

# Understanding Eletelephony and Other Small Words Through Poetry

**Grade Level:** Third Grade

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**Length of Unit:** 15-16 days

## I. ABSTRACT

Who says Poetry is just for fun? This is a year long Poetry unit to help third graders enjoy, interpret and understand those great Core Knowledge poems as their teacher sneaks in Language Arts skills to make them successful readers and writers!

## II. OVERVIEW

### A. Concept Objectives

1. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
2. Understand how proper usage and spelling of words correlate with Reading and Writing
3. Appreciate a variety of literatures

### B. Content (page 67)

1. Third Grade Poetry

### C. Skill Objectives (Third Grade Language Arts TEKS)

1. The student will use a variety of word identification strategies. (3.5)
2. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
3. The student will write for a variety of audiences and purposes and in various forms. (3.14)
4. The student will spell proficiently. (3.16)
5. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
6. The student will evaluate his/her own writing and the writing of others. (3.19)
7. The student will listen attentively and engage actively in various oral language experiences. (3.1)
8. The student will respond to various texts. (3.10)
9. The student will analyze the characteristics of various types of texts. (3.11)
10. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Fountas, I. & Pinnell, G.S. *Word Matters: Teaching Phonics and Spelling in a Reading/Writing Classroom*. Portsmouth, NH: Heinemann, 1998, 00325-00051-4.
2. Ganske, Kathy. *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. New York, NY: Guilford, 2000, 1-57230-559-2.
3. Hirsch, Jr. E.D. *What Your Third Grader Needs to Know*. New York, NY: Doubleday, 2001, 0-385-49719-9.

### B. For Students

1. Poetry from Listen, My Children: Poems for Second Graders
2. Strategies for decoding unknown words
3. Strategies for determining meanings of words

#### IV. RESOURCES

- A. Listen, My Children: Poems for Third Graders
- B. Hirsch, Jr. E.D. *What Your Third Grader Needs to Know*
- D. <http://www.shepherd.edu/englweb/awiakta/awiakta.htm>
- E. <http://www.geocities.com/~spanoudi/poems/song-00.html>
- F. <http://www.toptags.com/aama/voices/speeches/speech1.htm>

#### V. LESSONS

##### Lesson One: *Eletelephony* by Laura Richards

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  - 2. Lesson Content (page 67)
    - a. *Eletelephony*
  - 3. Skill Objective(s)
    - a. The student will use a variety of word identification strategies. (3.5)
    - b. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - c. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - d. The student will respond to various texts. (3.10)
    - e. The student will analyze the characteristics of various types of texts. (3.11)
- B. *Materials*
  - 1. Poetry Folder for organization
  - 2. Copy of *Eletelephony* for each student
  - 3. Blank copy of Table of Contents for each student (Appendix A)
  - 4. Blank copy of Glossary page for each student (Appendix B)
  - 5. 2 large pieces of butcher paper to be used for brainstorming
  - 6. Chart marker
  - 7. Drawing paper for extension activity (optional)
  - 8. Pencil for extension activity (optional)
- C. *Key Vocabulary*
  - 1. Howe'er - However; How in the world?
  - 2. Entangled - tangled; confused
- D. *Procedures/Activities*
  - 1. Write *Eletelephony* on board, overhead, or top of butcher paper.
  - 2. Ask the students "What do you recognize about this word?" Write students' interpretations of meaning on left side of butcher paper.
  - 3. Write clues to the interpretations on right side of butcher paper.
  - 4. Introduce the poem *Eletelephony* and discuss how the author, Laura Richards, created this nonsense word to add humor to her poem.
  - 5. Before reading poem aloud, have student number the lines. This will assist students when discussions lead to specific lines in this poem, as well as future poems. Introduce rhyme scheme. This will also assist students in future poems. Explain to children that this poem was written in an AABB rhyme scheme.

- Relating it to math patterns is always helpful.
6. Read *Eletelephony* as students follow along. Be sure to reinforce the /ph/ phonogram.
  7. Ask students what they enjoyed about the poem. Possible answers could be the funny words, the rhyming, or the humor.
  8. Ask students to look at line 7 so you may refer to the word howe'er. Check for student understanding of the word. The only possible answer is however. Explain to students how this word was used in the poem. The word was used to mean how in the world?
  9. Check for student understanding of the word entangled (tangled; confused).
  10. Separate the 2<sup>nd</sup> piece of butcher paper into 3 columns. Brainstorm the nonsense words used in this poem in the 1<sup>st</sup> column. In the 2<sup>nd</sup> column brainstorm what the author meant to say. In the 3<sup>rd</sup> column write what clues were given to help determine the meaning.
  11. Wrap up the lesson by explaining to students that clues around unknown words help to determine the meaning when reading.
  12. Read poem again chorally or with a partner.
  13. Have students add *Eletelephony* to Poetry Folder.
  14. List *Eletelephony* in Table of Contents (Appendix A). Explain to students how the table of contents should be set up, and that they will create their own as the year goes on.
  15. List howe'er and entangled in glossary (Appendix B). Let students know the class will be adding new vocabulary as the unit goes on.
  16. Explain to students that this Poetry Folder should go home, so they may read the poem to a parent, guardian, sibling, etc. Whoever they read it to needs to sign at the bottom of the page. Students need to bring folder back to school. It will be kept in class. The class will continue to add poems and activities throughout the year.
  17. Students are to reread *Eletelephony* for homework, explain to parents what they learned as they read the poem, and have parent sign the bottom of this poem.

E. *Assessment/Evaluation*

1. Monitoring
2. Question/Answer Discussion
3. Poetry Folder
4. Parent Signature

*Extension*

1. Students may illustrate their favorite part of the poem using drawing paper and pencil.

**Lesson Two: *By Myself* by Eloise Greenfield**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
  - b. Appreciate a variety of literatures
2. Lesson Content (page 67)
  - a. *By Myself*
3. Skill Objective(s)
  - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
  - b. The student will spell proficiently. (3.16)

- c. The student will respond to various texts. (3.10)
- d. The student will analyze the characteristics of various types of texts. (3.11)
- e. The student will write for a variety of audiences and purposes and in various forms. (3.14)
- f. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)
- g. The student will listen attentively and engage actively in various oral language experiences. (3.1)
- h. The student will evaluate his/her own writing and the writing of others. (3.19)

B. *Materials*

- 1. Poetry Folder for organization
- 2. Copy of *By Myself* for each student
- 3. Pencils
- 4. Model of Acrostic
- 5. Acrostic worksheet for each student to create an acrostic.
- 6. Acrostic Rubric (Appendix C)

C. *Key Vocabulary*

- 1. Dimple - small indentation
- 2. Gospel - religious
- 3. Gong - a metal saucer-shaped disk that makes a loud deep sound when struck with a padded mallet.

D. *Procedures/Activities*

- 1. Ask students what long-term goals they have. What do they see themselves doing when they are adults?
- 2. Explain to students that as adults they can be whatever professions they wish to be, but as third graders they can only use their imagination.
- 3. Introduce *By Myself* by Eloise Greenfield. Have students number the lines and discuss the rhyme scheme. Let them know this poem encourages them to use their imagination. Read *By Myself* as students follow along.
- 4. Ask one student to reread line 4. Check for student understanding of the word dimple (small indentation refer to a “dent” in a car to help students understand). Ask students for a common place dimples are seen.
- 5. Have another student reread line 7. Check for student understanding of the word gospel (religious). Where would someone go to hear gospel music? Discuss.
- 6. Have one more student reread line 8. Brainstorm as a class possible definitions for gong. Define gong (a metal disk that makes a deep loud noise when hit with a padded mallet. A mallet is also used to play a xylophone).
- 7. Ask students why they think the author used the word gong. Possible answer: she wanted it to rhyme with song.
- 8. Have students orally give other rhyming words used in this poem. Focus on the different ways to spell similar sounds. For example, /oi/ is spelled *oy* at the end of a word like in *toy*, and *oi* in the middle of the word like in *noise*. The author helped the two words to rhyme by adding *s* to *toy*. Another example of different word patterns is the short vowel /e/. It is spelled with an *e* in *red*, but with *ea* in *bread*. Explain the rule: *When two vowels go walking, the first one does the talking*.
- 9. Have students read the poem silently.
- 10. Re-emphasize how the author encourages students to use their imagination when sending the message “You can do whatever you set your mind to”. Discuss how

the author Eloise Greenfield ended the poem: This is her way of saying we are all special and unique (being the only one of its kind).

“I’m whatever I want to be  
An anything I care to be  
And when I open my eyes  
What I care to be  
Is me”

11. Model writing an acrostic using your name or name of the school. Explain how this demonstrates each individual’s uniqueness by using individual’s name, and then using adjectives to describe one’s self.
  12. Have each student write an acrostic for his/her name. Give each student a rubric (Appendix C) so they can double-check their work.
  13. Have students turn in acrostic and rubric so teacher may evaluate.
  14. Have students add poem to Poetry Folder and table of contents.
  15. Add words dimple, gospel, and gong to glossary.
  16. Assign Reading homework. Be sure you let them know a parent needs to sign.
  17. Once the teacher has assessed students’ acrostics, they may be added to folder and table of contents.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
  5. Acrostic
  6. Rubric
- F. *Extension*
1. Students may write another acrostic using other nouns. For example, they may write one for mother, father, sibling, pet, school, etc.

### **Lesson Three: *Catch a Little Rhyme* by Eve Merriam**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *Catch a Little Rhyme*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will evaluate his/her own writing and the writing of others. (3.19)
    - c. The student will respond to various texts. (3.10)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
- B. *Materials*
1. Poetry Folder for organization

2. 2 copies of *Catch a Little Rhyme* for each student
  3. Butcher paper
  4. Chart marker
  5. Overhead, 2nd piece of butcher paper or board to give examples of compound sentences
- C. *Key Vocabulary*
1. Skyscraper - a very tall building
- D. *Procedures/Activities*
1. Brainstorm different types of punctuation and the purposes for each on butcher paper.
  2. Focus on commas. Teacher may need to help students with other jobs/tasks of a comma.
  3. Let students know that commas not only separate items in a list going across, or horizontally, they also separate one or more sentences. Introduce compound sentences. Give examples of some compound sentences on the board, overhead, or piece of butcher paper.
  4. Let students know that sometimes we use words to separate these sentences. These words are called conjunctions. List the conjunctions and, or, but, so, because, and either under or next to the compound sentences. Find the conjunctions in the teacher's examples of compound sentences.
  5. Tell students you are going to read the poem *Catch a Little Rhyme* by Eve Merriam. Have students number lines and discuss rhyme scheme. As you read, you want them to think about what they have just learned about compound sentences.
  6. Read *Catch a Little Rhyme* aloud as students follow along.
  7. Discuss how compound sentences are used in this poem.
  8. Focus on lines 1-5. Ask students if these are compound sentences. Students should respond with a yes. Ask students what is missing. There are no commas in these compound sentences. Ask them if line 6 is a compound sentence. Line 6 is a compound sentence, but has no conjunction or comma.
  9. Ask students to look at lines 1 and 7. Are these compound sentences? No. Explain to students that a compound sentence needs to have 2 complete sentences on both sides of a conjunction or comma.
  10. Have students read the poem again silently.
  11. Ask students when was the last time they "caught" a rhyme. Explain how the author used figurative language. It's a figure of speech. The author didn't really "catch" a rhyme.
  12. Look at line 2. Ask why the author said, "it ran right out the door". Students' response may be because the author wanted it to rhyme. Ask, "What's "it" in the poem?" "It" is the rhyme. Ask the students if a rhyme can run. Briefly introduce personification. The author gives the rhyme a personality.
  13. Look at line 3. The author personifies the rhyme again. Ask what the rhyme is doing in this line. The author says the rhyme "melted". Ask why they think the author would say it "melted". Discuss answers.
  14. Have students look at the two words "bicycle" and "icicle". Ask again how the rhyme could "melt". Discuss the possibility of the actual word melting.
  15. After discussing the personification in line 3, briefly review past tense ending -*ed*.
  16. Continue interpreting the poem focusing on rhyming word patterns in line 5 (-*ail* and -*ale*) and line 8 (-*ite* and -*ight*).
  17. Discuss the vocabulary word skyscraper. Discuss how the word skyscraper can

- be a figure of speech.
- 18. Tell the students that against Eve Merriam's wishes, you will now edit her poem adding the correct punctuation. Have each student read it silently and edit. Share the editing mistakes as a class.
- 19. Add the edited version along with Merriam's version to Poetry Folder and table of contents.
- 20. Add skyscraper to glossary.
- 21. Assign Reading homework with parent signature.
- E. *Assessment/Evaluation*
  - 1. Monitoring
  - 2. Question/Answer Discussion
  - 3. Poetry Folder
  - 4. Parent Signature
  - 5. Edited poem

#### **Lesson Four: *The Crocodile* by Lewis Carroll**

#### **This would be best if done after reading Carroll's Alice's Adventure in Wonderland**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  - 2. Lesson Content (page 67)
    - a. *The Crocodile*
  - 3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will evaluate his/her own writing and the writing of others. (3.19)
    - c. The student will respond to various texts. (3.10)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - f. The student will use a variety of word identification strategies. (3.5)
    - g. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
- B. *Materials*
  - 1. Poetry Folder for organization
  - 2. Copy of *The Crocodile* for each student
  - 3. Copy of *Against Idleness and Mischief* by Isaac Watts for each student (Appendix D)
  - 4. Map to show location of Nile River
  - 5. A poster or any other visual displaying the different types of sentences
  - 6. Venn diagram on butcher paper and student copy is optional (Appendix E)
  - 7. Double Bubble Map on butcher paper and student copy is optional (Appendix F)
- C. *Key Vocabulary*
  - 1. Doth - does
  - 2. Nile - the longest river in the world

- D. *Procedures/Activities*
1. Reread the section of Alice's Adventure in Wonderland in which Alice recites this poem (page 9).
  2. Remind students that after falling down the hole Alice wants to be sure she's still herself, and as a test she calls out a poem. She probably meant to call out a serious poem written by Isaac Watts, *Against Idleness and Mischief*.
  3. Introduce *Against Idleness and Mischief* by having students number lines and discuss rhyme scheme. Read *Against Idleness and Mischief* as students follow along.
  4. Check for understanding of the word doth (does).
  5. Ask for the main character of the poem (the bee). What is the bee doing in stanza 1? The bee has been gathering honey all day. What is the bee doing in stanza 2? She is building her hive. Ask students why they think she would be building this hive. The correct response would be she needs it to store her food or honey.
  6. Introduce *The Crocodile* by having students number lines and discuss rhyme scheme (ABAB). Have one student read stanza 1. Have another student read stanza 2. As a class interpret *The Crocodile*.
  7. What does the author mean by "improve his shining tail"? Possible answers may be to make it shinier, bigger, or nicer. Students tend to overuse the word nicer. Try and encourage them to use a word that will best describe how a crocodile would want his tail to improve. Best possible answers would be shinier, bigger, or stronger.
  8. Read "And pour the waters of the Nile on every golden scale!" Define Nile. Show students on map where the Nile is located and let them know it is the longest river in the world. Discuss the environment the crocodile would live in near the Nile.
  9. Ask what the author could mean by lines 3 and 4. Discuss possible interpretation.
  10. Redefine lines 5 - 8. Discuss possible interpretations.
  11. Ask students if they were asked to edit this poem, what would some mistakes be. Possible answers could be no periods, capitalization mistakes, the spelling of the word doth, etc. Help students to focus on how the poem started with the word "How". Students should be able to identify there is no question mark.
  12. Introduce the three types of sentences: declarative, interrogative, and exclamatory. Explain each one briefly using the visual displaying the different types of sentences.
  13. Have students reread both poems silently as you hang the butcher paper modeling a Venn Diagram (Appendix E) or Double Bubble Map (Appendix F). Whichever graphic organizer is introduced first depends on teacher. Pass out an individual student copy of the organizer you will begin with so student may follow along with discussion.
  14. Compare and contrast both poems using one graphic organizer. Have students fill in their graphic organizer as the class discusses it.
  15. Show students the 2<sup>nd</sup> graphic organizer and fill in quickly using the information from 1<sup>st</sup> graphic organizer. Discuss similarities and differences of both poems.
  16. Add both poems to Poetry Folder and table of contents.
  17. Add doth and Nile to glossary.
  18. Assign reading of poem and parent signature for homework.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion



3. Poetry Folder
4. Parent Signature
5. Compare/Contrast Graphic Organizer to completed as a class

**Lesson Five: *For Want of a Nail*, author unknown**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
  - b. Appreciate a variety of literatures
2. Lesson Content (page 67)
  - a. *For Want of Nail*
3. Skill Objective(s)
  - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
  - b. The student will evaluate his/her own writing and the writing of others. (3.19)
  - c. The student will respond to various texts. (3.10)
  - d. The student will analyze the characteristics of various types of texts. (3.11)
  - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
  - f. The student will use a variety of word identification strategies. (3.5)
  - g. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
  - h. The student will spell proficiently (3.16)

B. *Materials*

1. Poetry Folder for organization
2. Copy of *For Want of a Nail* for each student
3. Butcher paper for brainstorming
4. Marker
5. Cause and Effect handout (Appendix G)
6. Pencils
7. Crayons/color pencils
8. Glass filled halfway full of water
9. A sugar cube

C. *Key Vocabulary*

1. battle - armed fighting
2. kingdom - territory ruled by a king

D. *Procedures/Activities*

1. Motivation activity to display cause and effect. This activity may vary depending on teacher. For example, you may drop a sugar cube in the glass of water.
2. Write the effect that happened after the activity and the cause on butcher paper.
3. Explain to students that things happen because they are the effect of something else, or a cause. As a class, give a couple of more examples to list on butcher paper.
4. Now ask students if they know what a horseshoe is. If students are not sure, explain. Ask them what they think causes a horseshoe to stay on a horse's hoof. Explain to students that a nail is needed to keep the horseshoe in place.
5. Introduce *For Want of a Nail*. Have students number lines and discuss rhyme scheme. Tell students that the author wrote this poem about a horseshoe nail.

"For want" means lacking, and because a horseshoe nail was needed, this caused something else to happen. Read to find out what it caused.

6. Ask students to describe a battle (armed fighting) and check for student understanding. Discuss how a kingdom, a territory ruled by a king, could be lost.
  7. Discuss the causes and effects throughout the poem. Be sure to conclude what the lack of a nail caused.
  8. Be sure to check for understanding of a war. Discuss how wars during times of Calvary are different from today's wars.
  9. Have students read it silently or with a partner.
  10. On the same butcher paper, write "kingdom was lost" under the effect column, and "a nail" under the cause. Check for student understanding as to why you categorized it like you did.
  11. Ask students for a couple of more personal experiences and their causes to write down on the butcher paper.
  12. Pass out cause and effect handout (Appendix G). Students need to write in complete sentences, illustrate and color. They may use a personal or class experience, but they may not use an example shared and written on the butcher paper.
  13. Have students turn in cause and effect activities.
  14. Add poem to Poetry Folder and table of contents.
  15. Add the words battle and kingdom to glossary.
  16. Assign reading of poem and parent signature as homework.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
  5. Cause and Effect activity

### **Lesson Six: First *Thanksgiving of All* by Nancy Byrd Turner**

#### **Length of Lesson: 3-5 days (Expository Writing)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *First Thanksgiving of All*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will evaluate his/her own writing and the writing of others. (3.19)
    - c. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - d. The student will use a variety of word identification strategies. (3.5)
    - e. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
    - f. The student will write for a variety of audiences and purposes and in various

forms. (3.14)

g. The student will spell proficiently. (3.16)

h. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)

B. *Materials*

1. Poetry Folder for organization
2. Copy of *First Thanksgiving for All* for each student
3. Chart marker
4. Pencils
5. Materials used for expository writing process

C. *Key Vocabulary*

1. broth - water in which meat, fish or vegetables have been boiled in
2. hearth - family life; the home
3. peace - freedom from fighting
4. mercy - to be kind and forgiving
5. patience – calmness

D. *Procedures/Activities*

1. Using KWL chart, brainstorm all the students know about the first Thanksgiving. Fill in the questions they have under what they want to know.
2. Discuss the ideas people have of the first Thanksgiving. Possible discussion may be that there was plenty to eat, or that Pilgrims and Native Americans got along.
3. Introduce *First Thanksgiving of All* by Nancy Byrd Turner. Have students number lines and discuss rhyme scheme.
4. Refer to line 7. Check for student understanding of the word broth, water in which meat, fish, or vegetables have been boiled.
5. Check for student understanding of hearth. After discussing the context in which it was used, explain to students the definition of hearth in this poem.
6. Review personification. Ask students what is personification? Ask students if they feel Turner used personification in this poem. Discuss.
7. For those students who feel personification was not used, ask who were the characters in this poem. Characters are Peace, Mercy, Jonathon, and Patience. Ask students who they think Jonathon is. Was he a Pilgrim or a Native American? Now ask whom they think Peace, Mercy, and Patience are. Were they Pilgrims or Native Americans? Discuss how those names are different from Jonathon. Jonathon is a common name; the others are unusual.
8. Ask students why they think Turner would use such unusual names. Check for understanding of each word. Discuss meanings.
9. Ask students again if they feel Turner used personification. Discuss answers. View the poem as using personification and not using personification. Be sure to address how each "character" plays a role in the poem. For example, there was Peace that day because both cultures put their differences aside, Mercy because each side was able to forgive the other for any wrong doings, Patience was there because there was Peace and calmness. Each side displayed self-control and patience with each other. Jonathon was there because he symbolized the Human race.
10. Have students reread poem chorally.
11. Discuss the meaning of Thanksgiving.
12. Ask students if they feel the poem mentions things they were thankful for. Possible answers may include bread and broth (even though it was very scarce), hearth and home, family and friends, etc.
13. After reading and discussing the First Thanksgiving, complete the KWL chart.

- What did the students learn after reading this poem?
14. Ask students what they are thankful for. Take oral responses.
  15. Explain how they will now write about what they are thankful for to begin expository writing.
  16. Before allowing students to begin the writing process, have them add this poem to Poetry Folder and table of contents.
  17. Add broth and hearth to glossary.
  18. Assign reading of poem and parent signature for homework.
  19. Have students continue with the writing process you use for expository writing.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
  5. Expository writing

**Lesson Seven: *Trees* by Joyce Kilmer**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *Trees*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will write for a variety of audiences and purposes and in various forms. (3.14)
    - c. The student will evaluate his/her own writing and the writing of others. (3.19)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
- B. *Materials*
1. Poetry Folder for organization
  2. Copy of *Trees* for each student
  3. Doodle Dandies by J. Patrick Lewis
  4. Blank paper to create shape poem
  6. A transparency of *Weeping Willow*, a poem from *Doodle Dandies: Poems That Take Shape* by J. Patrick Lewis
- C. *Key Vocabulary*
1. bosom - chest of a human being
  2. intimately - to be close to
- D. *Procedures/Activities*
1. Display and read *Weeping Willow*. Explain to students that some poets create shape poems to make reading them more fun and interesting.
  2. Read Doodle Dandies by J. Patrick Lewis.

3. Tell students you are going to read a poem about trees, however it is not a shape poem.
  4. Introduce *Trees*. Have students number the lines and discuss rhyme scheme. Read poem aloud while students follow along.
  5. Interpret each line. Discuss what the author means when describing the tree in each line. Interpret carefully.
  6. Check for student understanding of bosom and intimately.
  7. Refer to lines 1 and 2. Ask students what could be done to make this a true statement. If students don't respond referring to the shape poem read at the beginning of the lesson, remind or ask them what was read before reading Kilmer's poem. Hopefully someone will respond with "shape poem".
  8. Show students the *Weeping Willow* again. Let students see how this poem was formed into a weeping willow giving the poem a sense of character. Discuss.
  9. Explain to students that they and a partner will recreate *Trees* into a shape poem.
  10. Allow students to work with a partner in recreating Kilmer's poem.
  11. Reread *Trees* chorally, having students follow along using their shape poem.
  12. Add all three poems to Poetry Folder and table of contents.
  13. Add bosom and intimately to glossary.
  14. Assign reading homework with signature.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
- F. *Extension*
1. Students may create another shape poem using a poem from their folder or create one.

**Lesson Eight: *When Earth Becomes "It"* by Marilou Awiakta**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *When Earth Becomes "It"*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will spell proficiently. (3.16)
    - c. The student will read knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - f. The student will evaluate his/her own writing and the writing of others. (3.19)

- B. *Materials*
1. Poetry Folder for organization
  2. Copy of *When Earth Becomes "It"* for each student
  3. Vocabulary concept map and phrases (Appendix H)
  4. Pencils
  5. Glue (optional)
  6. Scissors (optional)
- C. *Key Vocabulary*
1. consume - use up
  2. metaphor - comparison of two unlike subjects
- D. *Procedures/Activities*
1. Introduce metaphor. Give examples.
  2. Explain to students that the poem you are about to read has a metaphor, but you want them to find the two subjects the author is comparing.
  3. Introduce *When Earth Becomes "It"*. Have students number lines and discuss whether or not it has a rhyme scheme. It does not.
  4. Give students time to read it silently. Read it aloud or call on different students to read a stanza at a time.
  5. Check for student understanding of the word consume in line 7.
  6. Ask students if they were able to find what two subjects the author was comparing in the metaphor. Possible answer is Mother and Earth.
  7. Discuss lines 11 and 12. What does the author mean by "our mother's breast is going dry"? Be sure to discuss how Marilou Awiakta, being Native American, describes what is natural in her poems. You may want to add how a mother breast feeding her infant is what many consider natural. Continue interpreting these two lines. Students should realize this how Awiakta describes the Human race draining the Earth.
  8. Keeping Awiakta's background in mind, finish interpreting the rest of the poem.
  9. Lead the students into a discussion of why they feel Awiakta titled the poem the way she did. Discuss things we do now to keep from draining the Earth. Possible answers may be conserve water, recycle, and refrain from littering.
  10. Thinking of the poem and the metaphor, ask students what we call the Earth sometimes (Mother Nature).
  11. This poem has the potential to lead to an in depth discussion about the history in which Europeans came and over took Native American land. Discuss how Europeans came to America and saw Mother Nature as a way to gain great personal wealth. Native Americans saw Mother Nature as a sheltering mother. It was their duty to protect her.
  12. Have student reread the poem with a partner.
  13. Add poem to Poetry Folder and table of contents.
  14. Add consume to glossary.
  15. Assign reading of poem and parent signature for homework.
  16. Using your examples of metaphors, review a metaphor.
  17. Introduce vocabulary concept map and handout phrases (Appendix I).
  18. Using the phrases let the students determine what are examples and non-examples of a metaphor. They may cut and paste in the appropriate column, or they may write them. As a class, come up with a definition and a synonym for metaphor.
  19. As students complete and turn in assignment, the class may share and discuss the answers.
  20. The class may now add metaphor to the glossary in their Poetry Folder.

- E. *Assessment/Evaluation*
  - 1. Monitoring
  - 2. Question/Answer Discussion
  - 3. Poetry Folder
  - 4. Parent Signature
  - 5. Concept word map

**Lesson Nine: *Adventures of Isabel* by Odgen Nash**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
  - b. Understand how proper usage and spelling of words correlate with Reading and Writing
  - c. Appreciate a variety of literatures
- 2. Lesson Content (page 67)
  - a. *Adventures of Isabel*
- 3. Skill Objective(s)
  - a. The student will use a variety of word identification strategies. (3.5)
  - b. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
  - c. The student will write for a variety of audiences and purposes and in various forms. (3.14)
  - d. The student will spell proficiently. (3.16)
  - e. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.1)
  - f. The student will evaluate his/her own writing and the writing of others. (3.19)
  - g. The student will listen attentively and engage actively in various oral language experiences. (3.1)
  - h. The student will respond to various texts. (3.10)
  - i. The student will analyze the characteristics of various types of texts. (3.11)
  - j. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)

B. *Materials*

- 1. Poetry Folder for organization
- 2. Copy of *Adventures of Isabel* for each student
- 3. Pencils
- 4. Vocabulary worksheet, 3-hole punched for each student (Appendix I)
- 5. 1 blank piece of butcher paper
- 6. 1 piece of butcher paper divided into 4 columns: "did what", "how", "where" and "when"
- 7. Marker

C. *Key Vocabulary*

- 1. ravenous - extremely hungry
- 2. cavernous - resembling a cave; deep and empty
- 3. scurry - to go with light running steps
- 4. rancor - full of resentment or anger
- 5. hideous - ugly
- 6. self-reliant - depending on one's self

7. zwieback - hard, sweet dry toast
8. satchel - small bag with a shoulder strap
9. concocter - someone who designs or makes
10. cured - corrected or restored health

D. *Procedures/Activities*

1. Discuss things one might be fearful of. You may brainstorm orally or you may write them down.
2. Introduce *Adventures of Isabel*. Have students number lines and discuss rhyme scheme.
3. Introduce vocabulary sheet. Let the students know that in groups, they will read the poem and write down possible meanings for the vocabulary words using context clues. Have students add to this list as they come to words they had to discuss and determine meanings.
4. They will also need to summarize or interpret the poem within their group. Allow ample time for the groups to do this. Teacher may assign a student to lead the discussion for interpreting the entire poem, or assign a student to lead a discussion for each stanza.
5. Once the students have completed this, discuss the poem as a class. Have one group give their interpretation of one stanza, and continue having different groups interpret the remaining stanza.
6. After reading and interpreting the poem, discuss the vocabulary words. Teacher may have these words on transparency or butcher paper. Have students check for correct meaning of each word.
7. Share any other words groups may have added to their list.
8. Be sure and share strategies used to determine the meanings of unknown words.
9. Add poem to Poetry Folder and table of contents.
10. Rather than add each word to glossary, have students place the vocabulary sheet behind the glossary in their folder.
11. Assign reading and parent signature for homework.
12. Ask students how the poem made them feel. Possible answers may be sad, scared, humored.
13. Explain to students how authors use elaboration to help the reader get a clearer picture of what it is happening in a poem or story.
14. Using two pieces of butcher paper, write "I ate an apple." on the top of one. On the other you should've made four columns. Above the first column write "did what", write "how" above the second, "where" above the third and "when" above the fourth.
15. Let the students know that even though "I ate an apple." is a complete sentence, you want to elaborate to give readers a clearer picture.
16. Under the first column brainstorm, as a class, different ways to say "ate". Choose a new word and go back to the first piece of butcher paper and change your sentence. For example, if one of the new words was "nibbled" change your sentence to "I nibbled an apple."
17. Under your second column brainstorm ways a person can nibble an apple. Choose one word and change your sentence. For example, if you choose the word "hungrily" change your sentence to "I hungrily nibbled an apple."
18. Under the third column brainstorm places a person can nibble an apple. Try and stay away from proper nouns. This allows the students to be more creative. Choose a word or words and change your sentence. For example, if you choose the words "under a tree" change your sentence to "I hungrily nibbled an apple under a tree."



19. Under the fourth column brainstorm times a person can eat an apple. Try and stay away from clock times. Allow students to think of other ways to tell time. Choose a time and rewrite your sentence. For example, if you choose "early in the morning" change your sentence to "I hungrily nibbled an apple under a tree early in the morning."
  20. Discuss how the new sentence gives the reader a clearer or better picture than the first sentence.
  21. Begin story writing encouraging students to use elaborated sentences.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
  5. Story writing

### **Lesson Ten: *Dream Variations* by Langston Hughes**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *Dream Variations*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will write for a variety of audiences and purposes and in various forms. (3.14)
    - c. The student will evaluate his/her own writing and the writing of others. (3.19)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - f. The student will spell proficiently. (3.16)
    - g. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
    - h. The student will respond to various texts. (3.10)
    - i. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)
- B. *Materials*
1. Poetry Folder for organization
  2. Copy of *Dream Variations* for each student
  3. Martin Luther King's "I Have a Dream" speech for each student and on butcher paper (Appendix J)
  4. Butcher paper with Venn diagram or double bubble map from lesson four (Appendix E and F)
  5. I Have a Dream... handout for each student (Appendix K)
  6. Examples of pictures during Harlem Renaissance and/or jazz artists (optional)

- C. *Key Vocabulary*
1. pale - light in color
  2. variation - something slightly different from another of the same type
- D. *Procedures/Activities*
1. Read Martin Luther King's "I Have a Dream" speech. Discuss with students what Dr. King's dream was during that time.
  2. This will bring the class into the discussion of oppression before and during the Civil Rights Movement.
  3. Explain to students how Langston Hughes began writing during Harlem Renaissance of the 1920's. This was a time when African Americans began creating jazz, dance, theater and literature together. Teacher is encouraged to have samples of pictures portraying Harlem Renaissance or jazz artists, etc. to begin Black History unit.
  4. Introduce *Dream Variations* by having students number lines and recognize the rhyme scheme. Read the poem and have students follow along.
  5. Check for understanding of the word pale in line 14.
  6. Discuss the meaning of variations - something slightly different from another of the same type. Give students the example of how Martin Luther King and Langston Hughes have two variations of the same dream.
  7. Using either the Venn diagram or double bubble map, compare and contrast Martin Luther King's speech and Langston Hughes' poem.
  8. Ask students why they feel Hughes would title his poem "Dream Variations". Answers may vary.
  9. Ask students if the two paragraphs are alike or different in the poem. Hughes used the same idea in both paragraphs, but worded them differently.
  10. Ask students if they feel Hughes has the same dream or two variations of a dream in both paragraphs. Why or why not? Discuss.
  11. Help students understand how stanza 1 could be describing the time during the oppression. This could be a time when he is dreaming what the world could be like. Proof to this interpretation could be in line 4, he referred to the day being "white" as if it belonged to the white man. In stanza 2 he referred to it as the "quick" day as it going by quick, and he not wanting it to end. Another way of proving it could be two variations is because in line 11 he is "in the face" of the sun. This suggests that he does not have to hide. Whereas in line 2 he was "in some place of the sun" suggesting he is hiding.
  12. After suggesting stanza 1 could be describing time of oppression and his views changed somewhat in stanza 2, ask students what time frame they feel stanza 2 is describing. One interpretation could be that this was a time after the oppression, once his dream had come true.
  13. Ask students if this means Hughes wrote the poem during two different time frames. Not necessarily, he was just writing about how different it would be being black once his dream, along with many other African Americans, had come true.
  14. Add poem and speech to Poetry Folder and table of contents.
  15. Add pale and variations to glossary.
  16. Assign reading and signature for homework.
  17. Introduce writing assignment. Have students write a speech like that of Dr. King expressing their dream or goal using the prompt I Have a Dream... Speeches should be displayed.
- E. *Assessment/Evaluation*
1. Monitoring

2. Question/Answer Discussion
3. Poetry Folder
4. Parent Signature
5. Compare and Contrast graphic organizer to be completed as a class

**Lesson Eleven: *Father William* by Lewis Carroll**

**A. *Daily Objectives***

1. Concept Objective(s)
  - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
  - b. Understand how proper usage and spelling of words correlate with Reading and Writing
  - c. Appreciate a variety of literatures
2. Lesson Content (page 67)
  - a. *Father William*
3. Skill Objective(s)
  - a. The student will use a variety of word identification strategies. (3.5)
  - b. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
  - c. The student will write for a variety of audiences and purposes and in various forms. (3.14)
  - d. The student will spell proficiently. (3.16)
  - e. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
  - f. The student will evaluate his/her own writing and the writing of others. (3.19)
  - g. The student will listen attentively and engage actively in various oral language experiences. (3.1)
  - h. The student will respond to various texts. (3.10)
  - i. The student will analyze the characteristics of various types of texts. (3.11)
  - j. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)

**B. *Materials***

1. Poetry Folder for organization
2. Copy of *Father William* for each student
3. Cinquain handout for each student and on transparency (Appendix L)
4. Butcher paper for brainstorming different parts of speech
5. Marker
6. Pencils

**C. *Key Vocabulary***

1. incessantly - continuing without interruption
2. sage - a person regarding with wisdom and experience
3. supple - readily bent; limber
4. ointment - medication used on the skin
5. suet - beef fat
6. "give yourself airs" - imagine yourself capable of grand things

**D. *Procedures/Activities***

1. Review from Alice's Adventures in Wonderland when Alice has the conversation with the caterpillar.
2. Introduce the poem. Have students number the lines and discuss rhyme scheme.

3. Read the poem, checking for student understanding of the vocabulary words and interpreting each stanza.
  4. Have students reread the poem silently as the teacher hangs the butcher paper divided into 3 columns: nouns, adjectives, and verbs.
  5. As a class brainstorm different nouns, adjectives, and verbs.
  6. Model writing a cinquain for Father William using the transparency.
  7. Have students write a cinquain on a child or youth. They may use themselves as one of the nouns. These cinquains may be illustrated and displayed.
  8. Add *Father William* Poetry Folder and table of contents.
  9. Add the vocabulary words to glossary.
  10. Assign reading and parent signature for homework.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature

**Lesson Twelve: *Hiawatha's Childhood from The Song of Hiawatha* by Henry Wadsworth Longfellow**

**Due to the length of this poem, it may take more than one day to interpret.**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *Hiawatha's Childhood*
  3. Skill Objective(s)
    - a. The student will use a variety of word identification strategies. (3.5)
    - b. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - c. The student will write for a variety of audiences and purposes and in various forms. (3.14)
    - d. The student will spell proficiently. (3.16)
    - e. The student will read to increase knowledge of his/her own culture, the culture of others and the common elements of culture. (3.13)
    - f. The student will evaluate his/her own writing and the writing of others. (3.19)
    - g. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - h. The student will respond to various texts. (3.10)
    - i. The student will analyze the characteristics of various types of texts. (3.11)
    - j. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)
- B. *Materials*
1. Poetry Folder for organization
  2. Copy of *Hiawatha's Childhood* for each student
  3. Butcher paper for modeling how to create a time line

- C. *Key Vocabulary*
1. Gitche Gumee -
  2. wigwam - an arched Native American covered with bark, hides, or mats
  3. plumes - feathers
  4. flitting - to move around quickly
  5. ere - before
  6. rippling - forming waves
  7. flecks - tiny marks or spots
  8. seized - take or grab
  9. 'Tis - it is
  10. perish - to die or be destroyed
- D. *Procedures/Activities*
1. Before you read poem aloud, explain to students that this a small portion of *The Song of Hiawatha*. *The Song of Hiawatha* is the story of one Native American's life. This portion is about his childhood.
  2. Have students number lines and discuss rhyme scheme. There is no rhyme scheme.
  3. Read aloud interpreting each paragraph carefully. Be sure students have a clear picture of each paragraph before going on.
  4. After reading the entire poem (it may take 2 days), show an example of a time line made for your life. Be sure you include important events that happened throughout your life. You may also include graphics.
  5. Students are to create a time line of their life. This assignment will need more than one day to complete and help from home. It would be best to give students a week's deadline. A parent letter may help with clarification of assignment.
  6. Before beginning time line, add poem and vocabulary to table of contents and glossary. Vocabulary may be added daily.
  7. Give students ample time to complete assignment. This assignment may be worked on in class or given strictly for a homework assignment.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  8. Parent Signature
  9. Time line

**Lesson Thirteen: *Jimmy Jet and His TV Set* by Shel Silverstein**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop strategies in order to familiarize pronunciations and meanings of unknown vocabulary
    - b. Understand how proper usage and spelling of words correlate with Reading and Writing
    - c. Appreciate a variety of literatures
  2. Lesson Content (page 67)
    - a. *Jimmy Jet and His TV Set*
  3. Skill Objective(s)
    - a. The student will use a variety of strategies to comprehend selections read aloud and independently. (3.9)
    - b. The student will write for a variety of audiences and purposes and in

- various forms. (3.14)
    - c. The student will evaluate his/her own writing and the writing of others. (3.19)
    - d. The student will analyze the characteristics of various types of texts. (3.11)
    - e. The student will listen attentively and engage actively in various oral language experiences. (3.1)
    - f. The student will use a variety of word identification strategies. (3.5)
    - g. The student will spell proficiently. (3.16)
    - h. The student will read to increase knowledge of his/her culture, the culture of others and the common elements of culture. (3.13)
    - i. The student will compose meaningful texts applying knowledge of grammar and usage. (3.17)
- B. *Materials*
  - 1. Poetry Folder for organization
  - 2. Copy of *Jimmy Jet and His TV Set* for each student
  - 3. Butcher paper for brainstorming
  - 4. Mind map (Appendix M)
  - 5. Rubric for radio advertisement (Appendix N)
  - 6. Recording of radio advertisement (optional)
- C. *Key Vocabulary*
  - 1. vert. - vertical; going up and down
  - 2. horiz. - horizontal; going left and right
- D. *Procedures/Activities*
  - 1. Brainstorm the many things children do during their days off of school on butcher paper.
  - 2. Circle "watch TV". Explain to students that the invention of the television is fairly new and how televisions started out only in black and white.
  - 3. Let students know that watching too much TV has been a concern since it became popular in the 1950's and 60's.
  - 5. Let students know that Shel Silverstein grew up during the early years of television. He wrote this funny poem to exaggerate what could happen if one watched too much TV.
  - 6. Introduce *Jimmy Jet and His TV Set*. Have students number lines and discuss rhyme scheme. Read *Jimmy Jet and His TV Set* as students follow along.
  - 7. Interpret the poem explaining to students the characteristics of an "old fashioned" television set. For example, explain a tuning dial compared to a remote control and antennae vs. cable wires.
  - 8. As the class interprets the poem, check for student understanding of the words vert. and horiz. Explain to students how sometimes the picture would wobble side to side or up and down, so someone had to use the vertical and horizontal knobs to adjust the picture.
  - 9. Reread the poem chorally.
  - 10. Refer back to the brainstorming list. Mark out "watch TV" and any other activities involving the television. Discuss other activities children can do if the television had never been invented. Add to the list if necessary.
  - 11. Have students whisper to their neighbor 2 things they feel they would enjoy most if there were no television.
  - 12. Hand out mind maps (Appendix M).
  - 13. Have students narrow their choice down to one activity and write it down in the center circle of map.

14. Using the surrounding circles, ask students to write down four reasons why they would enjoy this activity. If the students are having difficulty thinking of four reasons, it may be narrowed down to three.
  15. Let students know they will be working on an advertisement, or commercial that could be heard on the radio. The class will be setting it up as if the television had not been invented. Have students listen to radio advertisements if possible.
  16. Explain expectations of their radio advertisements. Let them know this will be written as a script to be read. Go over rubric (Appendix N).
  17. Add poem to Poetry Folder and table of contents.
  18. Add the words vert and horiz to glossary.
  19. Assign reading and signature for homework.
  20. Begin writing advertisement. This activity may be extended as needed in order for students to complete ad.
- E. *Assessment/Evaluation*
1. Monitoring
  2. Question/Answer Discussion
  3. Poetry Folder
  4. Parent Signature
  5. Rubric
- F. *Extension*
1. As students complete their script, they may record their ad to be heard in class.

## **VI. CULMINATING ACTIVITY**

- A. Poetry Folders with student made Table of Contents and Glossary
- B. Dramatic research presentations on individual poets

## **VII. HANDOUTS/WORKSHEETS**

Appendices A - N

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**APPENDIX A**

**Table of Contents**

<b><u>Title</u></b>	<b><u>Page</u></b>
1. Eletelephony	



## APPENDIX B

### Glossary

1. \_\_\_\_\_

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**APPENDIX C**

Name \_\_\_\_\_

ACROSTIC

<i>Before you turn in your Acrostic, please rate your work giving yourself 0 – 20 points for each of the following:</i>	<i>Student's rating</i>	<i>Teacher's rating</i>
Did you begin each word or phrase using the correct letter of your name? (20 points)		
Did you spell each word correctly? (20 points)		
Is your work neat? (20 points)		
Do the words or phrases you used describe you? (20 points)		
Did you work independently and quietly? (20 points)		

APPENDIX D

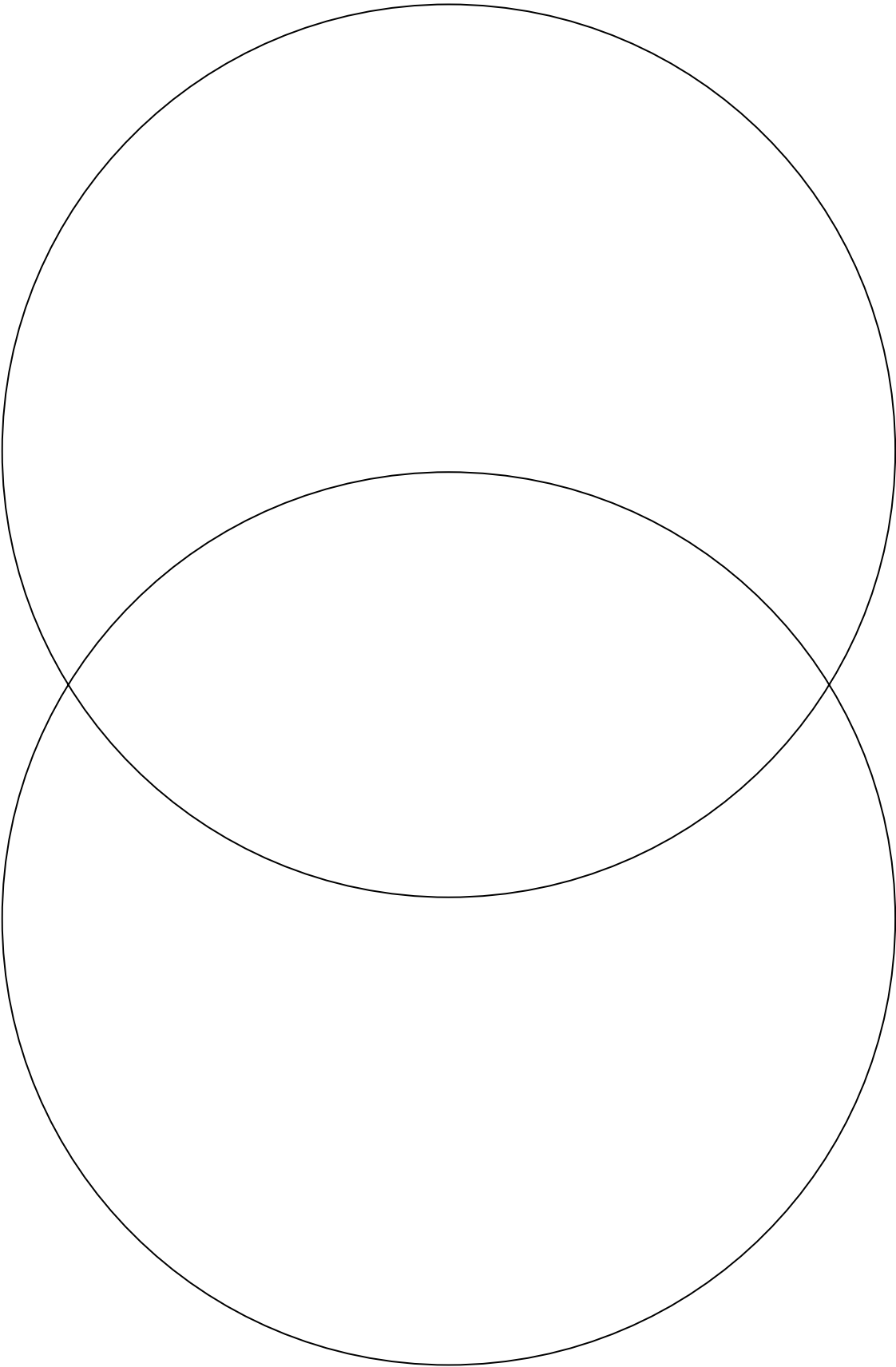
“Against Idleness and Mischief”  
by Isaac Watts

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

How skillfully she builds her cell!  
How neat she spreads the wax!  
And labours hard to store it well  
With the sweet food she makes.

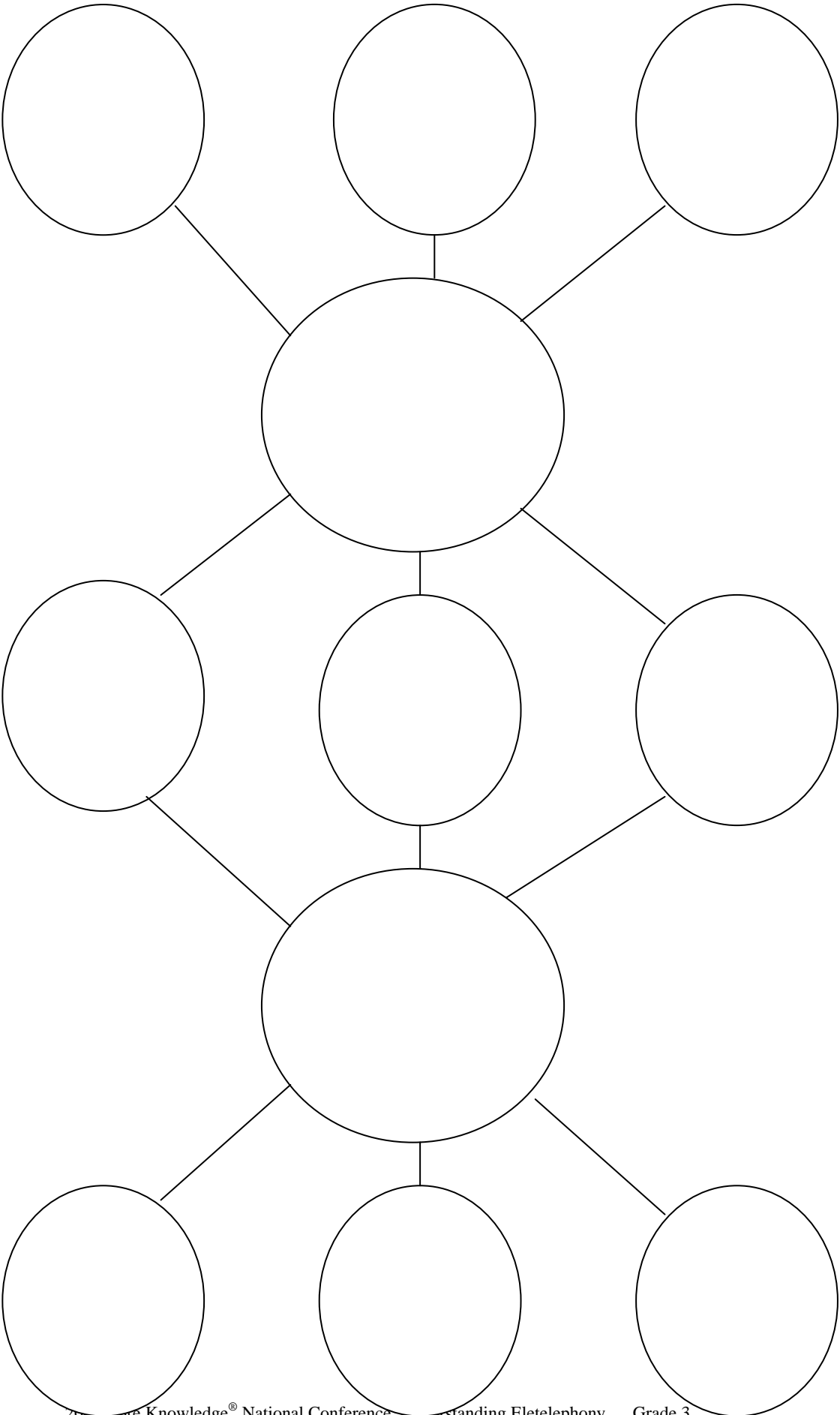
APPENDIX E

Venn Diagram



APPENDIX F

Double Bubble Map



## APPENDIX G

Name \_\_\_\_\_

**Directions: Give an example of cause and effect. You may use a personal experience. Write in complete sentences, illustrate and color.**

**THE CAUSE:**

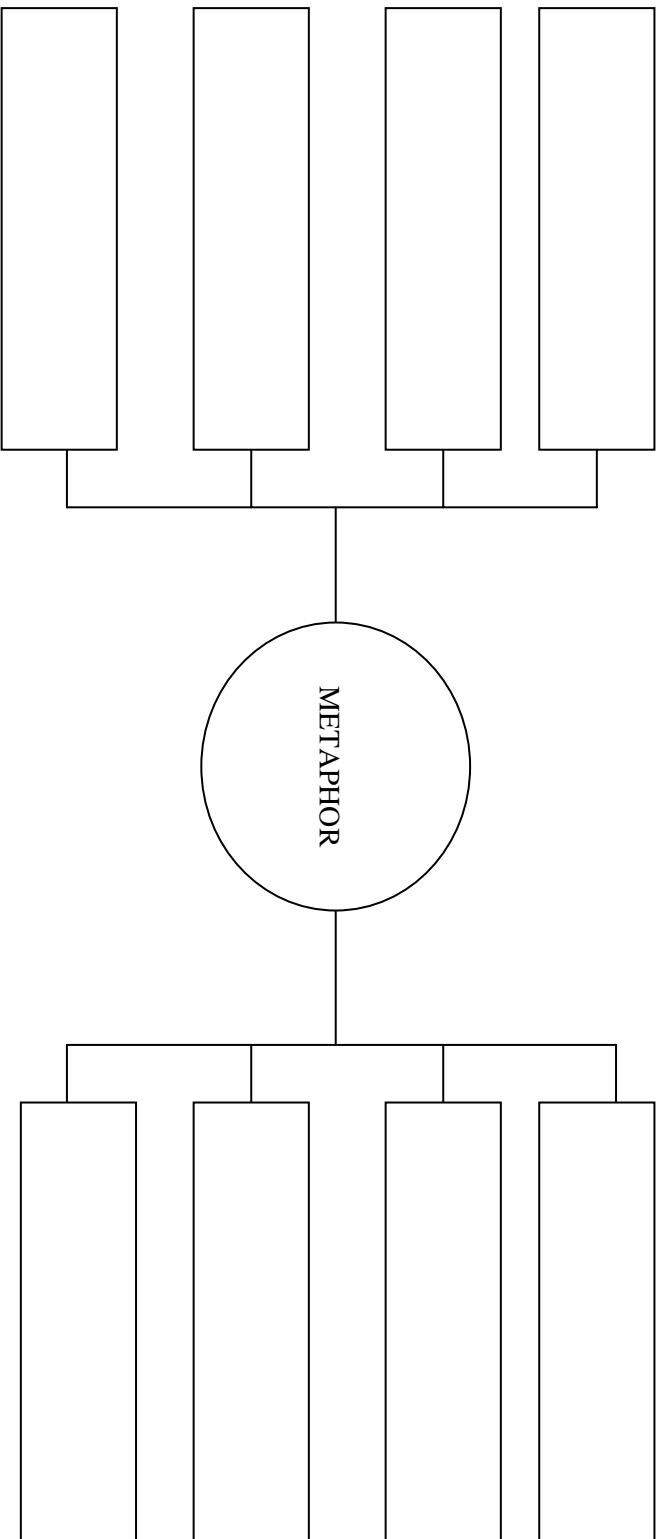
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**THE EFFECT**

## APPENDIX H

Name \_\_\_\_\_

**Directions: Cut and paste the sentences below under the correct category: Examples (of metaphors), or Non-Examples (of metaphors).**



The clouds were a blanket on a cool July evening.	The tree was an umbrella used for shading the wearied soldiers.	The ocean waves were rumbling as we sat on the shore.	The wooden fence was standing tall and still as the children rode their bicycles briskly by.
My puppies were playful with their new squeaky toys.	My hands were shovels as they dug into the newly fallen snow.	Our house trembled as the fierce storm came closer and closer.	The sun was a blazing ball of fire on our already warm bodies.

**APPENDIX I**

Name \_\_\_\_\_

"Adventures of Isabel"

**Directions: After reading "Adventures of Isabel", complete this vocabulary sheet by giving a short definition or synonym for each the following words:**

1. ravenous - \_\_\_\_\_

\_\_\_\_\_

2. cavernous - \_\_\_\_\_

\_\_\_\_\_

3. scurry - \_\_\_\_\_

\_\_\_\_\_

4. rancor - \_\_\_\_\_

\_\_\_\_\_

5. hideous - \_\_\_\_\_

\_\_\_\_\_

6. self-reliant - \_\_\_\_\_

\_\_\_\_\_

7. zwieback - \_\_\_\_\_

\_\_\_\_\_

8. satchel - \_\_\_\_\_

\_\_\_\_\_

9. concocter - \_\_\_\_\_

\_\_\_\_\_

10. cured - \_\_\_\_\_

\_\_\_\_\_



## APPENDIX J

I have a dream,

that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream,

that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have dream,

that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today

*Delivered by Dr. Martin Luther King Jr.*

*August 28<sup>th</sup>, 1963*

*on the steps of the Lincoln Memorial in Washington D.C.*

**APPENDIX K**

I have a dream...

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By \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX L

CINQUAIN

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**A Noun**

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**Two Adjectives describing the noun**

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**Three verbs**

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**Four Words Expressing Feeling**

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**A noun renaming the first noun**

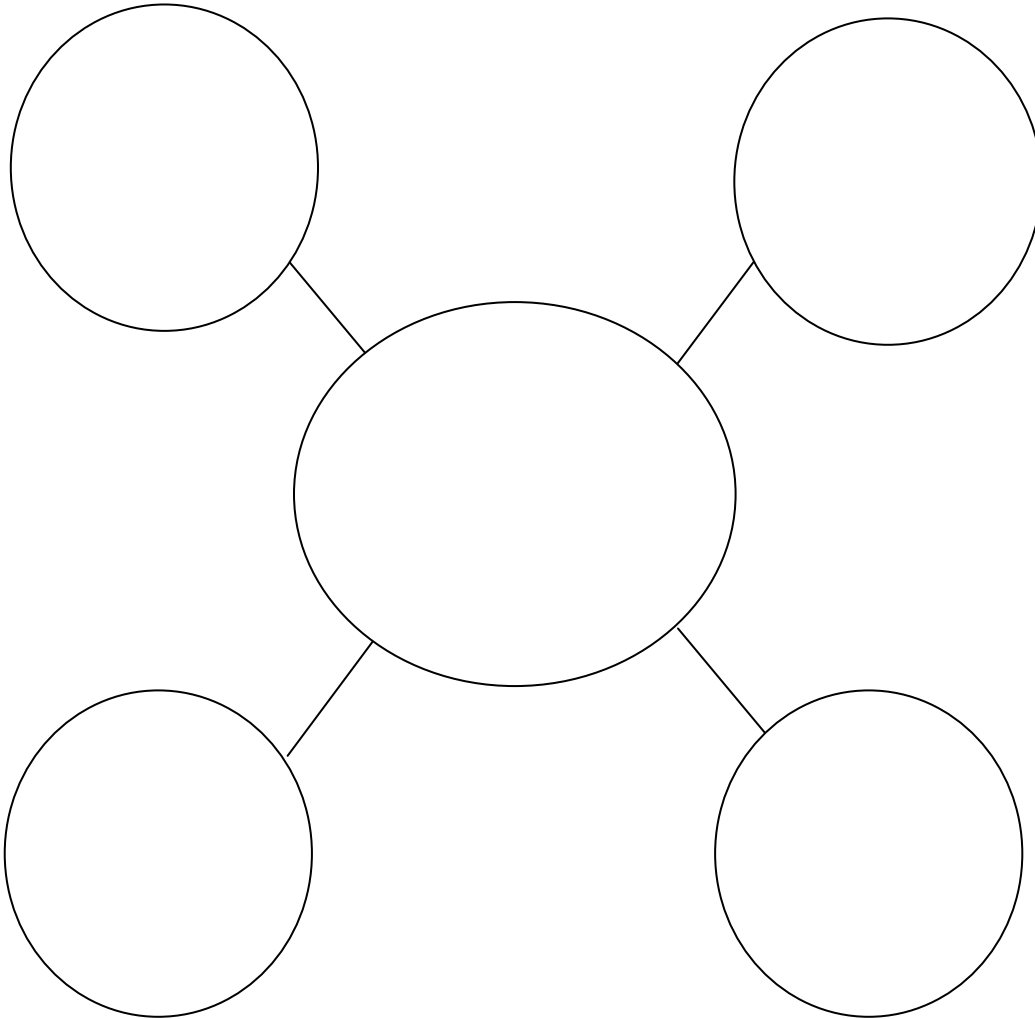
**By:** \_\_\_\_\_

APPENDIX M

Name \_\_\_\_\_

Mind Map

**Directions: Inside the center circle, write down one activity that you would enjoy most if there were no television. Inside the four surrounding circles, write down four reasons why you would enjoy this activity.**



APPENDIX N

Name \_\_\_\_\_

Radio Advertisement Rubric

<i>Before you turn in your Radio Advertisement, please rate your work giving yourself 0 - 20 points for each of the following:</i>	<i>Student's rating</i>	<i>Teacher's rating</i>
1. Is your Mind Map complete with one alternative activity and four reasons why it you would enjoy this activity?		
2. Is your advertisement written nice and neat?		
3. Did you come up with creative reasons why someone should choose to do your activity?		
4. Did you work independently and quietly?		
5. Did you record your advertisement?		