

REY UP POETRY

*Helping Students
Find
Their Voice
and Express
Themselves*

*Written by
Cathy Ambridge*



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Author



Cathy Richards Ambridge was born and raised in West Virginia. A West Virginian by birth, but Texan by choice, she currently works and resides in Houston, Texas. She is married, has two grown sons, and two adorable granddaughters.

Mrs. Ambridge holds a bachelor's degree in Early Childhood Education, Master Reading Teacher certification, Reading Recovery training, and is English as a Second Language certified.

She is currently a reading specialist in a Texas district.

Mrs. Ambridge has been an educator for the past 37 years. She has taught pre-kindergarten, kindergarten, and first grade. In her current role as a reading specialist she works with dyslexic students and also mentors teachers.

Mrs. Ambridge has always known from a young age that she would become an educator. Her favorite game growing up was "playing school" with her brothers, sister and neighborhood friends. Her career choice led her to working with young, multicultural, second language learning children. Kindergarten was her playground for rhyming words, word play, and learning to read.

Mrs. Ambridge's heart belongs to writing prose and poetry. Her life experiences have lead her to writing poetry about the world around her. She has been inspired over the years to write poems about friends, family, and especially content curriculum themes for school. She feels dedicated to helping every child find his or her own voice through reading and writing poetry.

Rationale

It is important to teach students poetry for the following reasons –

- Poetry is a form of written and oral language that has endured through centuries.
- Poetry is a writing form focusing on sensory images, language, and the feelings they invoke in the reader.
- Poetry is the written form of art and music. It's artistic because it conjures up the beautiful imagery and vibrant colors of a masterpiece. It's musical because it can have rhythm, beat, and cadence.
- Poetry allows the poet to use words to create powerful images and feelings.
- Poetry leaves the reader wanting to read and experience words repeatedly.
- Poetry has to do with emotions and how it makes people feel about the world around them. It is the pathway from the soul through the heart paved with beautiful words leading to a fourth dimension in our universe.
- Poetry invites speaking and listening, often neglected parts of the curriculum.
- Poetry can be the introduction to, an integral part of, or an extension to the science and social studies curriculums.
- Poetry is an invaluable learning tool for English Language Learners. Students can use poetry to express their voice without having command of an extensive English vocabulary. English Language Learners can also use their primary language to learn about poetry forms.
- Because poetry defies many syntactic rules, it is the perfect motivation for striving readers.

Types of Poetry

There are many types of poetry. These types are particularly suitable for teaching to young students.

Acrostic	A poem in which the letters at the beginning of each line form a word.
Cinquain	A poem with five lines.
Couplet	A poem with two rhyming lines per verse or stanza.
Diamante	A five-line poem shaped like a diamond.
Free Verse	A non-rhyming poem with no set rhythm.
Haiku	A poem that has three lines and 17 syllables.
Limerick	A usually humorous form of rhyming verse with five lines.
Lyric	A short poem that expresses personal and emotional feelings.
Narrative	A poem that tells a story or relates events.
Quatrain	A poem with four-line stanzas. The rhyming pattern is AABB or ABAB.
Shape Poem	A poem where the meaning is conveyed by the shape as well as through the words.

Elements of Poetry

Poets use many elements some of which are not found in other forms of writing.

Alliteration	Repetition of the initial sound.
Assonance	Repetition of similar vowel sounds.
Cadence	A rhythmic pattern based on the natural rhythms, repetitions, and emphases in speech.
Consonance	Repetition of the final consonant sound.
Hyperbole	Exaggeration for effect.
Imagery	Language used to create mental pictures.
Layout	The way a poem is arranged in order to help relay its meaning.
Line Break	The most important point in a line of poetry, the breath or pause at the end of each row of words.
Metaphor	A symbolic representation.

Developing an appreciation and love of poetry should be an on-going process. The more times the students are exposed to a variety of poetic forms, the more they will internalize the genre and use it themselves when assigned independent writing tasks. An on-going appreciation will also encourage students to develop and express their inner creativity in many different ways.

Elements of Poetry

Meter	Rhythm of a poem determined by the number and length of feet in a line.
Onomatopoeia	The use of words to imitate the sound.
Personification	Giving human qualities or characteristics to something that is not human.
Repetition	Words or phrases that are repeated.
Rhyme/Sound	Final sounds that are similar.
Rhythm	The pattern created by a poem having strong and weak stress in syllables.
Simile	Comparing one thing to another using <i>as</i> or <i>like</i> .
Stanza	A group of lines forming the metrical unit of a poem.
Syllable Pattern	A pattern of each line's syllables in a poem.

The poems in this series can be used to introduce or support topics in the Social Studies and Science Curriculums as well as teaching poetry as an art form in its own right as part of the English Language Arts Curriculum.

Poems in This Series

Title	Type of Poem	Curriculum Connection
At the Lake	Diamante	Earth Science – Landforms
Bees	Shape Poem	Life Science – Animals
Bird Watching	Cinquain	Life Science – Animals
Citizens	Cinquain	Social Studies – Citizenship
Clouds	Narrative	Earth Science – Weather
Community Helpers	Quatrain	Social Studies – Jobs
Family Photos	Lyric	Social Studies – Myself, Family, Friends
For As Long As I Can Remember	Narrative	Social Studies – Seasonal Activities
Grass	Narrative	Life Science – Plant
Magnets	Narrative	Physical Science – Magnetism
My Senses	Haiku	Life Science – The Senses
Rules	Quatrain	Social Studies – Governance
Sink or Float	Free Verse	Physical Science – Matter
The Seasons	Couplet	Earth Science – Seasons
Want or Need	Free Verse	Social Studies – Myself, Family, Friends

Poetic Elements

Title	Elements
At the Lake	Layout, imagery
Bees	Rhyme, rhythm, layout
Bird Watching	Descriptive words, layout, imagery
Citizens	Descriptive words, antonyms, synonyms, layout
Clouds	Rhyme, layout, sensory images
Community Helpers	Rhyme, rhythm, repetition
Family Photos	Rhyme, rhythm, sensory images
For As Long As I Can Remember	Rhyme, rhythm, repetition, imagery
Grass	Rhyme, repetition, descriptive words
Magnets	Rhyme
My Senses	Sensory images, descriptive words, alliteration
Rules	Rhyme, repetition, rhythm, cadence
Sink or Float	Layout, repetition
The Seasons	Rhyme, imagery
Want or Need	Imagery

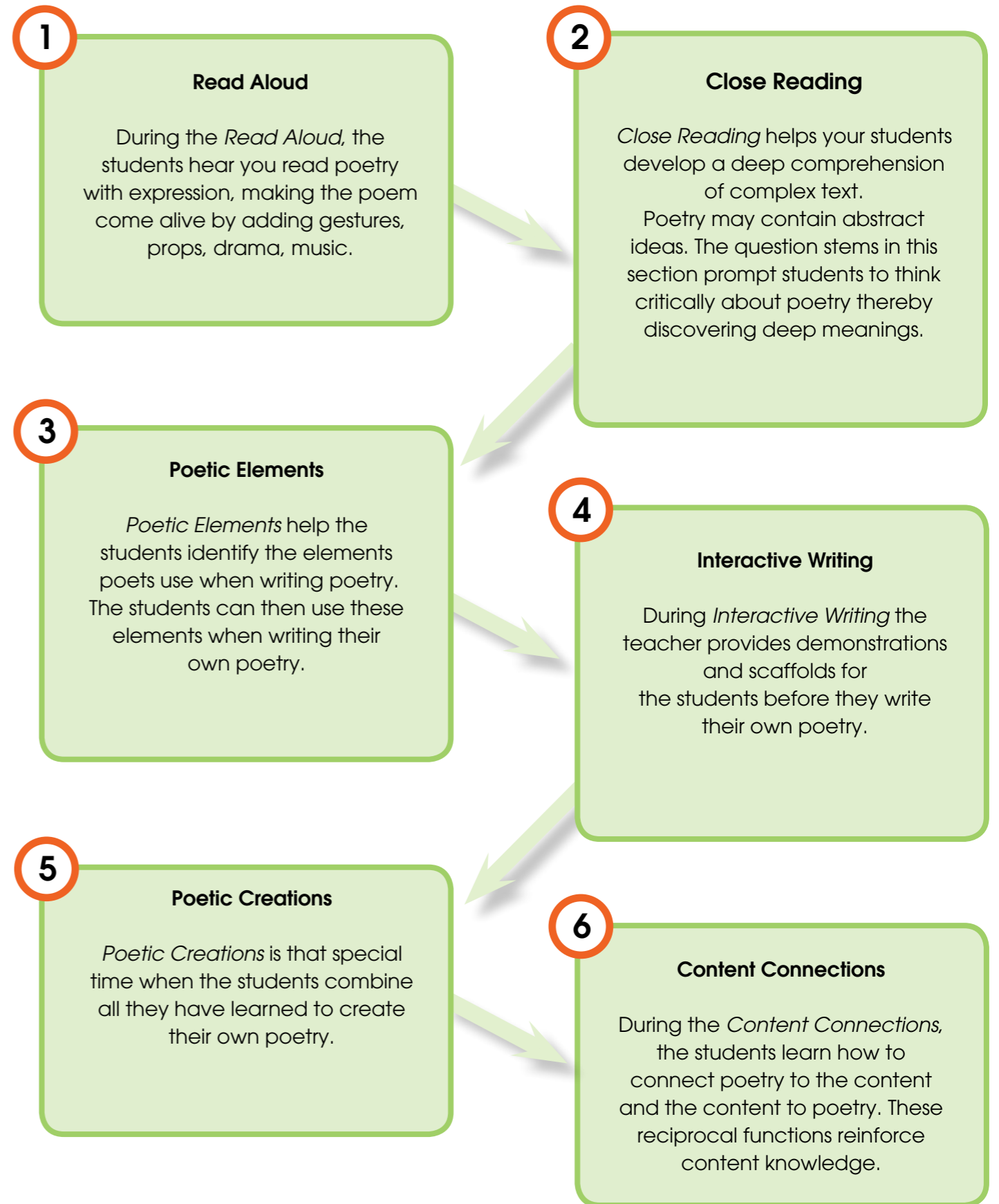
The Structure of Six

The Structure of Six is a six-experience format designed to provide you with a teaching sequence for poetry.

The Structure of Six addresses the text complexity of poetry. It provides you with ideas on how to engage your students in enjoying, reading, analyzing, and creating poetry.

The Structure of Six provides you with the scaffolds necessary for your students to develop a deep comprehension of a variety of poetic types and elements. Some poems have big ideas too complicated for students to discover without support.

The Structure of Six shows your students how to use poetry to make connections to, and reinforce their knowledge of the wider curriculum.



1 Read Aloud
 During the *Read Aloud*, the students hear you read poetry with expression, making the poem come alive by adding gestures, props, drama, music.

2 Close Reading
Close Reading helps your students develop a deep comprehension of complex text. Poetry may contain abstract ideas. The question stems in this section prompt students to think critically about poetry thereby discovering deep meanings.

3 Poetic Elements
Poetic Elements help the students identify the elements poets use when writing poetry. The students can then use these elements when writing their own poetry.

4 Interactive Writing
 During *Interactive Writing* the teacher provides demonstrations and scaffolds for the students before they write their own poetry.

5 Poetic Creations
Poetic Creations is that special time when the students combine all they have learned to create their own poetry.

6 Content Connections
 During the *Content Connections*, the students learn how to connect poetry to the content and the content to poetry. These reciprocal functions reinforce content knowledge.

Differentiated Instruction

Differentiated instruction is the way effective teachers provide different avenues to learning success for their students. In any classroom there are students from different ethnic, social, and cultural groups, and students with different abilities, interests, and learning needs. Obviously the *one size fits all* approach won't lead to *success for all*.

Many teachers provide differentiated instruction by grouping together students of similar needs and using leveled materials to guide their learning. This form of differentiated instruction doesn't work for the teaching of poetry as poetry doesn't lend itself to strict leveling. For this reason *Rev Up Poetry* follows a model of differentiated instruction that uses different teaching methodologies using the *Structure of Six*. Students first hear, respond to, and discuss the poem through a Read Aloud. This is followed by Close Reading of the text and exploring the poetic elements that poets use to deepen and broaden understanding. The focus then changes from listening, responding, talking, exploring, and reading, to writing. Writing their own poems gives the students yet another pathway to learning.

After this general instruction, small-group follow-up lessons will be very beneficial for students who are striving in their reading and writing. Small groups of ELL students could also benefit from further instruction to assist them to understand the nuances of the language and the connections to the science and social studies curriculums.

We have devised a pacing format for using each poem for a week of instruction taking 30 minutes per day. This lesson sequence does not include time for the *Revision, Consolidation, Extension, Evaluation* section of each weekly lesson sequence. You can use these activities for individual or small group independent revision and extension, or as an individual evaluation tool.

We suggest that while some students are working independently on these activities, you can work with smaller groups to consolidate learning.

Pacing

Day 1	Introduce the poem.	5 minutes
Read Aloud	Read the poem from the card.	5 minutes
Close Reading	Discuss the poem.	5 minutes
	Project and reread the poem.	5 minutes
	Discuss the photos and relate/compare them to prior knowledge.	10 minutes
Day 2	Project and reread the poem.	5 minutes
Close Reading	Follow the lesson plans to deepen and broaden the students' understanding.	25 minutes
Poetic Techniques		
Day 3	Project and reread the poem.	5 minutes
Interactive Writing	Follow the lesson plans to scaffold the instruction and provide a model for the students' independent writing.	25 minutes
Day 4	Assist students where required as they compose their own poems.	30 minutes
Poetic Creations		
Day 5	Align the poem to the content you are currently studying. Use the examples in the lesson plans or make your own connections.	30 minutes
Content Connections		



At the Lake

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *At the Lake*.
- Brainstorm what they already know about things they may see at a lake. Record their responses.
- Invite the students to close their eyes and visualize what they see at the lake as you read the poem to them.
- Read the poem to the students.
- Discuss what they saw as you read and how they felt.

Experience 2 Close Reading

- Project *At the Lake* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Invite the students to look at the photos. How are the photos the same as, and/or different from the ones they visualized when you first read the poem to them.
- Discuss which words create the images. Why do they think the poet used the words *craggy* and *sneaking*? What images do these words create?

Experience 3 Poetic Elements

- Tell the students that poets use different elements when they write poetry.
- Project the poem onto the white board.
- Discuss the layout. Explain that this type of poem is called a diamante because the layout is a diamond shape.
- Discuss *sliding* and *gliding*. Why do they think the poet used these rhyming words in the same line?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another verse for *At the Lake*. You are going to use the same poetry layout as the poet and also some action verbs. You will use the verse on Page 3 as a model.
- Refer back to what the students first said they may see at a lake. Choose one of these for your new verse, for example – birds flying.
- Project the poem and read – *Two canoes*.
- Ask the students what words they could use to change this to birds. They could change the number and give the birds a name. Write their suggestions on the board or chart paper in the same format as the poem.
- Invite the students to suggest what action verbs they could use to describe how the birds were moving. For the next line they need to choose two words that rhyme.
- Record their answers.
- Suggest to the students that they keep the next line the same as the poem, and then change lines four and five to show something else reflecting in the lake.
- Discuss what these may be and finish writing the verse.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to write another verse about the lake.
- Tell them to follow the format and layout that you have just worked on together. Assist as required.
- Have the students edit, publish, and illustrate their verses.
- Invite volunteers to read their verses to the class.
- Paste the poems into an *At the Lake* book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Invite the students to say what they know about lakes. What makes a lake different from a river or an ocean?
- Do the students know of any man-made lakes? Why do they think people create lakes?

Revision, Consolidation, Extension, Evaluation

- Show the students the *At the Lake* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Bees

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Bees*.
- Discuss what they already know about bees. Lead the discussion to what the jobs of different bees are.
- Read the poem to the students.
- Have the students discuss what new things they learned about bees.

Experience 2 Close Reading

- Project *Bees* onto a white board page by page.
- Read the poem again, inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos add to their knowledge?
- Discuss the phrase – *their wings keep a steady beat* on page 1. What does this mean?
- Discuss – *they work hard from nine to five* on page 2. Why did the author use the words *nine to five*?

Experience 3 Poetic Elements

- Project the poem and draw the students' attention to the honeycomb shapes that the verses are written in. Tell the students that this is called a *shape poem*. The poet has used this layout to create her poem.
- Read the poem again asking the students to listen for the rhyme and the rhythm as you read.
- Have them identify the rhyming words.
- Invite the students to read the poem with you.
- Discuss how the rhythm assists with reading the poem.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another *Bee* poem. You are going to use the same poetry elements as the poet, that is – a shape poem with rhyme and rhythm.
- Draw a bee shape on the board.
- Invite volunteers to say what other facts about bees could go into the bee shape. How will you set out these facts in the bee shape? How many lines will you need?
- Think aloud the process. Say – *I think I'll just use two lines for my verse because four lines won't fit in the shape. If I'm only using two lines, they will have to rhyme. I think I'll write about the queen and my first line will be – The biggest bee is called the queen. Now I need to think of some words that rhyme with queen.*
- Invite the students to help you produce the rhyming words and suggest a sentence, for example – *She stays inside, she's never seen.*
- Record the new poem.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to write a *Bee* poem in a bee shape.
- Remind them that their lines have to rhyme. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into a big bee shape on the bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Add to their information about honey bees, for example – *a group of bees is called a colony. Colonies have a queen bee. The queen bee is bigger than the other bees. She lays the eggs. Larvae hatch from the eggs. Worker bees are female bees. They collect food, build the honeycomb, and keep the hive clean. Drones are male bees.*

Revision, Consolidation, Extension, Evaluation

- Show the students the *Bees* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Bird Watching

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Bird Watching*.
- Invite volunteers to share a time when they watched some birds. Which birds did they watch? Have them describe what they saw and how they felt.
- Ask the students to visualize the birds as you read the poem. Don't show them the card.
- Have the students discuss what they visualized and how they felt as you read the poem.

Experience 2 Close Reading

- Project *Bird Watching* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos enhance the text?
- Discuss the descriptive words. Invite volunteers to suggest synonyms for some of these words.
- Discuss – *Frightening bird of prey*. What is a bird of prey? Why is it frightening?
- Discuss – *Beady eyed*. What does this mean? What other word could the poet have used instead of *beady*?
- Do the students know any other poems about birds? How are they the same as or different from this one?

Experience 3 Poetic Elements

- Explain that this type of poem is called a *cinquain* because it has five lines in it.
- This type of poem is very easy to write because it has a pattern.
 - Line 1 – one word states the title
 - Line 2 – two words describe the title
 - Line 3 – three words describe action
 - Line 4 – a sentence about the title
 - Line 5 – repeats the title or provides a synonym for it.
- Explain that the elements the poet uses in this poem are *line length*, *adjectives*, and *verbs*.
- Discuss how the descriptive words helped create the images.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another *Bird Watching* poem. You are going to use the same poetry elements as the poet, that is – a cinquain with adjectives and verbs.
- Tell the students this poem is going to be about a sparrow. Write *Sparrow* on the board or chart paper.
- Think aloud what words you could use to describe a sparrow, for example – *small, brown*. Invite the students to offer more words. Ensure they are adjectives.
- Choose two and write them under *Sparrow*.
- Think aloud what your next line will be. Say – *Now I need to think of three verbs to describe how my sparrow moves. I need to think about it in the air and on the ground. Maybe I'll use, flying, pecking, and hopping*. Write these in your poem and invite the students to offer other verbs you could have used.
- Say – *Now I need a sentence. I think I'll write, I really like watching sparrows. Then I'll write Sparrow again for my last line*.
- Work with the students to create another *Bird* cinquain from the suggestions they made during the Think Aloud.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to write another *Bird* cinquain.
- Remind them to think of the things they saw the birds do when they went outside bird watching. Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste their poems into a *Bird Watching* Book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Have the students describe the physical features of birds.
- What other facts do the students know about birds?
- Go outside and watch birds. Have students note down what they see and sketch the birds.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Bird Watching* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Citizens

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Citizens*.
- Invite them to discuss what the title suggests to them.
- Read the poem to the students.
- Invite volunteers to say what emotions they felt as you read the poem.

Experience 2 Close Reading

- Project *Citizens* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do these photos relate to citizens?
- Discuss how this poem relates to the students' lives.
- Invite volunteers to say which words in the poem relate directly to something they do.
- Discuss what they think the poet's message is.
- Ask the students what they think – *teaching the next generation* means, and why it's important.

Experience 3 Poetic Elements

- Introduce or revise what a cinquain is. Draw the students' attention to the shape.
- Read the poem again, inviting the students to identify the descriptive words.
- Have them identify the antonyms and synonyms and suggest why the poet may have used these words.
- Invite the students to read the poem again with you using their voices so you can tell they are proud to be citizens.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another verse. This time you will think of other things that relate to citizens.
- Brainstorm some ideas together reminding the students that they already suggested some when you first read the poem to them.
- Provide a think aloud demonstration along the lines of the one in *Bird Watching*.
- Write the poem together.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to write another cinquain about citizens. Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss citizenship and what it means.
- Record their responses on a concept chart.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Citizens* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Clouds

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Clouds*.
- Invite them to discuss what the title suggests to them.
- Explain to the students that this poem tells them how clouds look and how the cloud shapes they see can lead their imagination to believe that clouds take on the appearance of things they see everyday. The poem also shows them how they could interact with the cloud shapes through their five senses.
- Tell the students that you want them to close their eyes and listen carefully as you read the poem. You want them to picture the different clouds as you read.

Experience 2 Close Reading

- Project *Clouds* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos add to the meaning? Can they see the mouse shape and bear shape on page 2? Can they see the difference between cumulus, stratus, and cirrus clouds on page 3?
- Read page 1 again. Discuss which senses the poet was appealing to as she wrote this poem.
- Ask which words created the images on page 2.
- Ask what the author means by – *sweet treat*, *eat my fill*, and *vast and wide*.

Experience 3 Poetic Elements

- Explain that this type of poem is called a narrative poem. A narrative poem tells a story or relates a series of events.
- Explain that poets often use rhyme in narrative poems.
- Read the poem again inviting the students to identify the rhyming words.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write a cloud poem. You are going to use the same format as the poem they have been reading, that is, rhyme. You are also going to use their senses in the poem. Draw their attention to the punctuation.
- Write the sentence frame *Clouds look like ... so ... and ...*, *I wish I could ... some and* on the board.
- Invite the students to think back on the poem to fill in the missing words.
- Remind them to think about all their senses.
- Complete two verses together.
- Display the poem so that students can use it as a reference for individual creative writing.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another verse for the the poem using the same sentence frame. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste their verses into a cloud shape on the bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss clouds and their effect on the weather.
- Go on a cloud watching walk.
- Invite the students to identify the clouds and predict the weather.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Clouds* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Community Helpers

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Community Helpers*.
- Discuss some community helpers and the jobs they do.
- Tell the students that you want them to listen for the rhyme and rhythm as you read the poem to them.
- Invite volunteers to say who the poem was about and what the community helpers did.

Experience 2 Close Reading

- Project *Community Helpers* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos add to the meaning?
- Discuss what the students think the author means by – *you so boldly face* on page 1. What is the difference between *boldly face* and *bravely face* on page 2?

Experience 3 Poetic Elements

- Explain or revise that this type of poem is called a quatrain. There are four lines to each verse. In this poem the rhyme pattern is aa, bb. This means that lines one and two rhyme and lines three and four rhyme.
- Project the poem onto the white board. Read the first page to the students and have them identify the words that rhyme. Discuss that the rhyming words are not necessarily spelled the same.
- Read pages 2 and 3 and ask the students what part of the poem is repeated. Why may the poet have chosen to use repetition?
- Invite the students to read the poem again with you.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write a verse about a teacher.
- Write *Hey ..., how do you do?*
You work in my town, I'm glad to meet you.
You have a job to,
.....
- Invite the students to fill in the missing words. Remind them that lines three and four have to rhyme.
- Read the new quatrain together.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create the last verse about teachers. Remind them that the first line says what the teacher has and the second line says what the teacher does. Lines 1 and 2 have to rhyme.
- Write *You.....,*
You have a job to,
I'm ever so glad you work in my town,
You..... us all and will not let us down.
- Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into a *Teachers* book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss in more detail the role of community helpers.
- Make a list of the equipment each community helper uses.
- Compare the jobs. Which is the most dangerous? Why?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Community Helpers* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Family Photos

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Family Photos*.
- Invite them to discuss family photos. When do they take family photos?
- Read the poem to the students.
- Discuss what the students liked about the poem.

Experience 2 Close Reading

- Project *Family Photos* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos add to the meaning? Are any of the photos like their family? On what occasions were these photos taken?
- Ask the students why they think the poet wrote a poem such as this. How did they feel as they read it?
- Ask the students what they think the poet meant by these phrases – *capture a moment in time, connected by a string we call love, and hold memories that remain in our heart.*

Experience 3 Poetic Elements

- Explain that two elements this poem uses are rhyme and rhythm.
- Read the poem again to emphasize the rhythm then invite the students to read it with you.
- Have the students identify the rhyming words. Note that the words that rhyme are at the end of lines 2 and 4 in each verse. Tell the students that this rhyming pattern is ab, cb.
- Explain that this poem is lyrical because the poet shares her feelings about what photos tell us about families. Invite the students to identify the words that express feelings.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another verse about families from one of the photos.
- Project and read page 1 to the students.
- Use a *think aloud* to demonstrate how you are going to write the new verse.
- Say – *I'm going to write about the family in the bottom right hand photo. I need to think about who is in the photo, what they're doing, and how they're feeling.*
- Invite the students to suggest some ideas.
- Say – *I think I'll start my verse with – This picture shows my family and me. That tells who's in the picture.*
- Write on the board or chart *This picture shows my family and me.*
- Say – *I can see they're happy because they're smiling. Now I have to think of the next lines so the last word rhymes with me. I think I'll write They're smiling, they're happy, that I can see.*
- Write the last two lines on the board *They're smiling, they're happy, that I can see.*
- Say – *Now I need to read the poem to see if I've got the rhythm right.*
- Have the students read the new verse with you checking the rhythm.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another poem like the one you have just written using one of the other photos. Leave your poem displayed so the students have the pattern to follow. Assist as required.
- Have the students edit and publish their verses.
- Invite volunteers to read their verses to the class.
- Paste their verses into a *Family Photos* poem book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Have them use the photos to discuss some of the things that families do together. Which of these things does their family do? What other things do families do together?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Family Photos* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



For As Long As I Can Remember

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *For As Long As I Can Remember*.
- Invite them to discuss what they think the title means.
- Tell the students that you want them to listen carefully as you read the poem because it tells a sequence of events.
- Read the poem and then have the students retell each sequence of events.
- Discuss why the poet might have written a poem like this.

Experience 2 Close Reading

- Project *For As Long As I Can Remember* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos contribute to the meaning?
- Have the students discuss – *ritual*. What does it mean in this poem?
- Ask the students what – *till the soil* means? What other word could the poet have used instead of *till*.
- Discuss with the students how this poem connects to their lives. Are there some things that they do each year? Do they do these in a particular order?
- What feelings are evoked by the line – *And I can shout Hooray!*

Experience 3 Poetic Elements

- Explain that this poet uses rhyme, rhythm, and repetition to make her poem interesting.
- Project and read the poem again. Then have the students discuss the repetition.
- Invite the students to identify the rhyming words.
- Read the poem again with the students so that they feel the rhythm.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another verse for the poem. It will start with – *For as long as I can remember*.
- Invite the students to choose which season you will write about.
- Brainstorm the things that you could do in that season.
- Write the poem frame on the board or chart paper.

*For as long as I can remember,
When ... days are
We go
We have a*

- Work together to fill in the spaces reminding the students that lines 2 and 4 must rhyme and that they need to keep the rhythm.
- Read the new poem together.

Experience 5 Poetic Creations

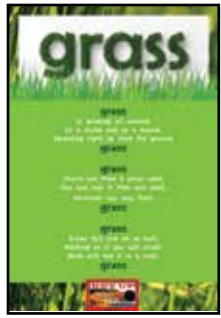
- Invite the students to work in small groups or with a partner to create another similar poem.
- Have them use some of their previous ideas or they can use new ones. Assist as required.
- Have the students edit, illustrate, and publish their verses.
- Invite volunteers to read their verses to the class.
- Have the students display their verses on a bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss seasonal activities. Why is it more appropriate to do things at particular times of the year?
- Discuss which of these activities you could do all year round and which activities are always seasonal. Explain why.

Revision, Consolidation, Extension, Evaluation

- Show the students the *For As Long As I Can Remember* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Grass

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Grass*.
- Invite them to discuss what they know about grass.
- Read the poem to the students.
- Have the students discuss new things they learned about grass.

Experience 2 Close Reading

- Project *Grass* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos add to the meaning?
- Invite the students to explain in their own words the meaning of the following words – *clump, mound, sprouting, lush, sparse*. How do these words help create images of grass?
- Have the students discuss how grass feels. Have they smelled newly mown grass?

Experience 3 Poetic Elements

- Project the poem again drawing the students' attention to the layout of each verse.
- Discuss why the poet may have chosen to write *grass* at the beginning and end of each verse.
- Reread the poem again asking the students to listen for the rhyme at the end of each line.
- Project page 3 and draw the students' attention to the line – *Whispers like the whoooooosh of skis*.
- Explain that when a poet uses a word to represent a sound, this poetic element is called *onomatopoeia*.
- Invite the students to read the line with you. What can they say about *whispers* and *whoooooosh*? What sort of noise do they hear? Can they see the wind blowing the grass?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another verse about grass. The first and last lines will say *Grass* and the three lines in between will rhyme.
- Have the students describe grass by color and size, for example – *green, thin, short*.
- Have the students generate a list of rhyming words for each of their words.
- Discuss which of these they think they could use in the new verse.
- Choose one and suggest a line such as – *Some blades of grass are very thin,*
- Write this line and invite the students to help you write the next two lines ending with words that rhyme with *thin*, for example – *skin, shin, pin*.
- Write the next two lines together, for example – *When they rub against my skin,
They tickle like a pricking pin.*

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another poem about grass using the same pattern. Remind them that the first and last words will be *Grass*. Brainstorm ideas and rhyming words first. Assist if necessary.
- Have the students edit, illustrate, and publish their verses. Draw their attention to how *Grass* is illustrated in the title.
- Invite volunteers to read their verses to the class.
- Paste their verses into a *Grass* poem book for the students to read and refer to.

Experience 6 Content Connections

- Read the first page of the grass poem again.
- Discuss what grass needs to grow.
- Have the students plants and care for some grass seeds. They could graph the growth.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Grass* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Magnets

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Magnets*.
- Invite them to discuss what they already know about magnets.
- Read the poem to the students.
- Invite volunteers to say if they now know any more about magnets.

Experience 2 Close Reading

- Project *Magnets* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos make them feel?
- Discuss – *invisible magnetic field*. Explain that *field* is the term used for the area that the magnet works in. Refer back to the photo. Is the magnetic field invisible in the photo?
- Point out that *visible* is the opposite or antonym of *invisible*. If something is *visible* you can see it.
- Discuss why the author likes magnets. How can you tell?

Experience 3 Poetic Elements

- Read the poem again with the students and have them identify the rhyming pattern. Do they know of any other poems with this pattern?
- Invite the students to read other poems to find those with a similar rhyme pattern.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another poem about some of the things that the magnet attracted.
- Refer back to the chart the students made.
- Suggest to the students that you will use *floor* and *door* as your rhyming words.
- Choose from the list of things the magnet attracts that could be on the floor or near the door.
- Write the poem together, for example – *The magnet picked up a clip on the floor,
And stuck it to the handle on the door.*
- Have the students read the new poem.

Experience 5 Poetic Creations

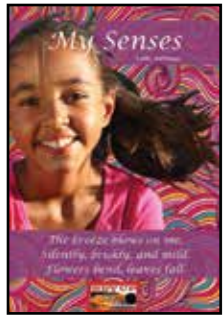
- Invite the students to work in small groups or with a partner to create another magnet poem. They can use more magnetic things or things that are not magnetic. They can use *floor* and *door* as their rhyming words or choose new words. Assist as required.
- Have the students edit, illustrate, and publish their poems. Suggest they use funny illustrations like the one on page 1 of the poem.
- Invite volunteers to read their poems to the class.
- Display their poems on a large magnet shape.

Experience 6 Content Connections

- Read the poem to the students again.
- Give each student a magnet and allow them to explore which things it will stick to.
- Make a two column chart of things that are magnetic and things which are not.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Magnets* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



My Senses

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *My Senses*.
- Tell the students that you want them to close their eyes and listen carefully as you read the poem. You want them to think about what they see, hear, smell, and feel as you read.
- Have the students discuss what pictures they saw, and their feelings as you read the poem.

Experience 2 Close Reading

- Project *My Senses* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students compare each of the three verses. How are they similar?
- Have the students look more closely at the second and third lines of each verse. In what way do the words contribute to the sensory images?
- Invite volunteers to suggest synonyms for – *briskly*, *mild*, and *fragrantly*.
- Ask the students about the relationship between *fragrantly* and *perfume*.

Experience 3 Poetic Elements

- Project *My Senses* and tell the students that this poem is a haiku. A haiku has three lines and 17 syllables. Invite the students to count the syllables on page 1 with you.
- Refer again to the poet's use of the words in lines two and three.
- Explain that the words ending in *ly* are adverbs.
- Draw the students' attention to the fact that the poet uses only two adverbs and the last word in the line is an adjective. Why do the students think the poet did this?
- Read – *Silently*, *briskly*, and *mild*, and then say *Silently*, *briskly*, and *mildly*. Which has the better rhythm? Which sounds the most poetic? How many syllables would there be if the poet had written *mildly*? Would it still have been a haiku?
- Invite the students to read the poem again with you listening for the natural rise and fall in their voices.
- Draw the students' attention to the poet's use of alliteration in words such as – *breeze*, *blows*, *briskly*, and *bend*.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another haiku using the poetic elements that the poet uses in *My Senses*.
- Discuss what a good topic would be.
- Write the poem frame from page 1 on the board or chart paper filling in the first line from the chosen topic, for example –

The rain falls on me,

..., ..., and ...

... ..

We have a

- Invite the students to brainstorm adverbs and adjectives that describe the rain.
- Work together to fill in the spaces, reminding the students that they need to end up with 17 syllables.
- Read the new poem together and discuss how the adverbs and adjectives create sensory images.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another haiku using the same technique. They can use the frame you worked on together or use the models on pages 2 or 3 of the *My Senses*. Assist as required.
- Remind the students to brainstorm the describing words first and ensure that they use 17 syllables.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into a book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Take a class walk outside on a day when there is a breeze.
- Invite the students to share how they felt and what they saw, heard, and smelled.

Revision, Consolidation, Extension, Evaluation

- Show the students the *My Senses* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Rules

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Rules*.
- Ask them to listen for the rhyme and rhythm as you read. Read the poem to exemplify this.
- Have the students discuss what they liked about the poem.

Experience 2 Close Reading

- Project *Rules* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. What kind of illustrations are these?
- Discuss what the students think the poet means by – *I feel so put upon*.
- Ask the students what the speaker is promising to do in this poem? Why do we make promises?
- Have the students suggest why the *sshhhhh!* and *screeeech!* are part of the illustrations.
- What does the punctuation tell them about how they should read these words?

Experience 3 Poetic Elements

- Explain that besides rhyme and rhythm the poet uses a lot of repetition in this poem. When you put together these three elements you call it *cadence*.
- Project *Rules* again and read the poem to the students to exemplify the *cadence*.
- Invite the students to read the poem with you with rhythm and expression.
- Discuss why the poet may have used the same repetitive lines in each verse. Do the students think that this was to emphasize her point about rules?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to plan another poem about rules. These will be cafeteria rules.
- Invite volunteers to say what these rules are and why you should obey them. What are the consequences of not obeying cafeteria rules?
- Tell the students that as the poem will be mostly the same as the ones they have read, the difference will be the illustration. Their illustrations should show children obeying one or more of the cafeteria rules.

Experience 5 Poetic Creations

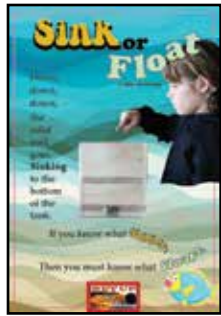
- Invite the students to work in small groups or with a partner to create and illustrate a *Cafeteria Rules* poem. Assist as required.
- Remind them to brainstorm their ideas for their illustrations first.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems and illustrations on the bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss why people need rules. What would happen if there were no rules? Why is it important to obey rules? What are some consequences of not obeying rules?
- Discuss the class rules. What are these and why are they important?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Rules* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Sink or Float

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Sink or Float*.
- Discuss with the students what they already know about sinking and floating.
- Read the poem to the students.
- Have the students discuss what pictures they saw as you read the poem.

Experience 2 Close Reading

- Project *Sink or Float* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at the layout. Why do they think the poem is laid out like this? Does it assist the meaning? Why?
- Discuss – *the surface of the water*. Can the students say this in their own words?
- Ask the students what the word *buoyant* means in this poem. Can they suggest a synonym for *buoyant* that would fit in this line of the poem?

Experience 3 Poetic Elements

- Project *Sink or Float* and refer again to the layout of the poem and explain that this is an element that poets often use. Can the students think of another poem they have read where the layout is different from the usual?
- Explain that this type of poem is called free verse. This is because it has no regular rhyme or rhythm.
- Draw the students' attention to the poet's use of repetition. How does the repetition add to the meaning?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to plan another poem about sinking and floating that uses the layout to help the meaning.
- Have the students refer back to the chart they made of objects that would sink or float and chose three that will work for the poem.
- Discuss what the students will draw to show the objects floating or sinking. Will it be a tub, a bathtub or something else? Where on the page will they draw these objects? Where will they write the words?
- Invite the students to share some words that they will use and the different ways they can write them to assist with the meaning.

Experience 5 Poetic Creations

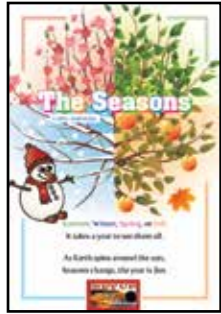
- Invite the students to work in small groups or with a partner to create their *Sink or Float* poems. Assist as required.
- Remind them to think about the total layout of the page before they start writing or drawing.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into a *Sink or Float* book for the students to read.

Experience 6 Content Connections

- Read the poem to the students again.
- Have students experience firsthand things that float and/or sink. Use a tub of water and an assortment of objects from the classroom. Make a chart of the objects that could float and the objects that could sink.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Sink or Float* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



The Seasons

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *The Seasons*.
- Tell the students that you want them to close their eyes and listen carefully as you read the poem. You want them to think about what they see, hear, smell, and feel as you read.
- Have the students discuss what pictures they saw, and their feelings as you read the poem.

Experience 2 Close Reading

- Project *The Seasons* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos contribute to the meaning?
- Have the students look at the text on Page 1. How does the colored text add meaning to the poem?
- Discuss what the students think the poet means by – *Spring's the time when there's rebirth*. How are *Spring* and *rebirth* connected?

Experience 3 Poetic Elements

- Remind the students that poets use different elements when they write poetry.
- Explain that this type of poem is called a *Couplet*. There are two lines to each verse or stanza and the last words of each line of the couplet rhyme.
- Project the poem onto the white board. Read the couplets to the students and have them identify the words that rhyme.
- Turn to Pages 2 and 3. Read the remaining couplets to the students and invite volunteers to identify the rhyming words.
- Discuss the letters that form the rhymes. Note that the rhymes do not all have the same spelling.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another *Seasons* poem. You are going to use the same poetry element as the poet, that is – rhyming couplets.
- Have the students recap all you have previously discussed regarding the seasons from the poem and from their own personal experiences. Be sure they include how they feel about the different seasons.
- Choose one of the statements and write this on the board or on chart paper. Ensure that you start the sentence with a capital letter and end the line with a comma or period.
- Explain that this is the first line of the new couplet. Read it to the students.
- Invite the students to generate a list of words that rhyme with the last word.
- Tell the students that you are now going to use the ideas and the rhyming words to write the next line of the couplet.
- Write the next line and read it to the students demonstrating punctuation.
- Ensure that they understand you now have a rhyming couplet.
- Work with the students to create another rhyming couplet.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another couplet using the same technique.
- Tell them that they can use the ideas and the list of rhyming words that you generated together or they can use new ones.
- Explain to the students that they should ensure they have the appropriate capital letters and punctuation. They should do their best with spelling but they will have a chance to edit their couplets later. Assist as required.
- Have the students edit, publish, and illustrate their rhyming couplets.
- Invite volunteers to read their couplets to the class.
- Paste the poems into a *Seasons* book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- What do the words – *As Earth spins around the sun, seasons change* tell you about why Earth has seasons?
- Invite the students to talk about the seasons where they live. How are they the same as and different from the ones in the poem?

Revision, Consolidation, Extension, Evaluation

- Show the students the *The Seasons* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.



Want or Need

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Want or Need*.
- Tell them that you want them to close their eyes and listen carefully as you read the poem. You want them to picture the things the poet wants or needs.
- Have the students describe the pictures they saw.

Experience 2 Close Reading

- Project *Want or Need* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students look at and discuss the photos. How do the photos compare with what they pictured when you first read the poem?
- Discuss what the students think the poet is trying to communicate in this poem.
- Ask the students the difference between *fancy* and *real cool*. What other words could the poet have used?

Experience 3 Poetic Elements

- Project *Wants and Needs* again.
- Explain or revise the features of free verse.
- Read the poem again inviting the students to join in.
- Discuss with the students why the poet may have chosen to use free verse for this poem. Would it have been really difficult to write if the poet had used rhyme?
- Read *Sink or Float* and *My Senses* to the students. Compare all three examples of free verse.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to plan another poem about wants and needs. You are going to use free verse.
- Project page 1 of *Want or Need* onto a white board.
- Have the students look at the layout.
- Ask them to think of the things they want and suggest how they could write them and how they could illustrate them.
- Project page 2.
- Invite volunteers to share some things they need and the reasons for needing them.
- Choose one, and have the students help you write it.

Experience 5 Poetic Creations

- Invite the students to work alone, in small groups, or with a partner to create a *Wants and Needs* poem using free verse and illustrations. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into a *Want or Need* book for the students to read and refer to.

Experience 6 Content Connections

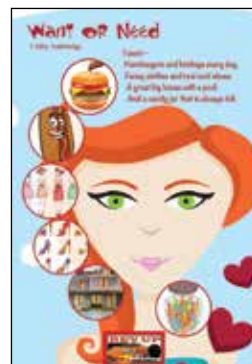
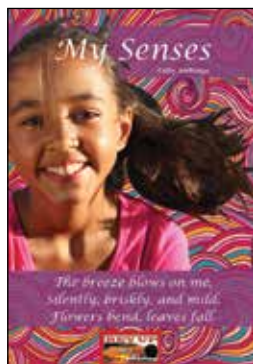
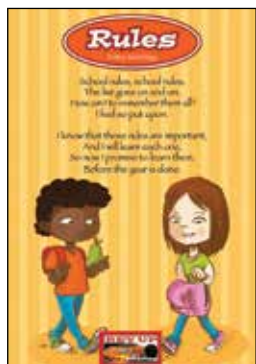
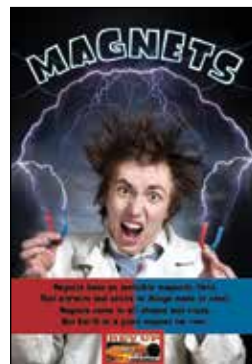
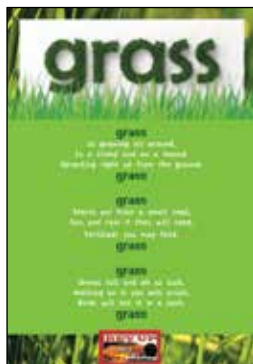
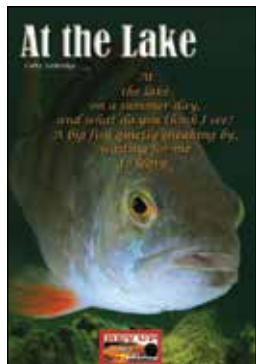
- Read the poem to the students again.
- Discuss *wants* and *needs*. What is the difference? Did they notice that when the poet talked about needs, she gave a reason for needing something. She didn't give a reason for wanting something.
- Invite volunteers to share their wants and needs. How are they the same as and different from other people's wants and needs? Remind them to give a reason for the things they need.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Want or Need* poem card.
- Explain its features.
- Have the card available at a Learning Station for the students to work on independently.
- Use the card as guided reading for striving readers.
- Use the questions to assess your students' progress.

REV UP

Poetry



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