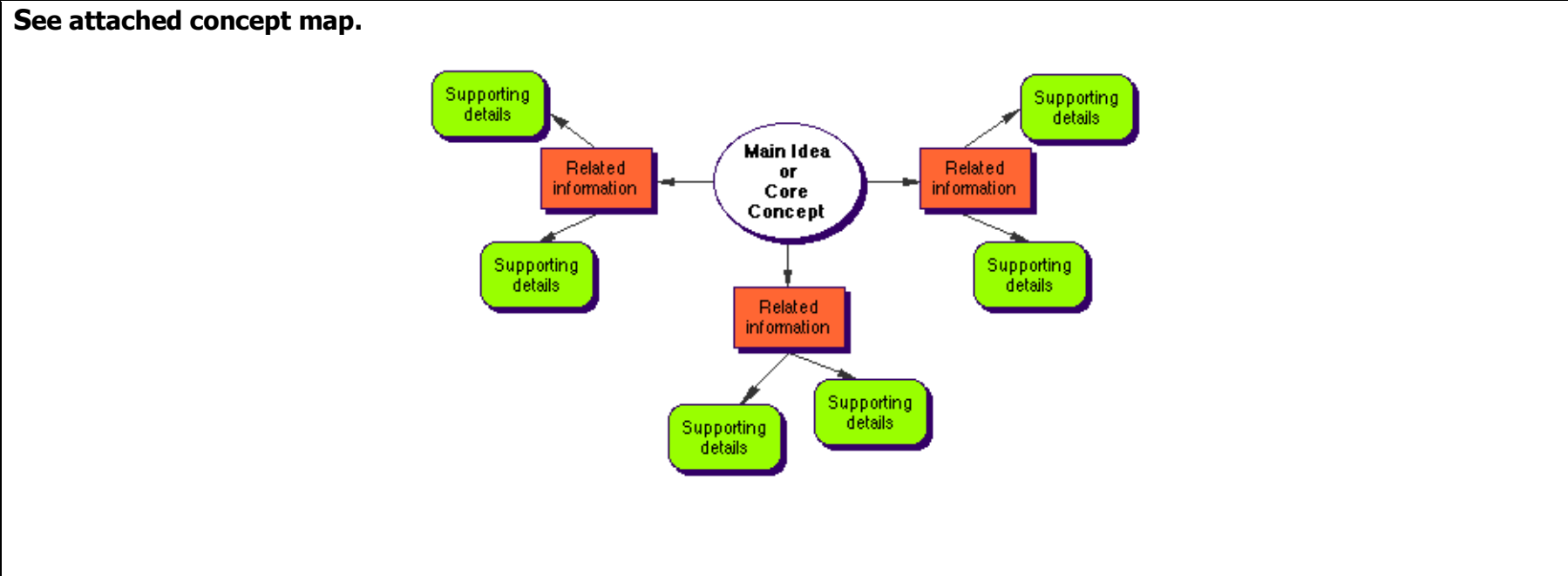


<b>Title of Unit:</b> Introduction to Poetry	<b>Grade Level:</b> 2	<b>Developed by:</b> Hanna Hansen
<b>Entry Subject:</b> ELA	<b>Time Frame:</b> 3 weeks	<b>School:</b> Jack Mackenzie
<b>Integrated Subject(s)</b> Treaty Education, Social Studies, Arts Education		
<b>Identify Desired Results (Stage 1)</b>		
<b>Broad Areas of Learning</b> How are the BAL incorporated into this unit?	<b>Cross Curricular Competencies</b> How will this unit promote the CCCs?	
<b>Lifelong Learners:</b> Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users. <b>Sense of Self, Community, and Place:</b> To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community. <b>Engaged Citizens:</b> In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.	<ul style="list-style-type: none"><li>- <b>TR 2.1 Treaty Ed (Harmonious relationships)</b></li><li>- <b>DR2.1 Social Studies (past of Saskatchewan/Regina)</b></li><li>- <b>CP2.8 Art Education (Collage with basic art materials)</b></li></ul>	
<b>Curriculum</b> <ul style="list-style-type: none"><li>• <b>Explore</b> the required goals and outcomes for grade/subject, including Treaty Outcomes</li><li>• <b>Jot down</b> ideas as you explore</li><li>• <b>Choose</b> specific outcomes <b>after</b> you identify Big Idea, draw concept map and design essential questions to drive the unit of study</li></ul>		
<u>English Language Arts</u>  Comprehend and Respond (CR) CR2.3 – I can...listen to and understand what I read and make meaning from a poem. <b>Listen</b> and <b>retell</b> (with support from the text) the key literal and inferential ideas (messages) and <b>important details</b> heard in small and large-group activities and <b>follow oral directions</b> and demonstrations.  Compose and Create (CC) CC2.1 – I can...write a poem that relates to my life and community Compose and <b>create</b> a range of <b>oral</b> and <b>written</b> texts that explore: <ul style="list-style-type: none"><li>• identity (e.g., My Family and Friends)</li><li>• community (e.g., Our Community)</li><li>• social responsibility (e.g., TV Ads for Children) and make connections to own life.</li></ul> CC2.3 – I can...speak clearly in front of an audience. <b>Speak clearly</b> and audibly in an appropriate sequence for a <b>familiar audience</b> and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.  CC2.4 – I can...write poems that make sense and are detailed. <b>Write poems</b> with appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.  Assess and Reflect (AR) AR2.1 – I can...listen to, read, write and speak about topics that are presented to me. Reflect on and assess their viewing, <b>listening</b> , <b>reading</b> , <b>speaking</b> , <b>writing</b> , and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).		
<u>Social Studies</u>  Resources and Wealth (RW) RW2.2 – I can... Analyze various worldviews regarding the natural environment.  <u>Treaty Education</u>  Treaty Relationships (TR) TR2.1 – I can... Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.		
<b>Big Idea: Enduring Understandings</b> What do you want students to understand and be able to use several years from now? <ul style="list-style-type: none"><li>- Differentiating between five different types of poems.</li></ul>		

- Understanding the characteristics of poetry and what their roles are. (rhythm, rhyme, syllables, alliteration, onomatopoeia, synonyms)
- Poetry is a form of expression
- Poems do not always have to rhyme
- What does a good speaker do?

**Concept Map:**  
Draw a concept map to brainstorm ideas, make connections between subject areas & guide the unit *\*\*Attach to this guide*



**Key Understandings**  
What Understandings about the big ideas are desired? What outcomes/I can statements will lead to these understandings? What misunderstanding are predictable?

*Students will understand...*

- That poems do not need to rhyme.
- Poetry has a special structure with lines, stanzas, and rhythm.
- Poetry is a form of expression.
- There are many different types of poems.

**Outcome # CR2.3**

I Can...listen to and understand what I read and make meaning from a poem.

**Outcome # CC2.1**

I Can...write a poem that relates to my life and community.

**Outcome # CC2.3**

I Can...speak clearly in front of an audience.

**Outcome # CC2.4**

I Can...write poems that make sense and are detailed.

**Outcome # AR2.1**

I Can...listen to, read, speak, and write about topics that are presented to me.

*Related misconceptions or misunderstandings...*

- All poems need to rhyme
- Poetry is difficult and boring

**Knowledge**  
Students will know...

- Students will know the components of poetry (rhyme, rhythm, stanzas, lines, syllables)
- Unusual or special use of words (onomatopoeia, alliteration, repetition, visualization)
- Students will know how poetry is defined and differentiated
- Students will know different types of poems (limerick, descriptive, acrostic, haiku)

**Essential Questions for deeper understanding**  
What provocative questions will foster inquiry into the content? (open ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Why is a poem a “special” form of writing?

What do poems look like?

What are the different kinds of poetry?

How do we write poems?

What does a good speaker do?

**Skills**  
Students will be able to...

- Students will know how to distinguish between types of poems and create their own examples
- Write poems using appropriate and relevant details
- Will know how to write poems of their own using personal content to their identity and the community
- Read and view poetry exemplars
- Students will know how to listen to poems and retell meaning and details
- Students will know how to confidently present their own writing and self-assess their results

Assessment Evidence (Stage 2)				
Performance Task Description				
The PERFORMANCE TASK describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:			<i>Helpful tips for writing a performance task.</i>	
<b>Goal:</b> Students will understand how poetry is a special form of writing and will be able to distinguish between different types of poetry. For example: haikus, descriptive, acrostic, limerick. <b>Role:</b> You are a famous poet who has been invited to present their best poem to an audience of poetry lovers. You must choose your best poem and read it aloud to an audience with confidence and clarity. <b>Situation:</b> You are to experience writing different types of poems to help distinguish poetry as a special form of writing. You will be presenting your favorite poem at a Poetry Café. <b>Audience:</b> Your audience will be your fellow poets as well as an audience of other students and teachers as well as your principal who will be invited to the Poetry Café. <b>Product/Performance:</b> While learning a variety of poems and the tools needed to distinguish poetry as a special form of writing, students will have a poetry folder to collect the practice poems they write. Students will engage in creating a R.A.N. chart at the beginning of the unit to share what they think they know about poetry and to track what they learn throughout the lessons. We will return to the R.A.N. chart at the middle and end of the unit. Students will then take on the practices of a poetry choosing their favorite poem throughout the unit and presenting it orally during our Poetry Café at the end of our studies. The Poetry Café will be a <b>celebration of our learning</b> that we will invite another class to attend. <b>Standards:</b> Please see the writing and speaking rubrics below for grading their performance task.			<b>Goal:</b> What should students accomplish by completing this task?	
			<b>Role:</b> What role (perspective) will your students be taking?	
			<b>Audience:</b> Who is the relevant audience?	
			<b>Situation:</b> The context or challenge provided to the student.	
			<b>Product/Performance:</b> What product/performance will the student create?	
			<b>Standards</b> Create the rubric for the Performance Task	
<b>BLOOMS TAXONOMY:</b> <u>REMEMBERING:</u> Can the students recall or remember the information? <u>UNDERSTANDING:</u> Can the students explain ideas or concepts? <u>APPLYING:</u> Can the students use the information in a new way? <u>ANALYZING:</u> Can the students distinguish between the different parts? <u>EVALUATING:</u> Can the students justify a stand or decision? <u>CREATING:</u> Can the students create new product or point of view?		<b>Digital Taxonomy for Bloom:</b> <u>KNOWLEDGE:</u> Highlighting, bookmarking, social networking, searching, googling <u>COMPREHENSION:</u> Advanced searches, blog journaling, twittering, commenting <u>APPLICATION:</u> Running, loading, playing, operating, hacking, uploading, sharing, editing <u>ANALYSIS:</u> Mashing, linking, tagging, validating, cracking, reverse-engineering <u>SYNTHESIS:</u> Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting <u>EVALUATION:</u> Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating		
Rubric				
The RUBRIC should identify how student understanding will be measured.				
Writing Rubric:				
	<b>Great work! This is going extra well for you!</b>	<b>You did it and you did it on your own!</b>	<b>Good start. You are beginning to make sense of this on your own.</b>	<b>You can do it. Spend some extra time on the criteria and ask for help.</b>
<b>Central Idea</b>	Wow! You convey a clear message in your poem.	A central idea is established.	A central idea is noted but needs to be clearer.	Think: What is the main idea you are trying to tell?
<b>Details</b>	Your poem has significant details that create images.	Your poem has interesting details.	You are beginning to use details in your poem.	Think: How could you add more detail to your poem?
<b>Format of Poem</b>	You followed the format of the poem and you took risks to make it your own.	Your poem looks like the example. Try making it more your own.	Some parts of your poem look like the example. What could you add or change?	Think: Does your poem look like the example? What can you add or change?
<b>Punctuation and Capitalization</b>	You have applied the correct punctuation and capitalization for the poem.	You have applied the correct punctuation and capitalization in your poem with a few minor mistakes.	Remember all lines need to start with a capital letter. Punctuation helps the reader with expression, slowing down, or stopping while reading.	Think: Have you capitalized the first word in each line? What punctuation will you use?
<b>Word Choice</b>	Your word choice is excellent and helps create detail!	You have chosen words carefully.	You are beginning to make good word choices.	Remember that poems create images in our mind. Choose words that help create those images.
Speaking Rubric: (check mark)				
<b>Speaking Skill</b>	<b>Beginning</b>	<b>Progressing</b>	<b>Meeting</b>	<b>Established</b>
<b>Eye Contact</b>				
<b>Speak Loud/Enthusiasm</b>				
<b>Don’t Hide</b>				
<b>Good Pace</b>				
<b>Body Language</b>				
Other Assessment Evidence				

<p><b>Bulletin Board “Poe-Tree”:</b> Throughout the unit we will be adding leaves to our tree that display new vocabulary words, poems we read, structure of poems, and the different types of poems we explore. The board will also be used for students to display the poems they wish to showcase. Book resources on poetry will be displayed in front of the bulletin board for students to explore. A writing station will be presented by the board to allow students the opportunity to explore writing words, read poems, and practice writing their own outside of class time.</p> <p><b>R.A.N. Chart:</b> At the beginning of the unit we will work together to make a R.A.N. chart that will track our learning throughout the unit. We will return to the chart in the middle of the unit and at the end. Students think of the things they think they know about poetry and write them on sticky notes. Put the sticky notes in the first column and then throughout the unit return periodically to the chart to document whether the things we knew were right or not (move sticky notes from the first column over to the “Yes! Or “Oops!” columns). Add sticky notes for new learning/information we find throughout the unit and document any questions or wonders the students still have. We will have a complete chart by the end of the unit that will support us in our self-assessments.</p> <p><b>Other Formative Assessments:</b> *Every lesson will contain some type of formative assessment to guide the learning for the next lesson*</p> <ul style="list-style-type: none"><li>- “Hand on the heart” self reflection (thumbs up, sideways, down)</li><li>- Check list of students contributing to group/class discussions</li><li>- Exit slips – “What have you learned? How does this poem make you feel? What’s the difference?”</li><li>- Discussions (whole class and small group)</li><li>- Teacher guided table station</li><li>- Focused Observation Form</li><li>- “Say something” activity – read a poem, stop at stanzas and talk about what they read</li><li>- Stop Light – students raise red or green light to show their understandings and if they are ready to move on</li><li>- Poem Analysis</li><li>- Conversations</li><li>- Completed poems for different types learnt</li></ul> <p><b>Summative by Outcomes:</b> CR2.3 Listen and Draw – students will listen to an oral story-telling and draw what they are visualizing from the title, beginning, middle, and end. CC2.1 Limerick – rough draft, revise, final copy. CC2.3 Poetry Café – Invite an audience of another class, teachers, and the principal to a Poetry Café where students will read aloud their limericks. Students will be evaluated by a rubric that we create together to assess the quality of their poem and their volume and confidence in presenting. Alternative settings will be offered for students not comfortable presenting in front of the audience. CC2.4 Different types of poems exemplars – In poetry folder or presented on the “poe-tree” bulletin board. AR2.1 Completed R.A.N. chart at the end of the unit in which students will complete an exit slip assessment.</p>	
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Learning Plan (Stage 3) Where are your students headed? Where have they been? How will you make sure the students know where they are going?	
What <b>teacher resources</b> will you need to support your knowledge in this unit? <ul style="list-style-type: none"><li>- Learning at the Primary Pond (2017)</li><li>- Curriculum Corner <a href="https://curriculum.nesd.ca/Grade2/Pages/EnglishLanguageArtsComposeCreate.aspx">https://curriculum.nesd.ca/Grade2/Pages/EnglishLanguageArtsComposeCreate.aspx</a></li><li>- Introduction to Poetry <a href="https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1203&amp;context=educ_understandings">https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1203&amp;context=educ_understandings</a></li><li>- How To Write a Poem by Cecilia Minden and Kate Roth <a href="https://www.getepic.com/app/read/12818">https://www.getepic.com/app/read/12818</a></li><li>- Haiku by JoAnn Early Macken</li><li>- Acrostic Poems by Lisa M. Bolt Simons</li><li>- Explore Poetry by Andi Diehn</li><li>- Finding the Rhyme in a Poem Valerie Bodden</li><li>- 12 Great Tips on Writing Poetry by Yvonne Pearson</li></ul>	What <b>student resources</b> will you use in the learning experiences to meet the outcomes? <ul style="list-style-type: none"><li>- Limerick Poems for Kids <a href="https://www.youtube.com/watch?v=Wy65TkCadfU">https://www.youtube.com/watch?v=Wy65TkCadfU</a></li><li>- PBS Kids <a href="https://pbskids.org/games/rhyming/">https://pbskids.org/games/rhyming/</a></li><li>- Public Speaking for Kids <a href="https://www.youtube.com/watch?v=j3K4zKRZpTM">https://www.youtube.com/watch?v=j3K4zKRZpTM</a></li><li>- Haiku by JoAnn Early Macken</li><li>- Acrostic Poems by Lisa M. Bolt Simons</li><li>- Explore Poetry by Andi Diehn</li><li>- Finding the Rhyme in a Poem Valerie Bodden</li></ul>
What <b>community resources</b> will you engage (guest speakers, elders, field trips) <ul style="list-style-type: none"><li>- Poetry Café</li><li>- Royal Saskatchewan Museum field trip</li><li>- Community walking path/park</li><li>- Guest speaker on writing poetry if available</li></ul>	How will you integrate <b>Treaty Outcomes and Indicators</b> ? <ul style="list-style-type: none"><li>- Students will integrate their knowledge of the Circle of Courage to write a poem about one of the four parts of the circle (Mastery, Independence, Belonging, and Generosity)</li><li>- TR21: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</li></ul>
<b>Differentiated Learning: Adaptive Dimension in Practice</b>  What adaptations will you make in:  A. Content (Resources): The “WHAT” <ul style="list-style-type: none"><li>- Informative videos</li><li>- Powerpoint</li><li>- White board</li><li>- Poem examples</li><li>- Supportive worksheets</li><li>- Templates (differentiated by difficulty and colour-coded)</li></ul>	What <b>management/engagement strategies</b> will you use? What <b>procedures</b> need to be in place? <ul style="list-style-type: none"><li>- Strength-based approach</li><li>- Offering positive feedback every lesson</li><li>- Teacher picks groups/partners</li><li>- Circle sharing</li><li>- Remind students of classroom agreement</li><li>- Differential learning (videos, powerpoint, work sheets, poetry folder, R.A.N. chart, “poe-tree” bulletin board, read-</li></ul>

<p>B. Process (Instruction): The “HOW”</p> <ul style="list-style-type: none"><li>- Video resources for learning</li><li>- Hands on materials (stamps, word box)</li><li>- Stations for exploration and further development</li><li>- Direct Instruction</li><li>- Poem exemplars</li><li>- Poetry Books</li><li>- Templates</li></ul> <p>C. Product (Assessment): The “Show What You Know”</p> <ul style="list-style-type: none"><li>- Conversations</li><li>- Observations</li><li>- Poem exemplars</li><li>- R.A.N. chart</li><li>- Oral poetry presentation</li><li>- Stop Lights</li><li>- Quiz</li><li>- Exit Slips</li></ul> <p>D. Learning Environment: The “WHERE”</p> <ul style="list-style-type: none"><li>- Classroom (group work, partners, individual)</li><li>- Stations</li><li>- Hallway</li><li>- Outside (TR2.1) Experiencing the environment to write about harmonious relationships</li></ul>	<p>alouds, partner and group work, working outside, color-coded templates)</p>
<p>What <b>displays, artifacts and bulletin boards</b> will you include in the unit?</p> <ul style="list-style-type: none"><li>- “Poe-tree” board</li><li>- Bulletin board with sample poems and student work</li><li>- Writing station (word box, poem templates)</li><li>- R.A.N. Chart for reference throughout the unit</li><li>- Poetry books on display for students to explore</li></ul>	<p>How will you <b>hook or engage</b> students at the beginning of the unit? (motivational set)</p> <ul style="list-style-type: none"><li>- Complete the “Poetry Promise.” Students will stand and raise their right hand as a sign of a solemn promise. They will repeat after the teacher to recite the promise.</li><li>- Fill in the blank poem discovery.</li><li>- Watch a video of the poem they have tried to fill in the blanks for.</li></ul>

**Learning Plan: Lesson Frames**

What events will help students **experience and explore** the Big Ideas (enduring understandings) and essential questions in the unit?  
How will you equip them with needed skills and knowledge?  
How will you **organize** and **sequence** the learning activities to optimize the engagement and achievement of all students?

<p><b>Lesson 1: Introduction to Poetry (37 minutes)</b></p> <p>CR2.3 Listen and retell the key literal and inferential ideas (messages) and important details heard in small and large-group activities and follow oral directions and demonstrations.</p> <p><b>I CAN listen to and understand what I read from a poem.</b></p> <ol style="list-style-type: none"><li>1. Tell students that poetry is a special form of writing that “breaks the rules” for how we have been taught to write.</li><li>2. Poetry Promise<ul style="list-style-type: none"><li>- Students will stand up and repeat after me as I recite the poetry promise. Students will then have a copy for the beginning of their Poetry folder and will sign their names at the top.</li></ul></li><li>3. Show the stanzas for the poem “The Worm That Wouldn’t Wiggle” with certain words blacked out (on google slides PowerPoint). Ask the students to help fill in the missing words!</li><li>4. Watch the video for the poem, “The Worm That Wouldn’t Wiggle” to see how the student created poem compares to the actual poem!</li><li>5. Assessment: Pre-assessment (begin R.A.N. Chart)</li><li>6. Introduce “Poe-tree” bulletin board and explain its purpose.</li></ol>	<p>Resources/Materials</p> <ul style="list-style-type: none"><li>- Sticky notes</li><li>- “Poetry Promise” handout (1 per student)</li><li>- Large paper</li><li>- Markers</li><li>- Google Slides for Worm Blanks <a href="https://docs.google.com/presentation/d/10shS6kyXvmxqqOYR6KhE5E-Wm_N_vGbdvO-iUuhQ3E/edit?usp=sharing">https://docs.google.com/presentation/d/10shS6kyXvmxqqOYR6KhE5E-Wm_N_vGbdvO-iUuhQ3E/edit?usp=sharing</a></li><li>- “The Worm That Wouldn’t Wiggle” <a href="https://www.youtube.com/watch?v=iDG2-bxpno0">https://www.youtube.com/watch?v=iDG2-bxpno0</a></li><li>- Leaves</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Direct Instruction</li><li>- Class Engagement</li></ul>
<p><b>Lesson 2: Rhyme Time (37 minutes)</b></p> <p>CR2.3 Listen and retell the key literal and inferential ideas (messages) and important details heard in small and large-group activities and follow oral directions and demonstrations.</p> <p><b>I CAN follow oral cues and recognize rhyming words.</b></p> <ol style="list-style-type: none"><li>1. Discuss rhyme with students.</li><li>2. Can songs be considered rhymes? Many popular songs contain rhymes.</li><li>3. Ask them to provide examples of rhymes.</li><li>4. What is the purpose of rhymes? To create pleasant sound, and rhythm.</li><li>5. Watch “Be Our Guest” from Beauty and the Beast. Stop half way through to ask the student to raise their hand and tell the class of any rhymes they have heard. Do this again at the end of the song.</li></ol>	<p>Resources/Materials</p> <ul style="list-style-type: none"><li>- Leaves</li><li>- Rhyming Bingo printouts</li><li>- Bingo chips</li><li>- “Be Our Guest” <a href="https://www.youtube.com/watch?v=afzmwAKUppU">https://www.youtube.com/watch?v=afzmwAKUppU</a></li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Group Engagement</li><li>- Direct Instruction</li></ul>



<div>6. Is this poetry? Do the rhymes help with the rhythm? Lots of songs contain rhymes and some songs can be looked at as poems if you put the lyrics down on paper. This is something to keep in mind as we continue exploring poetry!</div> <div>7. Play Rhyming Bingo.</div> <div>8. Formative Assessment: Each student must state one pair of rhyming words before leaving their desk to get ready for lunch/snack/recess.</div>	
<div><b>Lesson 3: Repetition (1 hour)</b></div> <div>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</div> <div><div><div>- identity (e.g., My Family and Friends)</div><div>- community (e.g., Our Community)</div><div>- social responsibility (e.g., TV Ads for Children) and make connections to own life.</div></div></div> <div>(c) Use personal knowledge and experiences in communications.</div> <div><b>I CAN include parts of my own identity in the poems I write.</b></div> <div><div><div>1. Read the poem "Alligator Pie" from the google slides. Talk about the poem having been originated in Canada.</div><div>2. Talk about the elements of poetry present in the poem including lines, stanzas, and syllables.</div><div>3. Clap the syllables along with students while reading the lines. *Syllables help us with rhythm.</div><div>4. Why is "Alligator Pie" repeated so much? (Because it is important)</div><div>5. Show students the sample of a new stanza for the poem on the Google slides. Showcase the example having obtained personal items that are important to the writers identity.</div><div>6. Have students try to write their poems in relation to their own identity or community (things they use often, favorite foods, etc.)</div><div>7. Make sure students have formatted their poems in stanzas with four lines.</div><div>8. Allow time for students to share their poems at the end of the lesson.</div><div>9. Add leaves to the "poe-tree" board.</div></div></div>	<div>Resources/Materials</div> <div><div><div>- "Alligator Pie" book resource</div><div>- Google Slides "Alligator Pie" stanzas</div><div><a href="https://docs.google.com/presentation/d/1dfR_iUoI-rZ62hs1CjeHYzdPfaCa1r7TvD5wHWWbEko/edit?usp=sharing">https://docs.google.com/presentation/d/1dfR_iUoI-rZ62hs1CjeHYzdPfaCa1r7TvD5wHWWbEko/edit?usp=sharing</a></div><div>- White paper</div><div>- Leaves</div></div></div> <div>Management Strategies</div> <div><div><div>- Direct Instruction</div><div>- Independent Learning</div></div></div>
<div><b>Lesson 4: Acrostic Poems (37 minutes)</b></div> <div>CC2.4 Write poems using appropriate and relevant details that are clear and complete.</div> <div>a) Employ a writing process (e.g., planning, drafting, and "fixing up").</div> <div><b>I CAN use my name to write an acrostic poem.</b></div> <div><div><div>1. Use the Get Epic online resource called "Acrostic Poems" to introduce students to this specific type of poem.</div><div>2. Create a sample on the board with students help.</div><div>3. Have students create their own sample using their name.</div><div>4. Students will complete a rough draft, have it reviewed by a teacher, edit their poem, and create a good copy on the template paper.</div><div>5. Students will decorate their poems.</div><div>6. Place students into groups of five to take turns sharing their finished acrostics.</div><div>7. Add leaf to "poe-tree."</div></div></div>	<div>Resources/Materials</div> <div><div><div>- Acrostic Poems</div><div><a href="https://www.getepic.com/app/read/35361">https://www.getepic.com/app/read/35361</a></div><div>- Tips for writing acrostic poems handout</div><div>- Acrostic Template (1 per student)</div><div>- Leaves</div></div></div> <div>Management Strategies</div> <div><div><div>- Direct Instruction</div><div>- Independent Learning</div></div></div>
<div><b>Lesson 5: Story Acrostics (37 minutes)</b></div> <div>CC2.4 Write poems using appropriate and relevant details that are clear and complete.</div> <div>a) Employ a writing process (e.g., planning, drafting, and "fixing up").</div> <div><b>I CAN WRITE POEMS THAT ARE DETAILED AND MAKE SENSE.</b></div> <div><div><div>- Ask students what special day is happening on the 17<sup>th</sup>...St. Patrick's Day!</div><div>- Introduce students to Story Acrostics using the Get Epic online resource.</div><div>- Remind students that Story Acrostics can have multiple words on one line and they must make sense.</div><div>- Ask students to write their own acrostic poem with a St. Patrick's Day theme. The theme can use words that relate to St. Patrick's Day such as rainbow, leprechaun, pot of gold, Patrick, etc.)</div><div>- Students will create a rough draft and then make a final copy that they color and decorate.</div><div>- Formative Assessment: Ask students to self-assess how they are feeling about poetry so far (hand on the heart).</div></div></div>	<div>Resources/Materials</div> <div><div><div>- Acrostic poem templates</div><div>- Epic book resource for Acrostic Poems</div><div><a href="https://www.getepic.com/app/read/35361">https://www.getepic.com/app/read/35361</a></div><div>- Whiteboard/marker</div><div>- White papers</div><div>- Scrap paper</div><div>- Pencil crayons and markers</div></div></div> <div>Management Strategies</div> <div><div><div>- Direct Instruction</div></div></div>
<div><b>Lesson 6: Powerful Words (45 minutes)</b></div> <div>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</div> <div><div><div>- identity (e.g., My Family and Friends)</div><div>- community (e.g., Our Community)</div><div>- social responsibility (e.g., TV Ads for Children) and make connections to own life.</div></div></div>	<div>Resources/Materials</div> <div><div><div>- Colored paper</div><div>- Glue sticks</div><div>- Scissors</div><div>- Old magazines</div><div>- Google Slides</div><div><a href="https://docs.google.com/presentation/d/1Kw0hHOIdFBVij16jlcPbPeTS">https://docs.google.com/presentation/d/1Kw0hHOIdFBVij16jlcPbPeTS</a></div></div></div>

<p>a) Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life.</p> <p>CP2.8 Create artworks using a variety of visual art concepts, forms (collage) and media (e.g., paper).</p> <p>b) Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials.</p> <p><b>I CAN choose words that are powerful and have important meaning.</b></p> <ul style="list-style-type: none"> <li>- Introduce students to the concept of Powerful words.</li> <li>- Show them examples and ask if they can come up with their own.</li> <li>- Teach students about onomatopoeia. Provide examples and see if students can think of their own.</li> <li>- Show examples of found poetry and explain to students what their task is for the lesson.</li> <li>- Working in pairs, the students will look through the magazine and find powerful words that they choose to be important and to make meaning.</li> <li>- Separate students into pairs by handing out the matching onomatopoeia words.</li> <li>- Allow time for students to find words, cut them, and glue them on a colored piece of paper in a meaningful way.</li> <li>- After cleaning up and if time allows, ask the pairs to present their poems to the class and to tell us why they made the choices they did.</li> </ul>	<p><a href="#">hJSsPrCx8m5YoDIEYLk/edit?usp=s</a> <a href="#">haring</a></p> <ul style="list-style-type: none"> <li>- Onomatopoeia words for separation</li> </ul> <p>Management Strategies</p> <ul style="list-style-type: none"> <li>- Direct Instruction</li> <li>- Teacher picked partners</li> </ul>
<p><b>Lesson 7: Description Poems (Senses) (37 minutes)</b></p> <p>CC2.1 – I can...write a poem that relates to my life and community</p> <p>Compose and create a range of oral and written texts that explore:</p> <ul style="list-style-type: none"> <li>- community (e.g., Our Community)</li> <li>- social responsibility and make connections to own life.</li> </ul> <p>b) Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> <li>- A specific message</li> <li>- Several related ideas which are logically organized and developed</li> <li>- Ideas and information which are clear and complete</li> <li>- Appropriate use of language and conventions including conventional print</li> </ul> <p>RW2.2 Analyze various worldviews regarding the natural environment.</p> <p>a) Investigate traditional First Nations worldviews of the relationship between humanity and the environment</p> <p>Treaty Outcomes and Indicators:</p> <p>TR2.1 - Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</p> <p><b>I CAN understand and write about the five senses.</b></p> <ul style="list-style-type: none"> <li>- Describe what a description poem is to the students.</li> <li>- I see, I hear, I smell, I feel, I taste</li> <li>- Draw a large hand on the white board. Ask students to give ideas of what things may feel like (slimy, wet, hard, rough)</li> <li>- Draw an ear on the board. Ask students to think of description words for hear.</li> <li>- Draw a mouth on the board. Ask students what are different words that describe taste.</li> <li>- Draw an eye on the board. Ask for description words that express what you may see.</li> <li>- Draw a big nose. Ask students what words you could use to describe smell.</li> <li>- Write a description poem together as a class using all five senses.</li> <li>- Give students the prompt: You are living in Regina, Saskatchewan 400 years ago. What do you see? What do you smell? What do you feel around you? What can you taste? What are you hearing?</li> <li>- Use inspiration from what students learned at the Royal Saskatchewan Museum about the ways that First Nations People lived.</li> <li>- Take the class outside after giving them the prompt. While outside, students are to find a quiet place alone where they can experience the land around them and try to imagine what they would be experiencing if they were living 400 years ago!</li> <li>- Students will create a rough draft, then revise and complete a final copy.</li> </ul>	<p>Resources/Materials</p> <ul style="list-style-type: none"> <li>- White board/marker</li> <li>- Appendix A: Handout with descriptive words for inspiration</li> <li>- Appendix B: Brainstorm template (1 per student)</li> <li>- Descriptive poem template (1 per student)</li> <li>- Scrap paper</li> </ul> <p>*Weather permitted: allow students to find a place outside of the classroom to quietly brainstorm.</p> <p>Management Strategies</p> <ul style="list-style-type: none"> <li>- Direct Instruction</li> <li>- Modelling</li> <li>- Class discussion</li> </ul>
<p><b>Lesson 8: Description Poem (Senses) (50 minutes)</b></p> <p>CC2.1 – I can...write a poem that relates to my life and community</p> <p>Compose and create a range of oral and written texts that explore:</p> <ul style="list-style-type: none"> <li>- community (e.g., Our Community)</li> <li>- social responsibility and make connections to own life.</li> <li>- Create spoken, written, and other representations that include:</li> <li>- A specific message</li> <li>- Several related ideas which are logically organized and developed</li> <li>- Ideas and information which are clear and complete</li> </ul>	<p>Resources/Materials</p> <ul style="list-style-type: none"> <li>- Poem template (1 per student)</li> <li>- Writing Prompt</li> <li>- Whiteboard/markers</li> <li>- Descriptive Poems Tips</li> <li>- Descriptive words for senses (1 per student)</li> </ul> <p>Management Strategies</p> <ul style="list-style-type: none"> <li>- Direct Instruction</li> </ul>

<div><ul style="list-style-type: none"><li>- Appropriate use of language and conventions including conventional print</li></ul><p>RW2.2 Analyze various worldviews regarding the natural environment.</p><ul style="list-style-type: none"><li>- Investigate traditional First Nations worldviews of the relationship between humanity and the environment</li></ul><p>Treaty Outcomes and Indicators: TR2.1 - Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.</p><p><b>I CAN use my five senses to write about the things around me!</b></p><ul style="list-style-type: none"><li>- Begin with a brief assessment of how students felt about the previous lesson. (Heads down, thumbs up, down, or sideways)</li><li>- Provide students with a senses page that provides descriptive words for each sense.</li><li>- Show students pictures from the displays at the museum to help get them in the mindset of writing about the ways of life for the FN People 400 years ago.</li><li>- Write a sample poem on the board with the students using the template. Make sure students are clear about their tasks before asking them to write their final copy.</li><li>- Allow time for students to work on their descriptive poem, using the writing prompt from the previous lesson and with the pictures from the museum as inspiration.</li><li>- Remind students if they have questions, they need to stay sitting at their desk and raise their hand.</li></ul><p><b>Formative Assessment:</b></p><ul style="list-style-type: none"><li>- Have students put their head down on their desk with their eyes closed. Ask students to put their thumb up, sideways, or down as they reflect on the writing prompts.<ol style="list-style-type: none"><li>1. Did you feel calm and mindful when we were outside yesterday?</li><li>2. Were you able to picture what life would be like 400 years ago?</li><li>3. Do you feel like you used all five of your senses while reflecting outside?</li></ol></li><li>- Have students open their eyes and ask for two volunteers to raise their hands and tell the class what they were thinking about one of the five senses. Go through each of the senses and pick two new volunteers each time.</li></ul></div>	<div><ul style="list-style-type: none"><li>- Modelling</li><li>- Class discussion</li></ul></div>
<div><p><b>Lesson 9: Haikus (37 minutes)</b></p><p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p><p>h) Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.</p><p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.</p><p>(d) Follow a model to communicate ideas and information about a topic.</p><p><b>I CAN write a haiku poem using the 5,7,5 syllable pattern!</b></p><ul style="list-style-type: none"><li>- After handing out the writing journals and the haiku information sheet, use the Document camera to teach students about Haiku poems. Have students fill in their sheets along with the form under the document camera.</li><li>- Refresh students memory about what syllables are and how to distinguish them (clap)</li><li>- Read the book “One Leaf Rides the Wind” by Celeste Davidson Mannis accessed from <a href="https://archive.org/details/oneleafrideswind00mann/page/n1">https://archive.org/details/oneleafrideswind00mann/page/n1</a></li><li>- Ask students to take turns reading the pages out loud to the class.</li><li>- Emphasize that haikus usually describe something about nature.</li><li>- Practice making a sample poem on the board with the class.</li><li>- Using a word bag, students will pick a word out of the bag and that will be the topic of their poem. All the words will be based off a traditional Japanese approach about Nature.</li><li>- Using the Haiku template, students will write their own Haiku, clapping to check if their syllables are correct!</li><li>- Decorate their poem.</li><li>- Have students’ hand in their poems as they will be looked at for marks and will be showcased on the “Poe-tree” board!</li><li>- Add leaves.</li></ul><p>Formative Assessment:</p><ul style="list-style-type: none"><li>- Assess student’s willingness and ability to volunteer and read aloud to the class. Use this to guide the appropriate approach to the Poetry Cafe.</li><li>- Ensure students have filled in the information sheet for haikus before moving on to trying to write their own poems.</li></ul></div>	<div><p>Resources/Materials</p><ul style="list-style-type: none"><li>- “One Leaf Rides the Wind” by Celeste Davidson Mannis <a href="https://archive.org/details/oneleafrideswind00mann/page/n1">https://archive.org/details/oneleafrideswind00mann/page/n1</a></li><li>- Haiku Template (1 per student)</li><li>- Appendix C: Haiku Information sheet (1 per student)</li><li>- Document Camera</li><li>- Leaves</li></ul><p>Management Strategies</p><ul style="list-style-type: none"><li>- Direct Instruction</li><li>- Modelling</li><li>- Independent Writing</li></ul></div>
<div><p><b>Lesson 10: Listen and Draw (37 minutes)</b></p></div>	<div><p>Materials/Equipment</p></div>



<p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small and large-group activities and follow oral directions and demonstrations.</p> <p>c) Listen to and follow independently a series of related directions or instructions related to class activities.</p> <p>CP2.7 Create visual art works that draw on observations and express ideas about own communities.</p> <p>f) Compare differing ideas in art works, including own and peers' visual expressions.</p> <p>j) Recognize, with guidance, how own visual images communicate non-verbally.</p> <p><b>I CAN listen and draw a picture of what I visualize in my mind.</b></p> <ul style="list-style-type: none"><li>- Introduce students to the final project we will be working on this week to end our poetry unit.</li><li>- We will be writing poems and exploring what good speakers do when they read their poems aloud.</li><li>- We will be hosting a “Poetry Café!”</li><li>- Write “visualization” on the board.</li><li>- Ask students if they know what it means.</li><li>- Explain that visualization is when we listen to the words and allow them to create images in our mind.</li><li>- Images help us to better understand what we are reading.</li><li>- Visualization focuses on descriptive words - remember how we have been learning about descriptive words and using them in the poems we write?</li><li>- Hand out the Listen and Draw worksheet.</li><li>- Using the document camera, explain to the class what their task is.</li><li>- I will read the story “Owl Moon” by Jane Yolen. As I read students will listen with their eyes close to see what they can visualize.</li><li>- I will stop reading periodically for students to draw what they are imagining in their minds. (Before, beginning, middle, and end)</li><li>- Using a digital timer, give students 6 minutes for each section to draw what they are visualizing.</li><li>- Play soft relaxing music in the background to remind students that they are not to be talking, and no one should be speaking except for me as I read the story.</li><li>- Hand out the Listen and Draw worksheet.</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>- Provide written and oral feedback on the time management and cautious listening of the students.</li></ul>	<ul style="list-style-type: none"><li>- Appendix D: Listen and Draw worksheet (1 per student)</li><li>- Document Camera</li><li>- Laptop and projector</li><li>- “Owl Moon” by Jane Yolen</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Direct Instruction</li><li>- Independent Study</li><li>- Experiential</li></ul>
<p><b>Lesson 11: Limericks (37 minutes)</b></p> <p>CC2.4 Write poems with appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).</p> <p><b>I CAN write poems that make sense and are detailed.</b></p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>- Stop lights: students will each be given a red and green stoplight stick which they will use to answer questions that I read out loud and are presented in writing on the google slides.</li></ul> <ol style="list-style-type: none"><li>1. Does a haiku poem have to rhyme?</li><li>2. Are there different types of acrostic poems?</li><li>3. Visualization helps a reader understand what they are reading.</li><li>4. Acrostics have to rhyme.</li><li>5. Miss H. wrote a poem about Alligator Cheese!</li><li>6. This is an example of Onomatopoeia:</li><li>7. You like poetry.</li></ol> <ul style="list-style-type: none"><li>- Write “Limerick” on the board.</li><li>- Watch the video “Limerick Poems for Kids” on youtube.</li><li>- Handout the Limerick worksheet and use the document camera to answer the questions with the students.</li><li>- In their desk groups, give the students a writing prompt which will be the first sentence of their poem.</li><li>- Working together, students will use their writing prompt to create a limerick as a group.</li><li>- Once each group is finished, I will ask for a volunteer from each group to read their poem to the class.</li></ul>	<p>Materials/Equipment</p> <ul style="list-style-type: none"><li>- Limerick Poems for Kids <a href="https://www.youtube.com/watch?v=Wy65TkCadfU">https://www.youtube.com/watch?v=Wy65TkCadfU</a></li><li>- Appendix E: Limerick Info Sheet</li><li>- Limerick Prompts</li><li>- Google slide for assessment</li><li>- Stoplight Sticks</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Guided Learning</li><li>- Independent</li></ul>
<p><b>Lesson 12: Limericks Cont’d (1 hour)</b></p> <p>CC2.4 Write poems with appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p><b>I CAN write poems that make sense and are detailed.</b></p>	<p>Materials/Equipment</p> <ul style="list-style-type: none"><li>- Limerick Quiz</li><li>- Appendix F: Limerick Template (Blue – 2 stanzas)</li></ul>

<ul style="list-style-type: none"><li>- Handout the Limerick Quiz</li><li>- Students must circle yes or no if they think the poems on the paper are limericks.</li><li>- Students hand in the quiz when they are finished to assess their learning and understanding before we begin writing our own limericks next lesson.</li><li>- Go over the limerick powerpoint to refresh students memory of the characteristics of a limerick poem.</li><li>- Hand out the writing templates (2 stanza templates will have students names written on them)</li><li>- Hand out the rhyme word sheet for students to use.</li><li>- Students are to practice writing their own limerick poem. A draft, revise, and good copy process should happen as students will be using these poems to present for the Poetry Cafe.</li><li>- If students are finished, they are to hand in their poems.</li><li>- Poems will be marked and given back the next lesson to practice reading our poems for the Poetry Cafe!</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>- Students will complete a Limerick quiz to assess students understanding for their task of writing their own limerick.</li></ul>	<ul style="list-style-type: none"><li>- Appendix G: Limerick Template (Yellow – 1 stanza)</li><li>- Rhyme words sheet</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Independent Learning</li></ul>
<p><b>Lesson 13: Good Speakers and Practice (37 minutes)</b></p> <p>CC2.3 - Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</p> <p>f) Deliver brief recitations (e.g., recite poems, rhymes, verses).</p> <p>CC2.4 - Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>d) Write stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts.</p> <p><b>I CAN speak loud, clear, and confident when reading my poem.</b></p> <ul style="list-style-type: none"><li>- Hand out writing journals</li><li>- Ask the class what they think good speakers should do.</li><li>- Watch the video about speaking tips for kids.</li><li>- Write on the board what students learn from the video and for students to refer back to as they practice their poems.</li><li>- Tell students that they must make a good copy of their poem after reading them over and making any final revisions.</li><li>- Students must have their poem approved by a teacher before writing a nice final copy.</li><li>- Pair up any students who have finished their poems and have had them approved by a teacher.</li><li>- Help students who are still working on writing their poems and once they have them approved they must make their final copy before they get paired up to practice their poems.</li><li>- Wander during the practicing of the poems and give students verbal feedback on how they are practicing and feeling about presenting.</li><li>- Gather students back to their desk and ask students to raise their hand and express how they are feeling about presenting their poems.</li><li>- Ensure that all students have a good copy of the poem they choose to present at the Cafe.</li><li>- Run through the expectations and schedule of the poetry cafe.</li><li>- Students are expected to be quiet and respectful as each of their peers perform their poems.</li></ul> <p>Assessment:</p> <ul style="list-style-type: none"><li>- Give verbal feedback to students as they are practicing reading their poems aloud to their partners.</li><li>- Make note of any students who are struggling or lacking confidence and offer the differentiated option.</li><li>- Use a formative self-assessment with the hand on the heart to assess how students are feeling about the Poetry Cafe after the students have had the period to practice.</li></ul>	<p>Materials/Equipment</p> <ul style="list-style-type: none"><li>- Speaking Tip for Kids <a href="https://www.youtube.com/watch?v=uFE-nosj_RA">https://www.youtube.com/watch?v=uFE-nosj_RA</a></li><li>- Limerick Templates</li><li>- Classroom timer</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Pair students up based on who works well together and who is finished their poem first</li><li>- Independent Learning</li><li>- Feedback dependent</li></ul>
<p><b>Lesson 14: Poetry Café (45 minutes)</b></p> <ul style="list-style-type: none"><li>- Rearrange the classroom to accommodate room for the invited class to sit on the floor.</li><li>- Set up refreshments table.</li><li>- Before guests arrive, remind students of the tips of good speakers.</li><li>- Lead the class in three deep breaths to help calm any nerves.</li><li>- Welcome guests to our Poetry Café! Before students begin presenting, remind the audience of how to be respectful.</li><li>- Call up student poets in decided upon order based on the assessment rubrics.</li></ul>	<p>Materials/Resources</p> <ul style="list-style-type: none"><li>- Cookies (1 per student/guest)</li><li>- Juice box (1 per student/guest)</li><li>- Speaking rubrics (1 per student)</li></ul> <p>Management Strategies</p> <ul style="list-style-type: none"><li>- Independent Presenting</li></ul>

<div><div>- Mark rubrics with check marks as students present. Assess the written poems after the Café.</div><div>- For students uncomfortable sharing in front of the large audience, call them to a private area after the Café to present in front of the teacher.</div></div>		
Assess and Reflect (Stage 4)		
CELS & CCC's: Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?		✓
Required Areas of Study: Is there alignment between outcomes, performance assessment (GRASPS) and learning experiences?		✓
Student Evaluation: Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?		✓
Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?		✓
Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?		✓
Resource Based Learning: Do the students have access to various resources on an ongoing basis from a wide variety of worldviews, perspectives and voices?		✓
FNM/I Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honoring each child's identity?		✓
Other:		

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.

Appendices

Appendix A:

See 👁👁	Hear 👂	Smell 👃	Touch ✋	Taste 👅
Small	Loud	Sweet	Rough	Sour
Large	Quiet	Gross	Soft	Sweet
Long	Crunch	Flowery	Smooth	Sugary
Short	Fizz	Delicious	Bumpy	Spicy
Round	Knock	Smokey	Hard	Smokey
Square	Rumble	Stinky	Dry	Salty
Colors	Whistle	Moldy	Sharp	Bitter
Blurry	Rattle	Perfume	Hot	Tangy
Shiny	Roar	Musty	Cold	Earthy
Striped	Cheer	Scented	Fuzzy	Burnt
Glittery	Howl	Plain	Wet	Fresh
Flat	Stories	Fresh	Squishy	Juicy

Appendix B:

Regina 100 years ago....

See: \_\_\_\_\_

\_\_\_\_\_

Hear: \_\_\_\_\_

\_\_\_\_\_

Feel: \_\_\_\_\_

\_\_\_\_\_

Taste: \_\_\_\_\_

\_\_\_\_\_

Smell: \_\_\_\_\_

\_\_\_\_\_

Appendix C:

Haiku Poems

Haiku is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. Here is an example of Haiku poetry:

Green and speckled legs,  
Hop on logs and lily pads  
Splash in cool water

How many syllables are in each line of the example? Use a / to separate each syllable.

Green and speckled legs,	Syllables: _____
Hop on logs and lily pads	Syllables: _____
Splash in cool water.	Syllables: _____

What animal do you think the Haiku is describing?

\_\_\_\_\_

The first and last lines of a Haiku have 5 syllables. The middle line has 7 syllables. Here is a Haiku to help you remember:

I am first with five.  
Then seven in the middle  
Five again to end.



Appendix D:

Listen and Draw	
Before	Beginning
<div>Images in my mind <u>Title: Owl Moon</u></div>	
Middle	End

Appendix E:

Am I a limerick?  
Circle Yes or No.

A fellow jumped off a high wall, And had a most terrible fall. He went back to bed, With a bump on his head, That's why you don't jump off a wall.	Yes / No
--	----------

There was an odd fellow named Gus, When travelling he made such a scene. He was banned from the train, Not allowed in a car, And now travels only by bus.	Yes / No
---	----------

I know an old owl named Boo, Every night he yelled Hoo, Once a kid walked by, And started to cry, And yelled I don't have a clue!	Yes / No
---	----------

I'm really determined and keen, To start giving this house a spring clean. I will do it I say, Well, I'll do it tomorrow, I mean.	Yes / No
--	----------

There once was a baby named Lou And he grew and he grew and he grew And he grew and he grew And he grew and he grew, But he stopped when he reached six foot two.	Yes / No
---	----------

Appendix F:

\_\_\_\_\_

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

- \_\_\_\_\_

(a)
- \_\_\_\_\_

(a)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(a)
- \_\_\_\_\_

(a)
- \_\_\_\_\_

(a)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(a)

Appendix G:

\_\_\_\_\_

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

- \_\_\_\_\_

(a)
- \_\_\_\_\_

(a)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(b)
- \_\_\_\_\_

(a)