

Curriculum Extension Road Map

Learning Skills and Objectives:

Day	Skill	Learning Objective
1	Poetry Intro	SWBAT identify parts of a poem and related terms: such as a stanza, line, rime, and rhyme
2	Different Types of Poetry	SWBAT differentiate between two different types of poetry (i.e. sonnet vs. haiku, or limerick vs. free standing)
3	Poetry Dissection	SWBAT read poetry and discern its meaning
4	Poetry Production	SW complete a poem in the form of (your choice)
5	Poetry Presentation	SW present their poems to the class.

Day 1: Poetry Intro.

Here you should introduce poetry and what it is. Your class should follow the following format:

- Do Now
- Guided Notes (What is poetry with definitions for stanza, line, rime, and rhyme)
- Teacher Model - Identify these parts in a poem of your choosing.
- Partner Practice - Break down a poem with their partners
- Independent Practice/ Exit Slip - Break down a poem independently

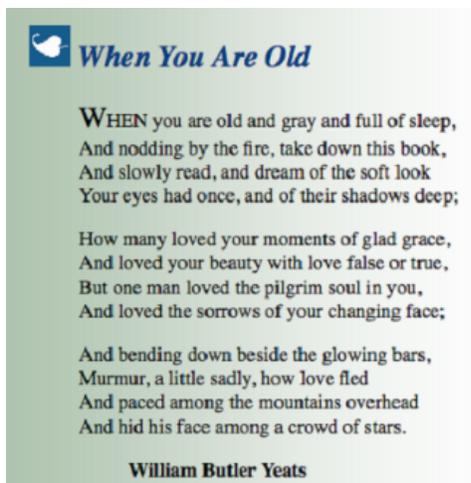
Day 2: Different Types of Poetry:

Here you will compare two different types of poetry, for example:

Sonnet

Vs.

Limerick



 **When You Are Old**

WHEN you are old and gray and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how love fled
And paced among the mountains overhead
And hid his face among a crowd of stars.

William Butler Yeats

Limerick examples

- A** *There was an old man named Heath.*
- A** *Who sat on his set of false teeth.*
- B** *He yelled with a start,*
- B** *“Heaven! Oh, my heart!*
- A** *I’ve bitten myself underneath!”*

Have students identify the different rhyming patterns and complete a Venn Diagram. As long as they have understood that different poems have different traits, you are good!

Day 3: Poetry Dissection

Here you should have students help you break down poetry for meaning. Your class should follow the following format:

- Do Now
- Guided Notes - (Good vocab words are theme, tone, and mood)
- Teacher Model - Break down the poem "Dreams" by Langston Hughes
- Partner Practice - Break Down the poem "I too" by Langston Hughes
- Independent Practice/ Exit Slip - Break down a poem independently (your choice)

"Dreams" - Langston Hughes

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes, 1902 - 1967

NOTE: If you want to use "Mother to Son" by Langston Hughes, to stick with the same poet, it may students realize that poetry is a powerful source of expression.

"I too" - Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

help

Day 4: Poetry Production

Today students will produce their own writing. You may want to follow the following format:

- Do Now
- Teacher Model - Write your Own "Just Because Poem" for the class. OR, if easier, write a "Where I'm From" Poem
- Student Practice - Write their own 'Just Because' or 'I am From' poem

Just Because... (Template and Example)

Just because I'm....

Doesn't mean...

Doesn't mean...

And doesn't mean...

Just because...

Doesn't mean...

Doesn't mean...

And...

Just because

Doesn't mean...

Doesn't mean...

And...

Just because...

(question)

(question)

(question)

(Statement)

Just because...

Just because I'm an only child
I'm not a freak
I'm not shy
Just because I'm an only child
I'm not lonely
I'm not selfish
I'm not spoiled
Just because I'm an only child
I know I'm not perfect
I can't always be the best friend
I'm not a nerd
Just because I'm an only child -- let me be me.
---Liz Webster (Grade 9)

Day 5: Presentations

Today you can have your students present. If that is not going to work for you classroom, have them write a different kind of poem, or break another poem down. It's your class, you are the expert!

GOOD LUCK AND HAPPY POETRY
READING/WRITING!