

REV UP POESÍA

*Helping Students
Find
Their Voice
and Express
Themselves*

*Written by
Elizabeth Torres*



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Author



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Born and raised in South Texas,
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She is married and has two daughters in college.
Mrs. Torres holds Bachelors, Masters,
and Doctorate degrees.
She is a curriculum director in a Texas District.*

Mrs. Torres has been in education for the past 17 years having served as a teacher specialist and presently as a curriculum director. Her life's mission is helping students gain access to a productive life through education. Since childhood, Mrs. Torres has had a passion for writing stories and poetry. As a child she often enlisted the help of neighborhood children writing and performing one-act plays and reciting poetry. It was during her time as a teacher however, that Elizabeth began aspiring to become a published author. Her students inspired her. Teaching them inspired her to write stories and poems her students could relate to as many of the poems and stories in the library were not relevant.

Mrs. Torres believes her writing offers a unique touch of authenticity about the Mexican-American culture. She believes there is something about a person's own culture that offers a unique perspective and touch, whether it be about a tender moment during childhood with a loved one, or simply about a specific environment. She notices children's eyes light up when they hear a story about something they can relate to in their own lives. While children enjoy listening to poems and stories about other cultures, listening to poems and stories about their own culture validates them in a special way - it provides them with a sense of belonging, a sense that what they do and how they live have meaning and purpose. It brings about an excitement as they hear about similar experiences in stories where they can relate to characters. Elizabeth ardently believes that all children should have access to stories about their own culture and experiences.

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.

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 stresses in different 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.

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.

**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
in a Dual Language Classroom.**

Poems in This Series

Title	Type of Poem	Curriculum Connection
Acción de Gracias	Couplet	Social Studies – Celebrations
Agua	Cinquain	Physical Science – Matter
Amigos	Couplet	Social Studies – Family and Friends
Bandera	Free Verse	Social Studies – Citizenship
Bosque	Narrative	Life Science – Habitats
Ciclo	Couplet	Life Science – Life Cycles
El Mezquite	Lytic	Life Science – Trees
El Proceso Científico	Quatrain	Science – The Scientific Process
Estados Unidos	Free Verse	Social Studies – Government
Gotas de Lluvia	Lytic	Earth Science – Weather
Los Cinco Sentidos	Narrative	Life Science – Senses
¡PLAP! ¡PLAP! ¡PLAP! ¡CHUCH!	Couplet	Life Science – Birds
Recila y Reutiliza	Narrative	Social Studies – Conservation
Semillas	Couplet	Life Science – Plants
Servidores Comunitarios	Quatrain	Social Studies – Jobs

Poetic Elements

Title	Elements
Acción de Gracias	Rhyme, imagery,
Agua	Repetition, descriptive words, layout, rhythm
Amigos	Rhyme, imagery
Bandera	Rhyme, sensory images
Bosque	Rhyme, rhythm, sensory images
Ciclo	Rhyme, rhythm
El Mezquite	Rhyme, rhythm, descriptive words
El Proceso Científico	Rhyme, hyperbole
Estados Unidos	Rhyme, sensory images
Gotas de Lluvia	Personification, similes, repetition, alliteration
Los Cinco Sentidos	Rhyme, repetition, layout, sensory images
¡PLAP! ¡PLAP! ¡PLAP! ¡CHUCH!	Rhyme, repetition, personification
Recila y Reutiliza	Rhyme, rhythm, personification
Semillas	Rhyme, imagery, personification
Servidores Comunitarios	Rhyme, rhythm

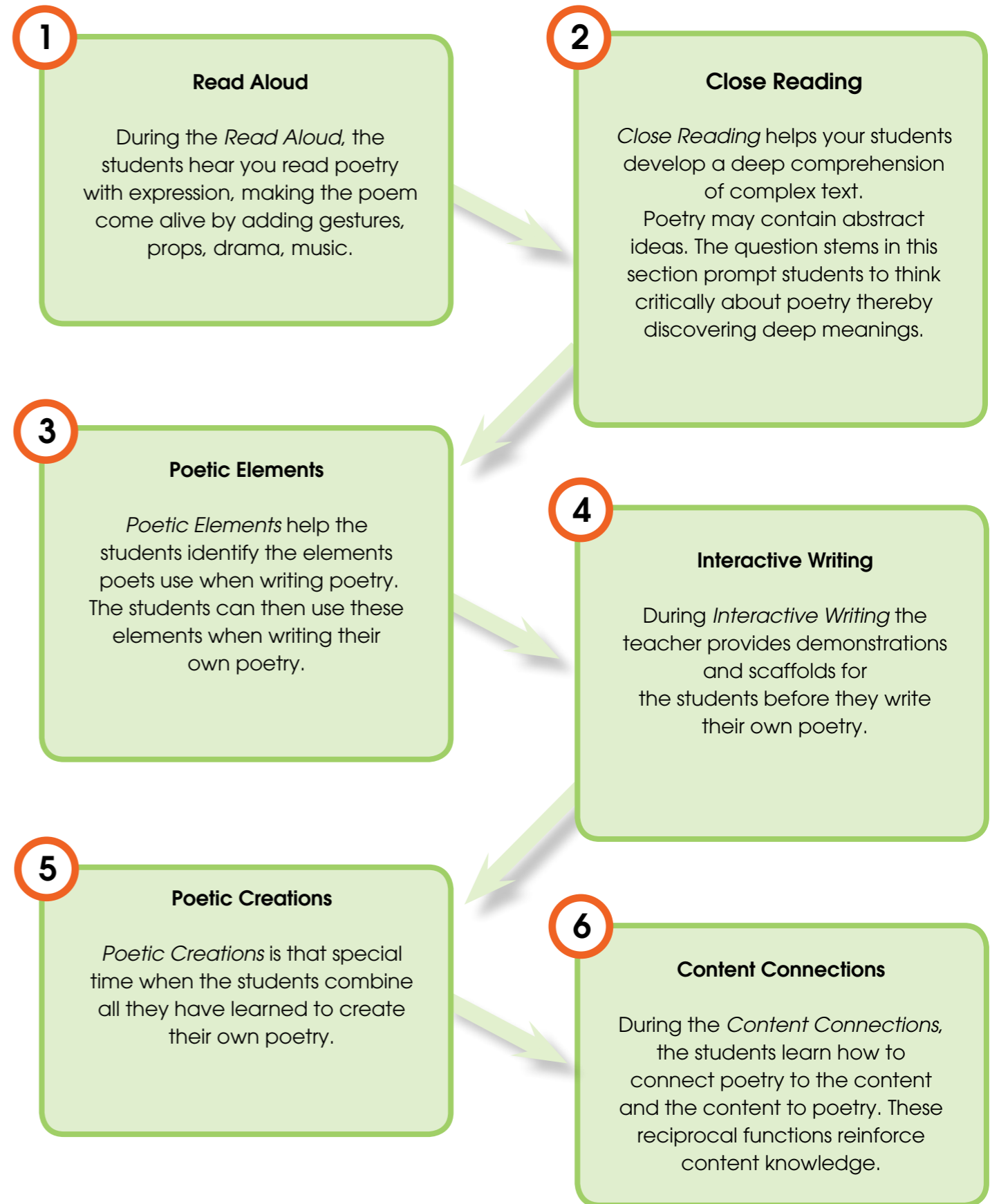
The Structure of Six

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.



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 Poesía* 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.

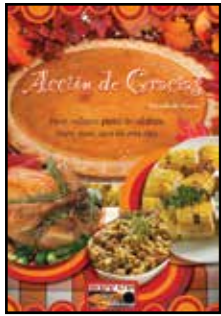
After this general instruction, small-group follow-up lessons will be very beneficial for students who are striving in their reading and writing. Small groups of ELL students could also benefit from further instruction to assist them to understand the nuances of the language and the connections to the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



Acción de Gracias

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Acción de Gracias*.
- Brainstorm what they already know about Thanksgiving. Record their responses.
- Read the poem to the students using the rhythm and meter of the rhyming couplets.
- Invite the students to close their eyes and visualize the Thanksgiving Day that the poem tells about.
- Discuss how they felt as they listened to you reading and visualized the day.

Experience 2 Close Reading

- Project *Acción de Gracias* 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, different from the ones they visualized when you first read the poem to them.
- Discuss which words create the images.
- Ask the students what they think the author means by the words *caos en esta casa*. What other words could the author have used instead of *caos*?

Experience 3 Poetic Elements

- Tell 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 first couplet to the students and have them identify the words that rhyme.
- Turn to Page 2. Read the next three stanzas with the students and invite volunteers to identify the rhyming words.
- Discuss the letters that form the rhyme – *esa, io, er*.
- Project and read Page 3 and invite volunteers to identify the rhyming words. What other words do they know that rhyme with *ritual*?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another *Acción de Gracias* 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 *Acción de Gracias* from the poem and from their own personal experiences. Be sure they include how they felt at different times during the day.
- 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

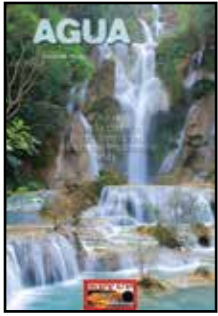
- Invite the students to work in small groups or with a partner to write another rhyming couplet about *Acción de Gracias*.
- Tell them that they can use the ideas and the list of rhyming words that you generated together or they can use new ones.
- Explain to the students that they should ensure they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

Experience 6 Content Connections

- Read the poem to the students again. How is their Thanksgiving holiday the same as, different from the one in the poem?
- Discuss holidays. Which holidays do students have that celebrate special occasions? List their responses.
- Ask the students to identify things that are common to all special occasions, for example – family and friends gather together, food is often part of the celebration.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Acción de Gracias* 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.



Agua

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Agua*.
- Discuss what they already know about water. Lead the discussion to the states of water.
- Read the poem to the students.
- Have the students discuss what they liked about the poem.

Experience 2 Close Reading

- Project *Agua* 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 understanding?
- Discuss the word *baila* on page 1. Why do they think the author suggests that gas dances?
- Discuss *parece piedra pero es* on page 2. What else could the author have likened frozen water to instead of stone?
- Discuss *fluyente* and *brota* on page 2. How are these two words the same? How are they different?

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.
- Have the students identify the adjectives and verbs and say which other adjectives and verbs the poet could have used.
- 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 *Agua* poem. You are going to use the same poetry elements as the poet, that is – a cinquain with adjectives and verbs. This time the *agua* poem is going to be about the water you drink
- Write *Agua* on the board or chart paper.
- Think aloud what words you could use to describe drinking water, for example – *colorless*, *refreshing*. Invite the students to offer more words. Ensure they are adjectives.
- Write these under *Agua*.
- Think aloud what your next line will be. Say – *Now I need to think of three verbs to describe how my water moves. I need to think about it coming from the faucet. Maybe I'll use gushing, splashing and spilling.* 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 drinking water. Then I'll write Agua again for my last line.*
- Work with the students to create another *Agua* 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 cinquain about water.
- Brainstorm other types of water they could use, for example – rain, rivers, puddles, floods.
- Remind them to use adjectives in line 2 and verbs in line 3. Assist as required.
- Have the students edit, publish, and illustrate their poems.
- Invite volunteers to read their poems to the class.
- Paste the poems into an *Agua* book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- What important facts about water did they learn from this poem?
- Ensure they understand that water changes its state depending on its temperature. Add to their knowledge by asking or telling them what temperature changes water into a gas and water in to a solid. Demonstrate this with an experiment if possible.
- Ensure the students know that water is essential to life – living things need water to exist.
- Have the students discuss what happens to plants if they are not regularly watered.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Agua* 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.



Amigos

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Amigos*.
- Invite them to discuss what a friend is and what friends do together.
- Read the poem to the students. Don't show them the card.
- How many of the things mentioned in the poem had they already referred to? What things were new?

Experience 2 Close Reading

- Project *Amigos* 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. Did they guess before seeing the photos that the poem was about two friends one of whom was a dog? Which other animals could you call friends?
- Discuss the phrase *¡A jugar!* on page 2. Why do they think the poet used this punctuation? What does it tell you about how you should read the poem?
- Discuss *mueves la cola* and *fiel compañero* on page 3. What other words could the poet have used to convey the same meaning?
- Have the students discuss the emotions that the girl feels in this poem?

Experience 3 Poetic Elements

- Revise or explain that this type of poem is called a couplet because there are two lines to each verse. The two lines rhyme which makes it a rhyming couplet.
- Project the poem and invite the students to read the poem with you listening as they say the rhyme. Invite volunteers to identify the rhyming words and name the final letter clusters that make the rhyme, that is – *uras, ana, ea, igo*.
- Explain cadence – the rhythmic patterns in speech.
- Read the poem again and then discuss how the rhyming words at the end of each line add to the cadence or rhythmic pattern of the poem.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write some more rhyming couplets.
You are going to use the same poetry elements as the poet, so they need to think about things that friends do together and some rhyming words they could use.
- Invite the students to say some of things that they do with their friends. Discuss which of these would be good in a poem.
- Write one of them on the board or on chart paper and have the students read it with you.
- Think aloud what your next line will be. Say – *Now I need to think of another line. But I also need to remember that the word at the end has to rhyme with the last word on the first line.*
- Have the students generate a list of rhyming words and then suggest a sentence.
- Write this to complete the couplet.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to write another couplet about friends.
- Remind them to think of something that friends do together for the first line and then make a list of rhyming words before they write the second line. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Have the students draw and color an outline of themselves. Paste their drawings and poems onto an *Amigos* mural.

Experience 6 Content Connections

- Read the poem to the students again.
- What is the main message in this poem?
- Can they apply this message to their friends and their family members?
- Have the students provide some phrases that describe the relationship between friends, for example – play together, care for each other, share things.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Amigos* 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.



Bandera

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Bandera*.
- 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 to them.

Experience 2 Close Reading

- Project *Bandera* 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. Do they know what the photo on the first page symbolizes? How does the photo relate to the poet's words *símbolo de justicia y libertad*?
- Discuss the relationship between the color of the words, the words, and the flag. How does this help them understand the text?
- Invite volunteers to share in their own words the meanings of *valor* and *respeto*.
- Do the students know any other poems about flags? How are they the same as or different from this one?

Experience 3 Poetic Elements

- Explain that this type of poem is called free verse. In free verse there is no repetition of the rhythm. There is often no rhyme although this poem does have some rhyming words.
- Read the poem again inviting the students to listen for the change in rhythm as you read.
- Have them identify the rhyming 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 concentrate on what the flag reminds them of and you will not use any rhyming words.
- Provide an example by thinking aloud, for example, *Say – I need to really think about what the flag reminds me of, not what the flag looks like. When I see the flag flying I think of a bird. Now I need to think of how I can write this so it sounds like poetry.*
- Invite volunteers to help you write this idea as a line of a poem.
- Record their suggestions and discuss each one.
- Choose two or three to be the next verse of the poem.

Experience 5 Poetic Creations

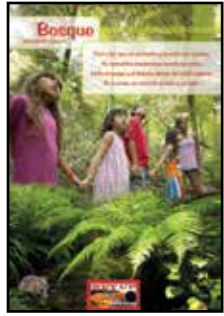
- Invite the students to work in small groups or with a partner to create more free verse poems about the flag. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a large flag on a bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss what they think the author's message is.
- Introduce and discuss words such as *ciudadanía*, *orgullo*, and *patriotismo*. How do these concepts relate to a nation's flag?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Bandera* 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.



Bosque

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Bosque*.
- Invite them to discuss what the title suggests to them.
- Tell the students that you want them to close their eyes and pretend they are in the forest as you read the poem to them.
- Invite volunteers to say what they saw as you read the poem to them.
Did they see other critters
or just those mentioned in the poem? How did they feel about being in a forest?

Experience 2 Close Reading

- Project *Bosque* 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 *correlón*, *llega*, *silencio*, and *gracia verdadera*. What other words could the poet have used to convey the same meaning?

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.
- Read the poem again and then invite the students to relate the series of events.
- Explain that poets often use rhyme in narrative poems.
- Invite the students to read the poem again and then identify the rhyming words.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another event to add to the *Bosque* poem. You are going to use the same narrative technique as the poet but you are not going to make the verse rhyme.
- Have the students recap all you have previously discussed in relation to *Bosque*.
- Invite the students to suggest another forest animal.
- Explain to the students that the next thing to do is find a word that describes the animal like *furry* describes the mouse and *heart-faced* describes the owl. Choose and record one of their suggestions.
- Ensure that you start the sentence with a capital letter and end the line with a comma or period.
- Discuss what the animal is doing. Record this as the second line and read it to the students demonstrating punctuation.
- Read the new verse together.

Experience 5 Poetic Creations

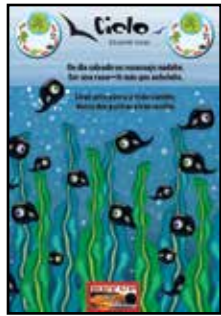
- Invite the students to work in small groups or with a partner to create another episode to add to the poem. Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste their verses into a *Bosque* poem book.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss the animals that the poem mentions. Explain that this type of forest is the habitat for these animals. This means that it provides all they need to live and grow.
- Discuss other animals that may live in the same habitat.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Bosque* 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.



Ciclo

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Ciclo*.
- Invite them to discuss what the title suggests to them.
- Tell the students that you want them to listen for the rhyme as you read the poem to them.
- Invite volunteers to say what the poem was about.

Experience 2 Close Reading

- Project *Ciclo* 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 diagram at the top of each page. How does the diagram assist them with the meaning?
- Discuss what the students think the author means by *Llego primavera y todo cambió*. What things do they know that change in Spring?
- Discuss why the poet chose to use the word *exclamó* on page 2. If the poet had used another word with the same meaning, would this have affected the rhyme?

Experience 3 Poetic Elements

- Explain or revise 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 in the couplet rhyme.
- Project the poem onto the white board. Read the first two couplets to the students and have them identify the words that rhyme. Discuss the letter clusters that form the rhymes – *aba* and *bio*.
- Turn to Page 2. Read the next two stanzas with the students and invite volunteers to identify the rhyming words and the letter clusters that form the rhyme.
- Project and read Page 3 and invite volunteers to identify the rhyming words and the letter clusters that form the rhyme. What other words do they know that rhyme with *rana*?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write a couplet about a bird hatching out of an egg.
- Write the first line on the board, for example – *Un pajarito nace de un huevo*,
- Draw the students' attention to the punctuation and the capital letter.
- Have the students generate a list of words that rhyme with *huevo*.
- Could they use any of the words in their couplet?
- Have the students chose a word and generate the rhyming sentence.
- Record the second line of the couplet and ask a volunteer to insert the period at the end.
- Read the new couplet together.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another rhyming couplet about the birth of an animal. Assist where necessary.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Display the couplets on the bulletin board.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss in more detail the life cycle of a frog.
- Discuss other animals that students know that change their form during their life cycles.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Ciclo* 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.



El Mezquite

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *El Mezquite*.
- Invite them to discuss what the title suggests to them.
- Tell the students that you want them to close their eyes and listen carefully as you read the poem.
- Have the students discuss what they could see, feel, taste, and smell as you read the poem.

Experience 2 Close Reading

- Project *El Mezquite* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students identify the words that describe the mesquite tree – *hojas angostas, ramas torcidas*. Can they see what the tree looks like from these images? How do these images compare to the photos of the mesquite tree?
- Have the students identify the words that relate to their sense of smell and taste. Can they taste the bread? Can they smell the firewood?

Experience 3 Poetic Elements

- Explain that this poet uses two main elements. The first is the layout, the second is the rhyme pattern.
- Project the poem again drawing the students' attention to the layout of each verse. There are two lines. The lines do not rhyme. The rhyming lines are the second lines of each verse.
- Discuss why the poet may have chosen this layout.
- Reread the poem again so the students get the feel for the rhyme pattern.
- Have the students identify the rhyming words and the letter clusters that form the rhyme, that is – *ando*.
- Explain that the letters *a n d o* form the last two syllables of each of the rhyming words. Have the students read the rhyming words clapping the syllables.
- Explain that in poetry you call this a syllable pattern.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write about another tree using the two line pattern that is used in *El Mezquite*. The first line will describe part of the tree, the second line will say what it does or what you could use it for.
- Think aloud the sequence. Say – *I think I'll write a poem about a pine tree with pine cones that you paint as decorations. Now how will I start? I need to describe the pine cones. They're brown and sort of pointy.*
- Invite the students to help you write the first line – *Brown, pointy pine cones.*
- Point out and add a hyphen to follow the pattern of the poem.
- Invite the students to help you write the second line. What color will you paint the pine cones? How will they look?
- Write the second line. *Pretty, silver decorations.* Draw the students' attention to the period at the end of the second line.
- Have the students read the new verse with you. Can they see the decorations?

Experience 5 Poetic Creations

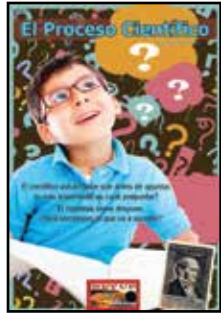
- Invite the students to work in small groups or with a partner to create another two lines following the same pattern. Brainstorm ideas first. It may be easier for young students to use a fruit tree. Assist if necessary.
- Have the students edit, illustrate, and publish their verses.
- Invite volunteers to read their verses to the class.
- Paste their verses into a *Los Arboles* poem book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss what they now know about mesquite trees.
- How is the mesquite the same as and different from other trees they know?

Revision, Consolidation, Extension, Evaluation

- Show the students the *El Mezquite* 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.



El Proceso Científico

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *El Proceso Científico*.
- Invite them to discuss what the title suggests to them.
- Tell the students that you want them to listen to the poem carefully because it tells them the steps in the scientific process.
- Read the poem and then have the students retell the steps in the process.
- Discuss why the author might have written a poem like this.

Experience 2 Close Reading

- Project *El Proceso Científico* 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. Why do they think the children in the photos are all smiling?
- Have the students say what in their opinion the writer means by the line – *Sé objetivo en la investigación*.
- Draw the students' attention to *¡Finalmente!* Why has the poet used exclamation marks? What does this tell you about the way you read this line of the poem?
- Have the students read this line with expression.

Experience 3 Poetic Elements

- Explain that this poet uses a element called hyperbole. Hyperbole is using exaggeration to emphasize a point. Provide an example if necessary.
- Project and read the poem again asking the students to see if they can identify the line that uses hyperbole.
- Discuss the effect that – *Mil veces y una haz la observación* has. Would it have had the same effect if the poet had said – *hacer algunas observaciones*.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write a poem called *El Pájaro*. They will use the scientific process to guide them. The poem does not have to rhyme.
- Brainstorm what you do first. Record the students' answers.
- Tell the students that this will be the first verse. You will start the poem using the same format as the poet, that is – *El poeta astuto...*
- Invite the students to say what you do next and what their hypothesis will be.
- Have the students observe a bird. Brainstorm some adjectives to create the images of what they saw. Write the next verse together.
- Discuss their conclusions and together write the next verse.
- Have students take turns to read the new poem.

Experience 5 Poetic Creations

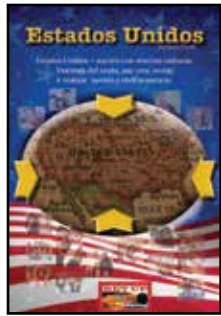
- Invite the students to work in small groups or with a partner to create another bird poem.
- Have them use some of their previous observations or encourage them to observe another bird. If necessary, assist them with the adjectives that will create the images.
- Have the students edit and publish their verses.
- Invite volunteers to read their verses to the class.
- Have the students draw a bird and paste their poems onto it for display.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss the steps in the scientific process. Explain what a hypothesis is.
- Ask why it is important to make many observations. Why is it important to share your conclusions?

Revision, Consolidation, Extension, Evaluation

- Show the students the *El Proceso Científico* 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.



Estados Unidos

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Estados Unidos*.
- 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 to them.

Experience 2 Close Reading

- Project *Estados Unidos* 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 does the photo of the United States combined with the arrows relate to the poet's words – *Venimos del norte, sur, este, oeste*?
- How do the faded photos of people relate to the words – *Nación de muchas culturas*?
- Discuss what the poet means by – *De muchos colores somos como una manta tejida*?
- How does this poem compare with *Bandera*? Do they both evoke similar feelings?

Experience 3 Poetic Elements

- Explain that the poet uses a simile to create an image. Explain that a simile compares one thing to another using the words *like* or *as*.
- Read – *De muchos colores somos como una manta tejida* inviting the students say what image they see.
- What other images did the poet create? Can the students say these as a simile?
- 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 poem using many of the same words in this poem but adding new ideas.
- Write – *Venimos del norte, sur, este, oeste*.
- Work with the students to write a line other than – *A realizar sueños y vivir aventuras*, to say why people come to the United States.
- Record the new line.
- Write – *De muchos colores somos como-*.
- Work with the students to write a simile other than *una manta tejida*.
- Write this into the poem.
- 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 more reasons why people come to the United States. Have them create more similes instead of *De muchos colores somos como una manta tejida*. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a large map of the United States.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss what they think the author's message is.
- Discuss the words *leyes, justicia, libertad, and valor*. How do these concepts relate to citizens of a country?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Estados Unidos* 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.



Gotas de lluvia

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Gotas de Lluvia*.
- Explain that this poem is three separate, short poems and it's not just about raindrops, it's also about clouds and snow. Each poem has its own title.
- Tell the students that you want them to close their eyes and listen carefully as you read the poems. You want them to picture the rain, clouds, and snow as you read.
- Have the students discuss what pictures they saw and how they felt as you read the poems.

Experience 2 Close Reading

- Project *Gotas de Lluvia* onto a white board page by page.
- Read the poems again inviting the students to join in.
- Have the students compare each of the three poems. How are they similar and different? Have they read any other *Weather* poems? How did these compare to these poems?
- Discuss what the students think the poet means by – *Hija del mar y la calidez*.
- Ask the students what the word *azotan* tells about the wind.

Experience 3 Poetic Elements

- Explain that in the first poem the author uses a technique called personification. Personification means giving human qualities to something that is not human. Provide an example if necessary.
- Project *Gotas de Lluvia* again and draw the students' attention to the line – *Hija del mar y la calidez*.
- Discuss why the poet calls the cloud a *child or daughter of the sea*.
- Project *La Nube* again.
- Explain that in this poem the author writes as though she was the cloud. She uses the first person words *I* and *me*.
- Read the poem again. Ask the students how they would feel if they were a cloud.
- Project and read *Nieve* again.
- Discuss how the poet uses *I* in this poem. Is the poet a person or the snow?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another poem about raindrops. You are going to use the poetic technique of personification.
- Tell the students they need to think about themselves as a raindrop. What are some of the things they will do? Who will tell them to come down from the sky?
- Provide an example by thinking aloud. Say something like – *I think my poem will go like this. My mother is a big, black cloud. She tells me and my brothers and sisters it's time for us to go. I am happy. I jump up and down with excitement. I haven't been down to Earth before.*
- Invite volunteers to follow this pattern and come up with different ideas.
- Choose one and have the students help you write it.
- Read the new poem together and discuss how the personification makes it interesting.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create a *Cloud* poem using the same technique. Assist as required.
- Remind them to brainstorm their ideas first.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a large cloud shape.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss wet weather. What is the connection between clouds, rain, and snow?
- What other weather features do they know that are connected to rain and snow?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Gotas de Lluvia* 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.



Los Cinco Sentidos

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Los Cinco Sentidos*.
- Invite them to discuss what the title suggests to them and have them name their five senses.
- Tell the students that you want them to notice when the poet mentions each of the five senses as you read the poem.
- Ask – *What did the author see with her sense of sight? How did she know the cactus was spiny? What did the author hear, taste, and smell?*

Experience 2 Close Reading

- Project *Los Cinco Sentidos* 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?
- Read the first two lines again and ask the students why they think the poet wrote these in a different form to the rest of the poem.
- Ask – *In your opinion what does the poet mean by the words – Sus maravillas descubro con mis cinco sentidos?*
- Compare and discuss *maravilloso* and *maravillas*. What are some synonyms for these words?

Experience 3 Poetic Elements

- Explain that one of the elements this poet uses is the layout.
- Read the poem again drawing the students' attention to the layout.
- Discuss why the poet may have chosen this layout.
- Explain that this poem is lyrical because in the opening line – *Maravilloso el mundo que comparto contigo*, the poet shares her feelings of the world that she can discover through her five senses.
- Tell the students that the poet also uses rhythm and rhyme. Have the students identify the rhyming words and the letter clusters that form the rhyme.
- Read all the verses except the first one to exemplify the rhythm.
- Have the students read the poem with expression using the rhythm and the rhyme.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another two lines of the *Los Cinco Sentidos* poem following the same pattern. You will use the sense of sight and so the second line of the poem will be, *A travéz del sentido de vista*.
- Project and read the second verse of the poem card again so the students can refer to the pattern.
- Invite the students to think of words that rhyme with *vista* that you use in the first line.
- Have the students refer to the poem to find the pattern of this line. Invite a volunteer to read the first line and say how the line will start, that is, with the word – *Contemplo*.
- Have the students suggest the first line of the new verse. Write this on the board or chart paper. Then write, *A travéz del sentido de vista* beneath it.
- Ensure that you start the sentences with a capital letter and end line 1 with a comma and line 2 with a period. Draw the students' attention to the punctuation.
- Have the students read the new verse with expression so as to exemplify the rhythm and the rhyme.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another two lines following the pattern of the poem. They can choose any of the senses. Leave the poem projected so the students have the pattern to follow. Assist as required.
- Have the students edit and publish their verses.
- Have them illustrate their verses and attach them to the illustration in an interesting way.
- Invite volunteers to read their verses to the class.
- Paste their verses into a *Los Cinco Sentidos* poem book.

Experience 6 Content Connections

- Read the poem to the students again.
- Have them generate two lists – one of things they can see, hear, and touch, and the other of things they can smell and taste.
- Discuss why our five sense are so important.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Los Cinco Sentidos* 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.



¡PLAP! ¡PLAP! ¡PLAP! ¡CHUCH!

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *¡Plap! ¡Plap! ¡Plap! ¡Chuch!*
- Tell the students that you want them to close their eyes and listen carefully as you read the poem. You want them to create pictures for the words as you read.
- Have the students discuss what pictures they saw, and how they felt as you read the poem.

Experience 2 Close Reading

- Project *¡Plap! ¡Plap! ¡Plap! ¡Chuch!* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students discuss why they think the author wrote this poem? Was it something she had seen and wanted to share?
- Discuss the photos. How do the photos contribute to the meaning?
- Invite the students to identify the words that created the images.
- Discuss *¡Plap! ¡Plap! ¡Plap! ¡Chuch!*. How do they think the bird felt? Do they feel the same way when they have to take a risk to learn something new?
- Discuss what the students think the poet means by – *Sabía habitante--naciste 'pal cielo.*

Experience 3 Poetic Elements

- Explain or revise couplets. Remind the students that there are two lines to each verse and the last words of each line of the couplet rhyme.
- Project and re read *¡Plap! ¡Plap! ¡Plap! ¡Chuch!*.
- Explain that the poet uses a technique called *personification*. Personification means giving human qualities to something that is not human. Invite the students to identify which sentence in the poem is an example of personification.
- Draw the students' attention to the repetition on page 2. How does this add to the effect?
- Invite the students to read this page again with the appropriate intonation to show how the flamingo felt.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another couplet about a bird learning to fly.
- Have the students choose another bird and invite volunteers to suggest what the first line of the couplet might be.
- Write this on the board or chart paper.
- Have the students generate a list of words that rhyme with the last word in the sentence.
- Have the students choose a word and generate the rhyming sentence.
- Record the second line of the couplet and ask a volunteer to insert the period at the end.
- Read the new couplet together.

Experience 5 Poetic Creations

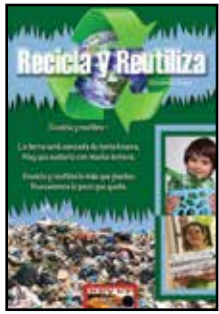
- Invite the students to work in small groups or with a partner to create another couplet using the same technique. Assist as required.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a large bird shape.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss the life cycle of birds. At what point in the life cycle do they learn to fly?
- Have the students say whether they think it would be easier for a large bird like a flamingo to learn to fly than a small bird. Why or why not?

Revision, Consolidation, Extension, Evaluation

- Show the students the *¡Plap! ¡Plap! ¡Plap! ¡Chuch!* 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.



Recicla y Reutiliza

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Recicla y Reutiliza*.
- Discuss what the students already know about recycling and reusing.
- Read the poem to the students.
- Have the students discuss what new things they learned as you read the poem.

Experience 2 Close Reading

- Project *Recicla y Reutiliza* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have the students discuss why they think the author wrote this poem? Is it an important topic? Why or why not?
- Discuss the photos. How do the photos contribute to the meaning?
- Discuss what the students think the poet means by – *Recicla y reutiliza lo más que puedas*.

Experience 3 Poetic Elements

- Explain that this poem could be called narrative poem because it tells a story of what you can do about recycling and why you should do it. It also has rhyme and rhythm.
- Project *Recicla y Reutiliza* again and read it to the students emphasizing the rhyme and rhythm.
- Invite the students to identify the rhyming words.
- Explain that the poet also uses personification to stress her point. Personification means giving human qualities to something that is not human.
- Invite the students to identify which sentences in the poem are examples of personification.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another two lines about recycling and why you should do it. This time you are going to think mostly about ideas so the lines will not need to rhyme.
- Have the students suggest some things they could recycle and reuse.
- Choose one of these and write it on the board or on chart paper.
- Invite volunteers say why they should do this.
- Choose one and have the students help you write it.
- Read the new poem together.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another verse about the reasons for recycling and reusing things rather than throwing them away. Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste their verses into a *Recicla y Reutiliza* poem book for the students to read and refer to.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss conservation. What is the connection between conservation and recycling and reusing?
- Discuss with students the things they can recycle and reuse.

Revision, Consolidation, Extension, Evaluation

- Show the students the *Recicla y Reutiliza* 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.



Semillas

Experience 1 Read Aloud

- Explain to the students that you are going to read a poem called *Semillas*.
- Tell the students that you want them to close their eyes and listen carefully as you read the poem. You want them to create pictures for the words as you read.
- Have the students discuss what pictures they saw, and how they felt as you read the poem.

Experience 2 Close Reading

- Project *Semillas* onto a white board page by page.
- Read the poem again inviting the students to join in.
- Have they read any other poems about seeds? How did these compare to this poem?
- Discuss what the students think the poet means by – *Cada una creando su destino* and *Con la primavera nace de arte una obra*.
- Discuss – *de la naturaleza maniobra*. Can the students explain what this means?

Experience 3 Poetic Elements

- Explain that the poet uses personification and rhyme in this poem. Personification means giving human qualities to something that is not human.
- Project *Semillas* again and draw the students' attention to the line – *Las semillas duermen debajo de la nieve*. Discuss how this is an example of personification.
- Invite volunteers to identify the other lines that exemplify personification.
- Read the poem again. Ask the students how they would feel if they were a seed.

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write another poem about seeds. You are going to use the poetic technique of personification. They do not need to make the poem rhyme.
- Tell the students they need to think about themselves as a seed. What sort of seed are they? Where will they grow? How will they feel?
- Provide an example by thinking aloud. Say something like – *I think my poem will go like this. My mother planted me in the spring. She tells me I will not have to sleep for very long and I don't. Soon, I poke my head above the ground. I feel the sun and rain. I am happy. I am growing into a sunflower.*
- Invite volunteers to follow this pattern and come up with different ideas.
- Choose one and have the students help you write it.
- Read the new poem together and discuss how the personification makes it interesting.

Experience 5 Poetic Creations

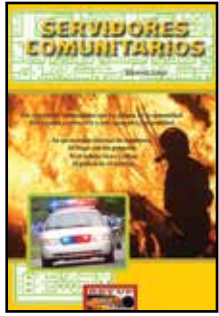
- Invite the students to work in small groups or with a partner to create a *Semillas* poem using the same technique. Assist as required.
- Remind them to brainstorm their ideas first.
- Have the students edit and publish their poems.
- Invite volunteers to read their poems to the class.
- Display their poems on a large seed shape.

Experience 6 Content Connections

- Read the poem to the students again.
- Discuss seeds and how they grow. How long is it before they sprout? Plant some different seeds in containers in the classroom. Record how long it takes each one to sprout. How are the sprouts the same/different?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Semillas* 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.



Servidores Comunitarios

Experience 1 Read Aloud

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

Experience 2 Close Reading

- Project *Servidores Comunitarios* 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?
- What do the students think is the author's message? Why would she write a poem like this?
- Discuss what the students think the author means by *Los servidores comunitarios son los pilares de la comunidad*.

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.
- Read page 2 and ask the students what part of the format of the poem is repeated. Why may the poet have chosen to use questions? Does it make the poem more interesting? Why or why not?

Experience 4 Interactive Writing

- Explain to the students that you are going to work together to write two more lines using the question and answer format.
- Project the poem and have the students revisit page 2. Identify the questions and answers.
- Write on the board *¿Estas sufriendo con la gripe?*
Ve al doctor que te la quite.
- Brainstorm other workers you could ask and answer a question about. Choose one.
- Invite volunteers to follow this pattern and say what the sentences will be.
- Have the students help you write it.
- Read the new lines together and discuss how the question and answer format makes it interesting.

Experience 5 Poetic Creations

- Invite the students to work in small groups or with a partner to create another two lines using the same format. Assist as required.
- Have the students edit, illustrate, and publish their poems.
- Invite volunteers to read their poems to the class.
- Paste their verses into a *Servidores Comunitarios* poem book for the students to read and refer to.

Experience 6 Content Connections

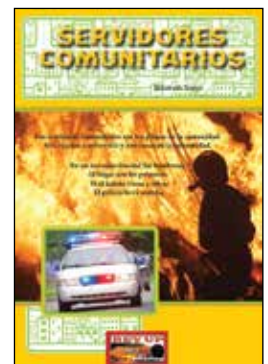
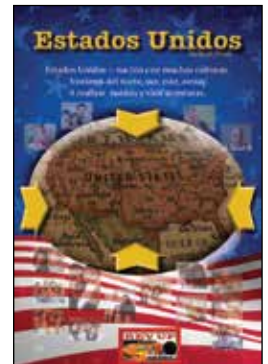
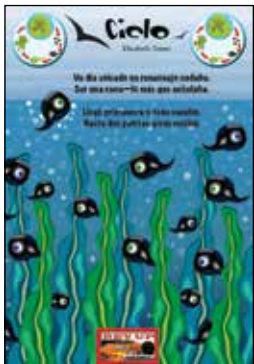
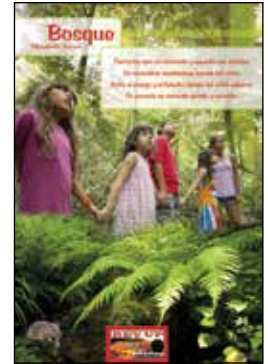
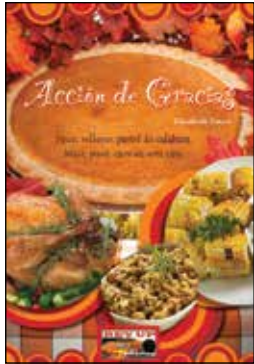
- Read the poem to the students again.
- Discuss in more detail the role of community helpers.
- Make a list of the equipment each community helper uses.
- Compare the jobs. Which is the most dangerous? Why?

Revision, Consolidation, Extension, Evaluation

- Show the students the *Servidores Comunitarios* 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.

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Poesía



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