry Rubric (Appendix B)
  - d. Notebook paper or spiral for draft work
  - e. Student's supply box to include pencil, colored pencils, watercolors
2. Center materials as listed under the *Materials* section of Lessons 3-7.

### **C. Key Vocabulary**

1. pageant – a show or procession of objects
2. poet – an author of poetry
3. couplet – a two line poem in which the last words of each line rhyme
4. shape poem – the words of the poem create the shape of the object of the poem
5. concrete poem – a verse that outlines the shape of the object of the poem
6. acrostic – verses created from each letter of a word chosen as the poem topic; each verse can be a word, phrase, or sentence that describes the topic
7. haiku – a Japanese poem about nature that has 17 syllables divided into three lines that do not rhyme - line one is 5 syllables; line two is 7 syllables; line three is 5 syllables
8. syllable – a unit of spoken language consisting of a single uninterrupted sound forming all or part of a word
9. quatrain – a four line poem in which the 2<sup>nd</sup> and 4<sup>th</sup> lines rhyme

### **D. Procedures/Activities**

1. Center Set Ups – Prior to the students' arrival, set up the six poetry centers at six different tables near each other in the library. Each center requires the set up as described in the *Procedure/Activities* section of Lessons 3-7. Instruction cards for each center work best when printed on card stock and laminated. See appendices for instruction cards.
2. Have the class gather on the floor with their folder, checklist, rubric, and supply boxes to learn about the centers.
3. The teacher and the librarian explain the procedures and expectations for the 3-4 hour block of library time dedicated to the poetry centers today:
  - a. Six centers are set up at six different tables in the library.
  - b. Each center has all materials needed to understand and complete the activity.
  - c. No more than 4 students may work at a center at one time.

- d. Students will keep track of completed centers using the Pageant of Poetry checklist which should be in their folders.
  - e. Emphasize that poetry is an expression of self and personal likes. The joy of poetry comes from writing about things that you know very well. Writing about familiar things makes it much easier. Write about what you know; not about what your classmates like. Emphasize that work must be original unless otherwise stated at the center.
  - f. Review the Poetry Rubric with the students. Students should have a copy of the Poetry Rubric in their folders.
  - g. Explain that each center is designed to be completed independently in 30-40 minutes or less so that the poetry centers will be completed in 3-4 hours.
  - h. Students may move through the centers in any order at their own pace with the teacher and librarian monitoring and guiding the students as they work.
  - i. The teacher and the librarian will give time reminders to help pace the students through the centers.
4. Now, the teacher and the librarian will briefly explain to the students the procedures and activities of each center as described in the *Procedures/Activities* section of Lessons 3-7. The explanation session takes about 20 minutes.
  5. Clarify any questions.
  6. Start the centers.
- E. *Assessment/Evaluation*
1. Teacher will informally assess students understanding of the explanations through observations.

### **Lesson Three: Pageant of Poetry Center**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an appreciation for poetry.
    - b. Students will develop an understanding of various types of writing.
  2. Lesson Content
    - a. Students will be exposed to poetry old and new.
  3. Skill Objective(s)
    - a. Students will connect experiences and ideas with those of others through speaking and listening. (TEKS 3.2A)
- E. *Materials*
1. 4 Pageant of Poetry instruction cards (Appendices C& D)
  2. Pageant of Poetry activity sheet – class set (Appendix D)
  3. Collection of poetry books which include the following poets: Jack Prelutsky, Eve Merriam, Paul Fleischman, Douglas Florian, Arnold Adoff, Valerie Worth, Jane Yolen, John Ciardi, Nikki Grimes, Stephanie Calmenson, Shel Silverstein, Lee Bennet Hopkins, Eloise Greenfield, Karla Kuskin, J. Patrick Lewis, Nikki Giovanni, Lilian Moore, Aileen Fisher, Myra Cohn Livingston, and Langston Hughes.
  4. Book cart to hold the collection of poetry books
  5. 4-5 Shelf markers of different colors
  6. A colored pencil/marker brought by the students
- F. *Key Vocabulary*
1. pageant -- a show or procession of objects
  2. poet -- an author of poetry
- G. *Procedures/Activities*

1. Center Set Up: The Pageant of Poetry instruction cards and activity sheets are on the table. On a cart next to the table, a collection of poetry books are arranged alphabetically by the poets' last names. The poetry books must be those of the 20 poets listed on the Pageant of Poetry activity sheet. Get the books from the school or public library.
  2. Teacher & librarian will define *pageant* to the students and highlight the Pageant of Poetry instruction card. Emphasize reading and following the directions.
  3. The Pageant of Poetry activity sheet highlights works of 20 famous poets.
  4. Students will read the Pageant of Poetry instruction card.
  5. Students will survey the poets' works by reading several poems from the collection of poetry books on the cart.
  6. After the poems have been read, students will choose one title from each poet to write in the respective box on the Pageant of Poetry sheet.
  7. Students must complete at least 10 of the 20 poets.
  8. Extension: With a partner from the center, share thoughts or feelings about one poem.
- E. *Assessment/Evaluation*
1. Teacher will assess the students work based on completion of the work.

#### **Lesson Four: Couplets Center**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation for poetry.
  - b. Students will develop an understanding of various types of writing.
  - c. Students will practice self-guided writing techniques.
2. Lesson Content
  - a. Students will produce a variety of types of writing such as stories, reports, poems, letters, and descriptions.
  - b. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition.
  - c. Students will read poetry aloud to experience the rhythm of the words.
3. Skill Objective(s)
  - a. Students will write in different forms for different purposes such poems to entertain. (TEKS Writing 3.14D)
  - b. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
  - c. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
  - d. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)
  - e. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
  - f. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
  - g. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
  - h. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)

##### B. *Materials*

1. 4 Couplets instruction cards (Appendices E & F)
2. Twice As Nice activity sheet – class set (Appendix F)

3. Book: *Some Things Go Together* – 2 copies
  4. Book: *Scholastic Rhyming Dictionary* – 4 copies
- C. *Key Vocabulary*
1. couplet – a poem with two lines that rhyme with the last words
  2. rhyme – if words rhyme, the words end with the same sound
- D. *Procedures/Activities*
1. Center Set Up: The Couplets instruction cards and Twice as Nice sheets are on the table along with 2 copies of *Some Things Go Together*, and 4 copies of the *Scholastic Rhyming Dictionary*.
  2. Teacher & librarian will define *couplet* to the students and highlight the Couplets instruction card. Emphasize reading and following the directions.
  3. Teacher and librarian will highlight the Twice as Nice activity sheet and demonstrate how to use the *Scholastic Rhyming Dictionary*.
  4. Teacher and librarian need to encourage students to create original work and use the rhyming dictionary for word choice help.
  5. Students will read the Couplets instruction card to gain background knowledge about couplets.
    - a. It has 2 lines.
    - b. The last words of each line rhyme.
  6. Students will read examples from the Couplets instruction card and from the book *Some Things Go Together*.
  7. On the Twice as Nice sheet, students will list words that rhyme with “cat”. Then they will write a second line to complete the couplet, “My shiny black cat,…”
  8. Students will continue writing the second line of each exercise on the Twice As Nice activity sheet.
  9. Students will create 2 of their own couplets on the back of the Twice as Nice sheet.
- E. *Assessment/Evaluation*
1. Teachers will assess the students’ work according to the Poetry Rubric (Appendix B).

**Lesson Five: Shape/Concrete Poem Center**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an appreciation for poetry.
    - b. Students will develop an understanding of various types of writing.
    - c. Students will practice self-guided writing techniques.
  2. Lesson Content
    - a. Students will produce a variety of types of writing such as stories, reports, poems, letters, and descriptions.
    - b. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition.
    - c. Students will read poetry aloud to experience the rhythm of the words.
  3. Skill Objective(s)
    - a. Students will write in different forms for different purposes such poems to entertain. (TEKS Writing 3.14D)
    - b. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
    - c. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
    - d. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)

- e. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
- f. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
- g. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
- h. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)

B. *Materials*

- 1. 4 Shape/Concrete Poems instruction cards (Appendices G & H)
- 2. Book: *Winter Eyes* – 2 copies
- 3. Notebook paper or spiral notebook
- 4. White construction paper or copy paper - 8 ½” x 11” - supply
- 5. 4 thin-tipped Sharpie permanent markers

C. *Key Vocabulary*

- 1. Shape Poem-- the words of the poem create the shape of the object of the poem
- 2. Concrete Poem -- a verse that outlines the shape of the object of the poem

D. *Procedures/Activities*

- 1. Center Set Up: The Shape/Concrete Poems instruction cards are on the table along with 2 copies of the book *Winter Eyes*, a supply of white construction or copy paper, and 4 thin-tipped Sharpie permanent markers.
- 2. Teacher & librarian will define *shape poem* & *concrete poem* to the students and highlight the Shape/Concrete poem instruction card. Emphasize reading and following the directions.
- 3. Teacher & librarian will quickly demonstrate on the white board the student steps of creating a concrete poem and show examples from *Winter Eyes* on pages 16-17, 26, & 45.
- 4. The students will read the shape/concrete poem instruction card to learn background information about shape poems.
- 5. Students will review examples from the Shape/Concrete Poems instructions card and from *Winter Eyes*, pages 16-17, 26, and 45.
- 6. Students will choose a simple shape that would be easy to outline with words or easy to create using words.
- 7. The students will brainstorm words or phrases about the object in their notebook.
- 8. The students will put the words and phrases together to create a shape or concrete poem.
- 9. Teacher/librarian will check the drafted poem to see if directions were followed.
- 10. The shape of the poem can now be outlined lightly with a pencil on a piece of white construction or copy paper.
- 11. To make a concrete poem, students will write the words of the poem around the drawn shape making sure not to leave any empty spaces. To make a shape poem, students will arrange the words so that the arrangement forms the shape of the object.
- 12. After the words have been added, they can be outline with a fine point Sharpie.
- 13. Have students erase the background pencil lines, and the words will form the shape of the object. Students can add detail and color to finish the poem.

E. *Assessment/Evaluation*

- 1. Teachers will assess the students’ work according to the Poetry Rubric (Appendix B).



## Lesson Six: Acrostic Poem Center

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation of poetry.
  - b. Students will develop an understanding of various types of writing.
  - c. Students will practice self-guided writing techniques.
2. Lesson Content
  - a. Students will produce a variety of types of writing such as stories, reports, poems, letters, and descriptions.
  - b. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition.
  - c. Students will read poetry aloud to experience the rhythm of the words.
3. Skill Objective(s)
  - a. Students will write in different forms for different purposes such poems to entertain. (TEKS Writing 3.14D)
  - b. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
  - c. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
  - d. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)
  - e. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
  - f. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
  - g. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
  - h. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)

### B. *Materials*

1. 4 Acrostic instruction cards (Appendices I & J)
2. Book: *Autumn: An Alphabet Acrostic* – 2 copies
3. Acrostic Action activity sheets – class set (Appendix J).
4. 2 copies of a children's dictionary

### C. *Key Vocabulary*

1. acrostic poem- verses created from each letter of a word chosen as the poem topic; each verse can be a word, phrase, or sentence that describes the topic

### D. *Procedures/Activities*

1. Center Set Up: The Acrostic Poems instruction card and the Acrostic Action activity sheets are on the table along with 2 copies of *Autumn: An Alphabet Acrostic* and 2 copies of a children's dictionary.
2. Teacher & librarian will define *acrostic poem* to the students and highlight the Acrostic Poems instruction card. Emphasize reading and following the directions.
3. Model with the class creating a short acrostic poem.
4. Students will read the Acrostic Poems instruction card for background information and review samples of acrostic poems on the Acrostic Poems instruction card and in the book *Autumn: An Alphabet Acrostic*.

5. In an acrostic poem, students first choose a word for the poem topic and then use each letter of the word to write a verse (or line) about the poem topic. The verse should be a word, phrase, or sentence about the poem topic.
  6. Students will create their own acrostics on the Acrostic Action sheet.
- E. *Assessment/Evaluation*
1. Teachers will assess the students' work according to the Poetry Rubric (Appendix B).

**Lesson Seven: Haiku Center**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation of poetry.
  - b. Students will develop an understanding of various types of writing.
  - c. Students will practice self-guided writing techniques.
2. Lesson Content
  - a. Students will produce a variety of types of writing such as stories, reports, poems, letters, and descriptions.
  - b. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition
  - c. Students will read poetry aloud to experience the rhythm of the words.
3. Skill Objective(s)
  - a. Students will write in different forms for different purposes such poems to entertain. (TEKS Writing 3.14D)
  - b. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
  - c. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
  - d. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)
  - e. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
  - f. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
  - g. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
  - h. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)

B. *Materials*

1. 4 Haiku instruction cards (Appendix K)
2. Book: *Cool Melons-Turn to Frogs! The Life and Poems of Issa* – 2 copies
3. Book: *Cricket Never Does* – 2 copies
4. Notebook paper or spiral notebook
5. Watercolor paper – 6" x 9" – class set
6. 4 thin-tipped Sharpie permanent markers
7. Watercolor paints brought by students
8. Plastic cups for water

C. *Key Vocabulary*

1. Haiku Poem -- a Japanese poem about nature that has 17 syllables divided into three lines that do not rhyme - line one is 5 syllables; line two is 7 syllables; line three is 5 syllables

2. syllable -- a unit of spoken language consisting of a single uninterrupted sound forming all or part of a word
- D. *Procedures/Activities*
1. Center Set Up: The Haiku instruction cards are on the table along with 2 copies of *Cool Melons Turn to Frogs*, 2 copies of *Cricket Never Does*, water color paper, 4 thin tipped Sharpie permanent markers. Two cups of water are available, kept by the sink in the workroom.
  2. Teacher & librarian will define *haiku*, review the meaning of *syllable* to the students, and highlight the Haiku instruction card. Emphasize reading and following the directions.
  3. Explain the pattern of the haiku and have the class repeat several examples of haiku to understand the syllable pattern. Examples are in the book *Cricket Never Does*.
  4. Create a haiku with the class, emphasizing the need to rework the words until they fit into the syllable pattern and still make sense.
  5. Students will read the Haiku instruction card for background information about haiku poems.
    - a. Students will learn that a haiku is a Japanese poem about nature.
    - b. A haiku usually has 17 syllables divided among 3 lines.
    - c. The first line has 5 syllables, the second has 7, and the third has 5 syllables.
  6. Students will read examples of haiku in the Haiku instruction card and in the poetry books such as *Cool Melons-Turn to Frogs! The Life and Poems of Issa* or *Cricket Never Does*.
  7. On notebook paper or in their notebook, students will practice writing a haiku.
    - a. First, they decide on a topic.
    - b. Write several phrases describing an action or feeling about that topic.
    - c. The phrases will then be revised to make them fit the haiku form-5 syllables, 7 syllables, and 5 syllables.
  8. After their haiku has been edited, students will neatly write their final work on watercolor paper, trace over the poem with a Sharpie permanent marker and paint an illustration.
- E. *Assessment/Evaluation*
1. Teachers will assess the students' work according to the Poetry Rubric (Appendix B).

### **Lesson Eight: Quatrain Center**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an appreciation of poetry.
    - b. Students will develop an understanding of various types of writing.
    - c. Students will practice self-guided writing techniques.
  2. Lesson Content
    - a. Students will produce a variety of types of writing such as stories, reports, poems, letters, and descriptions.
    - b. Students will make reasonable judgments about what to include in his/her own written works based on the purpose and type of composition
    - c. Students will read poetry aloud to experience the rhythm of the words.
  3. Skill Objective(s)
    - a. Students will write in different forms for different purposes such poems to entertain. (TEKS Writing 3.14D)

- b. Students will write to record ideas and reflections. (TEKS Writing 3.14A)
- c. Students will write to discover, develop, and refine ideas. (TEKS Writing 3.14B)
- d. Students will write to communicate for a variety of audiences. (TEKS Writing 3.14C)
- e. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
- f. Students will generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts. (TEKS Writing 3.18A)
- g. Students will revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images. (TEKS Writing 3.18C)
- h. Students will edit for appropriate grammar, spelling, punctuation, and features of polished writing. (TEKS Writing 3.18D)

B. *Materials*

- 1. 4 Quatrain instruction cards (Appendices L & M)
- 2. Book: *I Can Fly!* – 2 copies
- 3. Book: *I Can Roll!* – 2 copies
- 4. Book: Scholastic Rhyming Dictionary – 4 copies
- 5. Quatrain tri-fold – class set (Appendix N)
- 6. 4 pairs of scissors
- 7. Colored pencils brought by students

C. *Key Vocabulary*

- 1. Quatrain Poem- a four line poem in which the 2<sup>nd</sup> and 4<sup>th</sup> lines rhyme.

D. *Procedures/Activities*

- 1. Center Set Up: The Quatrain instruction cards and the Quatrain tri-fold sheets are on the table along with 2 copies each of *I Can Fly!* and *I Can Roll!*, 4 copies of the *Scholastic Rhyming Dictionary*, and 4 pairs of scissors.
- 2. Teacher & librarian will define *quatrain* and highlight the Quatrain instruction card. Emphasize reading and following the directions.
- 3. With the class read a sample of a quatrain riddle from the book *I Can Fly!* or *I Can Roll!* Emphasize the pattern – it must be 4 lines and the 2<sup>nd</sup> and 4<sup>th</sup> lines must rhyme.
- 4. Demonstrate how to use the Quatrain tri-fold.
- 5. Students will read the Quatrain instruction card for background information about quatrain poems.
- 6. Students will familiarize themselves with quatrain riddles by reading examples from the book *I Can Fly!* or *I Can Roll!*
- 7. Encourage the students to look for features of this type of poetry that are different from other poems we have read.
  - a. Quatrains have four lines.
  - b. The last words of the 2<sup>nd</sup> line and 4<sup>th</sup> line rhyme.
- 8. Have students choose one quatrain riddle from one of the books to copy on their Quatrain tri-fold.
- 9. Students can repeat the poem aloud as they write so they can recognize the flow and rhyme of the words.
- 10. Using the same format Alain Crozon used in her books *I Can Fly!* or *I Can Roll!*, students will write and illustrate two of their own quatrains in their quatrain tri-fold.

11. Students will color the illustrations that accompany their quatrains on the tri-fold. Students may fold and cut the tri-fold to make the riddle book with flaps like the sample books.
  12. Extension: Students may trade their quatrain riddles with a partner to guess the answers to the riddles. They may use the picture clues from the illustration if needed.
- E. *Assessment/Evaluation*
1. Teachers will assess the students' work according to the Poetry Rubric (Appendix B)

### **Lesson Nine: Classifying Poetry**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation for poetry.
  - b. Students will classify various types of poems.
2. Lesson Content
  - a. Students will be exposed to poetry old and new.
  - b. Students will read poetry aloud to experience the rhythm of the words.
  - c. "Adventures of Isabel" (Ogden Nash)
  - d. "The Bee" (Isaac Watts)
  - e. "By Myself" (Eloise Greenfield)
  - f. "Catch a Little Rhyme" (Eve Merriam)
  - g. "The Crocodile" (Lewis Carroll)
  - h. "Dream Variation" (Langston Hughes)
  - i. "Eletelephony" (Laura Richards)
  - j. "Father William" (Lewis Carroll)
  - k. "First Thanksgiving of All (Nancy Byrd Turner)
  - l. "For Want of a Nail, the Shoe was Lost..." (Traditional)
  - m. "Jimmy Jet and his TV Set" (Shel Silverstein)
  - n. "Knoxville, Tennessee" (Nikki Giovanni)
  - o. "Trees" (Sergeant, Joyce Kilmer)
3. Skill Objective(s)
  - a. Students will identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia. (TEKS Writing 3.1F)
  - b. Students will read orally from familiar texts with fluency (accuracy/expression/appropriate phrasing/attention to punctuation). (TEKS 3.6C)

#### B. *Materials*

1. Book: *What Your Third Grader Needs to Know*
2. Copies of poems from *What Your Third Grader Needs to Know* p. 67-1 per student.
3. Classifying Poems (Appendix O)

#### C. *Key Vocabulary*

1. couplet – a two line poem in which the last words of each line rhyme
2. shape poem – the words of the poem create the shape of the object of the poem
3. concrete poem – a verse that outlines the shape of the object of the poem
4. acrostic – verses created from each letter of a word chosen as the poem topic; each verse can be a word, phrase, or sentence that describes the topic
5. haiku – a Japanese poem about nature that has 17 syllables divided into three lines that do not rhyme - line one is 5 syllables; line two is 7 syllables; line three is 5 syllables
6. quatrain – a four line poem in which the 2<sup>nd</sup> and 4<sup>th</sup> lines rhyme

- D. *Procedures/Activities*
1. Review elements of poetry, such as rhyming words, punctuation, short verses, rhythm, and purpose.
  2. Students (individually, pairs, or groups) will revisit the CORE poems to study the patterns and classify poems as haiku, shape/concrete, acrostic, quatrain, couplet, or other forms not studied.
    - a. “Adventure of Isabel”
    - b. “The Bee”
    - c. “By Myself”
    - d. “Catch a Little Rhyme”
    - e. “Dream Variation”
    - f. “Knoxville, Tennessee”
    - g. “The Crocodile”
    - h. “Trees”
    - i. “Jimmy Jet and His TV Set”
    - j. “Eletelephony”
    - k. “Father William”
    - l. “First Thanksgiving of All”
  3. Students will complete the Classifying Poems activity. (Appendix O)
- E. *Assessment/Evaluation*
1. Teacher will assess students’ understanding and knowledge of the types of poetry using the Classifying Poems activity. (Appendix O)

### CULMINATING ACTIVITY

- A. Students will participate in a “Poetry Café”. A variety of poetry books need to be collected by the teacher. Students can choose one poem from the books or a poetry piece of their own creation to perform for the class. Provide time for the students to practice reading with voice and expression. Some may choose to memorize their lines. Invite parents and other classes to the “Poetry Café” during which guests are treated to pastries and a warm beverage as they listen to each poet perform.

### HANDOUTS/WORKSHEETS (see appendices)

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

## A Pageant of Poetry

**\*Please check off the stations as you visit them.**

**\*There can be no more than 4 people at a station.**

\_\_\_\_\_ **Pageant of Poetry**

\_\_\_\_\_ **Couplets**

\_\_\_\_\_ **Quatrains**

\_\_\_\_\_ **Acrostic**

\_\_\_\_\_ **Haiku**

\_\_\_\_\_ **Shape/Concrete Poem**

**Remember, if you copy a poem, you must give credit to the author.**

**Work Hard and Have FUN!!**



## Appendix B

### Poetry Rubric

Trait	1 Novice	3 Proficient	5 Advanced
Ideas	Idea is unclear or unfocused. May include random ideas and extraneous or loosely related details.	Focuses on single idea and has adequate supporting details. Idea may be understandable but still fuzzy.	Presents a fresh, original idea with supporting details. Focuses on idea, feeling, or experience. Uses specific concrete images.
Organization	Sequencing is illogical, or not evident	Sequencing is logical. The poetry form has been followed with few or no errors.	Uses logical, effective organizational strategy. Poem uses form to interpret idea creatively and effectively.
Word Choice	General or ordinary words. Attempts new words with limited success. May include inappropriate words or limited use of vocabulary.	Attempts to use descriptive words to create images. Tries to use words for specificity. Experiments with new and different words with some success.	Precise, original fresh words. Creative, vivid images.
Presentation	Limited quality of appearance.	Presentation is neat and legible.	Appearance is neat and legible beyond requirements, which enhance meaning.

**Scoring:**

Novice-4 to 8 points

Apprentice-9-14 points

Advanced-15-20 points

# PAGEANT OF POETRY

- 1. USE THE POETRY BOOKS ON THE TABLE AND FOLLOW THE DIRECTIONS ON THE WORKSHEET.**
- 2. HAVE FUN!!!**

**YOUR GOAL:  
TO LEARN ABOUT DIFFERENT POETS AND  
HOPEFULLY FIND ONE OR MORE WHO YOU  
LIKE!**

# Pageant of Poetry

In the pageant below, there are several popular poets. When you read a poem by one of the poets, write the title in the correct oval. You must select a poem from at least 10 of the poets.

Lewis Carroll

John Ciardi

Aileen Fisher

Paul Fleischman

Douglas Florian

Myra Cohn Livingston

Eloise Greenfield

J. Patrick Lewis

Eve Merriam

Karla Kuskin

Nikki Grimes

Lilian Moore

Jane Yolen

Shel Silverstein

Jack Prelutsky

Naomi Shihab Nye

Ogden Nash

## Couplets

**A couplet is a two line poem with rhyming words at the end of each line.**

### **READ THE SAMPLES OF COUPLETS:**

One, two,  
Buckle my shoe.

-nursery rhyme

**Couplets can follow each other to make a longer poem.**

**Catch A Little Rhyme  
By Eve Merriam**

**Once upon a time  
I caught a little rhyme**

**I set it on the floor  
But it ran right out the door**

**I chased it on my bicycle  
But it melted to an icicle**

**I scooped it up in my hat  
But it turned into a cat**

**I caught it by the tail  
But it stretched into a whale**

**I followed it in a boat  
But it changed into a goat**

**When I fed it tin and paper  
It became a tall skyscraper...**

### **YOUR GOAL:**

**PRACTICE WRITING COUPLETS USING THE TWICE AS NICE  
ACTIVITY SHEET THEN CREATE YOUR OWN COUPLETS FROM  
SCRATCH ON THE BACK OF THE SHEET.**

## Appendix F – back of instruction card

Name \_\_\_\_\_

Date \_\_\_\_\_

# Twice as Nice

One kind of poem is called a couplet. Couplets are poems that have two lines that rhyme. It doesn't matter how long the lines are, as long as the last words in each line rhyme!

Here is an example:

I had a very exciting *dream*  
About an entire city made out of ice *cream!*

Try your own!!

List as many words as you can that  
rhyme with cat.

Using the words from the box above, finish  
the second line for this couplet.

My shiny black cat,

\_\_\_\_\_

Now practice some couplets on your own. Read the lines below and then write a second line.  
Make sure the last words rhyme!

The lazy old cat slept all day,

\_\_\_\_\_

There once was a big blue hog,

\_\_\_\_\_

Once I climbed a mountain four feet high,

\_\_\_\_\_

My friend and I had fun last night,

\_\_\_\_\_

The fat-cheeked squirrel can be found,

\_\_\_\_\_

**\*\*Now create 2 more couplets of your own on the back.\*\***

# Shape/Concrete Poems

**Shape and concrete poems are a lot of fun to create and read!**

**In a shape poem, the words of the poem create the shape of the object of the poem and the words describe or tell about the object.**

**In a concrete poem, the words outline the shape of the object of the poem. The words also tell about the object.**

**STUDY THE EXAMPLES ON THE BACK OF THE CARD.**

**Your Goal:**

- 1. Create your own shape or concrete poem.**

**Directions:**

- 1. FIRST DO A DRAFT IN YOUR NOTEBOOK, THEN RE-WRITE THE POEM ON A CLEAN SHEET OF WHITE PAPER.**
- 2. Choose a shape you like, such as a tree, an apple, a cat, a car.**
- 3. SIMPLE SHAPES WORK BEST.**
- 4. Brainstorm lists of words and phrases about your object.**
- 5. Put your words and phrases together so they make a poem.**
- 6. Outline the shape lightly with your pencil.**
- 7. Write the words of your poem to fit the shape as well as tell about it.**
- 8. After you have written your poem and traced over the words with a Sharpie marker, erase the pencil lines, and the words will form the shape of the object--if you haven't left any blank spaces!**
- 9. Add detail or color to your poem.**

# Sample Shape & Concrete Poems

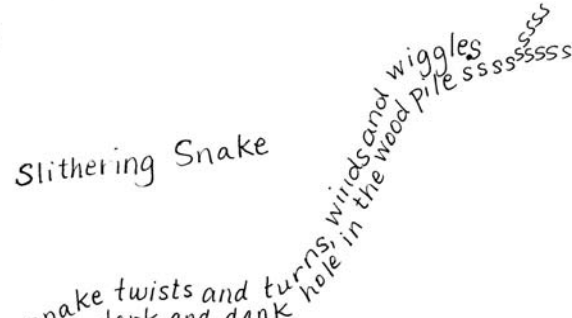
Sweet Strawberry



The sweet, red bite  
size treat sits waiting  
to be picked. A quick,  
small hand plucks  
it up and pops it in  
a tiny mouth. Sticky  
strawberry juices  
dribble down from  
a crooked smile.  
One more, two  
more, maybe  
three

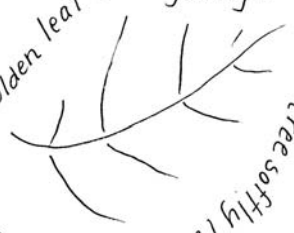
Shape Poems

Slithering Snake



The slithering snake twists and turns, wiggles  
on its way to the dark and dank hole in the wood pile ssssssssss

Autumn Leaf



The golden leaf falls gently from the  
wind blown tree softly landing at my feet.  
The golden leaf falls gently from the  
wind blown tree softly landing at my feet.



The light bulb, an important invention, soft glow, brightens dark rooms at night, Thomas Edison.

Light Bulb

Concrete Poems

# Acrostic Poems

**In an acrostic poem, you choose a word as your poem topic and then use each letter of the word to write a verse or line that describes your poem topic. The verse or line can be a word, phrase, or sentence.**

## **READ THE SAMPLES OF ACROSTICS:**

### **PUMPKINS**

Pumpkins grow  
Until picked for Halloween  
Making little children smile!  
Patches of green and orange  
Kissed by the sun  
Interesting shapes  
Never boring  
Small and large

### **Daisy**

Delicate flower  
Always smiling  
In the sun's rays  
Soft white petals  
Yellow centers

**More samples are in the books at your center!**

### **YOUR GOAL:**

**Create your own acrostics on the Acrostic Action sheet. Write each letter of your word on a separate line. Now, use each letter to write your descriptive word, phrase, or sentence about your topic.**

**You may use a dictionary to help you find words.**



## Acrostic Action

Practice writing an acrostic poem using a word from the word box as your topic. Remember acrostic poems can have short words, phrases, or sentences that begin with each letter of the word you are writing about. Be sure you are describing your topic.

### Word Box

Ice Cream	Baseball	School	Summer
-----------	----------	--------	--------

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Write another acrostic poem below using a word of your choice. Some ideas for your acrostic may be your name, the school you attend, a city, or sport you like to play. If more lines are needed, you may write on the back of this paper.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Appendix K

# Haiku

A haiku is a 3-line Japanese poem about nature. The poem has 17 syllables broken down into a 5-7-5 pattern, and the poem does not rhyme. Study the format below:

5 syllables

7 syllables

5 syllables

The poems always describe nature's beautiful moments that keep you thinking or feeling. The words create a picture in your mind. Here are some examples.

### Raindrops

Cool drops of water  
Gently fall from the heavens  
To kiss the flowers

### Spiders

Eight-legged creatures  
Spinning webs in small spaces  
To catch flying bugs

Also look at the beautiful poems in the books at your table!

### Directions:

1. Decide on a favorite topic. Write it down on paper or in your notebook.
2. Brainstorm phrases or sentences that describe your favorite topic.
  - \*Remember to use words that will paint a picture in your mind.
  - \*Remember, repeating the same words and phrases is not interesting.
3. Choose your favorite phrases or sentences and work them to fit the haiku pattern.
4. Have your draft haiku checked by your teacher or librarian.
5. Write your approved haiku on a piece of water color paper and trace the words with a Sharpie.
6. Water color a picture to go along with your poem!

## Quatrains

- **A quatrain poem has four lines and the 2<sup>nd</sup> and 4<sup>th</sup> lines must end in rhyming words.**
- **Read the quatrain examples on the back of this card. They are previously studied poems by Isaac Watts and Lewis Carroll.**
- **Now, read several quatrain riddles from the books by Alain Crozon.**
- **Choose a favorite.**
- **Take a Quatrain tri-fold and copy your favorite Alain Crozon riddle with pictures in one of the tri-fold sections, but remember to keep the 4-line pattern and list the author of the poem to give her credit.**
- **Now, in the remaining Quatrain tri-fold sections, create your own quatrain riddles with pictures.**
- **Color, fold, and cut the Quatrain tri-fold to make your own riddle book.**
- **Share your riddles with your classmates!!!**

# Quatrains

**A quatrain is a four line poem in which the last words of Line 2 & Line 4 must rhyme!**

**See the samples below:**

**Excerpt from the poem**

**Against the Idleness and Mischief  
by Isaac Watts**

**How doth the little busy bee,  
    Improve each shining hour,  
And gather honey all the day,  
    From every opening flower!**

**The Crocodile  
by Lewis Carroll**

**How doth the little crocodile,  
    Improve his shining tail,  
And pour the waters of the Nile  
    On every golden scale!**

**How cheerfully he seems to grin!  
    How neatly spreads his claws,  
And welcomes little fishes in  
    With gently smiling jaws!**

**Appendix N**

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**What am I?**

Quatrain by \_\_\_\_\_

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**What am I?**

Quatrain by \_\_\_\_\_

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**What am I?**

Quatrain by \_\_\_\_\_

Appendix O

### Classifying Poems

Read the following poems and put a check in the box that identifies what type of poem it is. If it does not fit any of the types of poems we have studied, put a check in the “Other” box.

Poems	Haiku	Shape/ Concrete	Quatrain	Couplet	Acrostic	Other
Adventures of Isabel						
Eletelephony						
Jimmy Jet and His TV Set						
Father William						
The Crocodile and the Bee						
Dream Variations						
By Myself						
Trees						
Catch a Little Rhyme						
Knoxville. Tennessee						
First Thanksgiving of All						

Which type of poetry had the most poems? \_\_\_\_\_

Which poem did you like the best? Why?

\_\_\_\_\_