

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

W2 - Lesson 1: Poetry 1

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 Sentence Structure W1 - Lesson 2 Sentence Types W1 - Lesson 3 Paragraphs W1 - Lesson 4 Narrative Paragraphs W1 - Lesson 5 Review W1 - Quiz W2 - Lesson 1 Poetry 1 W2 - Lesson 2 Poetry 2 W2 - Lesson 3 Narrative Elements 1 W2 - Lesson 4 Narrative Elements 2 W2 - Lesson 5 Review W2 - Quiz W3 - Lesson 1 The Writing Process 1 W3 - Lesson 2 The Writing Process 2 W3 - Lesson 3 The Writing Process 3 W3 - Lesson 4 Spelling W3 - Lesson 5 Review W3 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>

Language Arts Grade 5

Version 5

Preview/Review W2 - Lesson 1 Teacher Key

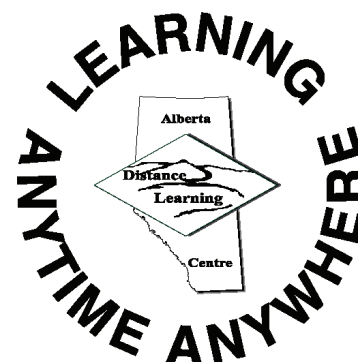
Publisher: Alberta Distance Learning Centre

Author: Pam Wenger

In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W2 - Lesson 1:
Poetry 1*

OBJECTIVES

By the end of this lesson, you should

- recognize and use free verse and rhyming verse
- recognize and use rhyme and rhyme schemes in poetry

GLOSSARY

free verse - poetry that does not have a rhyme scheme

rhyme - similar ending sounds of different words

rhyme scheme - the pattern of rhyming lines in a poem

rhyming verse - poetry that has a rhyme scheme

rhythm - a pattern of sounds, or beat

stanza - a group of lines in a poem

syllable - a word or part of a word that contains only one vowel sound

W2 - Lesson 1: Poetry 1

Read and discuss the poem on page 1 of the student booklet. (5 minutes)

WHY ME?

When I hear the word poem,
I run for the hills
Sufferin' from goose bumps n' chills.
Why? Because I hate poems!

I don't understand them; they make me feel sick;
I'd rather be in bed listenin' to music.
Huh? Pardon me! What's that you say?
A song is a poem? That can't be! No way!
You mean when I'm listening to my new CD,
What I'm really hearing is poetry?

Oh! Dear me! I can hardly talk;
You've given me a nasty shock.
I never thought poems could be fun,
But now I see it can be done.
Poets are gifted—like Avril Lavigne;
Of writers of poetry, she is the queen!

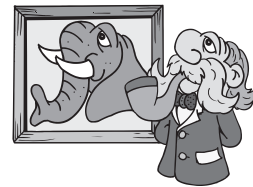
It's clear to me now; I finally can see
That I really do enjoy poetry!

Together, read the sections “What is a poem?” and “What does a poem look like?” on page 2. (5 minutes)

What is a poem?

A poem is a fun form of writing that has **rhythm**. The words dance in your head! A poem allows you to use your **imagination** to express yourself. A poem can be about anything!

It can be funny, sad,
About elephants or your dad.
You can write about a bug
Or the dust bunnies on your rug.
Creating poems is rad!



What does a poem look like?

It's not hard to spot a poem. It doesn't take up much space on a page. In fact, some poems have only three or four words!

Poems are written with words and short phrases rather than sentences. This means you do not have to worry about punctuation unless you wish to show your reader how you want it read.

Poems are arranged in a special way; they are written in lines and stanzas. A **stanza** is simply a few lines grouped together. A stanza is to a poem like a paragraph is to a story.

A poet sometimes uses word patterns to express meaning. For example, **LAZZZZZZZY** or **B^o u_n c^e**.

Read “What is rhythm?” on page 3. Many students will have difficulty counting syllables. As a class, have them practice clapping or tapping their toes to the following words (10 minutes)

children
pretzel
temperature
creation

television
disk
loyalty
artistic

What is rhythm?

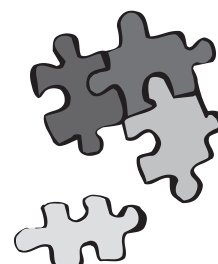
A poem has **rhythm**. This means it has a beat or a pattern of sounds. This beat is created by the number of syllables in each word and line of the poem. All words have rhythm.

The rhythm is created by the number of syllables in each word. To count the number of syllables in a word, you can clap or tap your foot to each part of the word. For example, the word **google** has two syllables. Try clapping your hands or tapping your foot as you say it.

Have students complete “Let’s Try It!” on page 3 on their own. Go over it as a class. (10 minutes)

Let’s Try It!

Divide each word into syllables. Use the strategy you prefer. The first one is done for you.

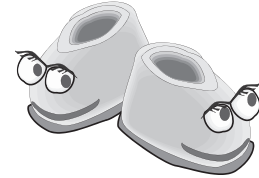


WORD	DIVISION	NUMBER OF SYLLABLES
summer	sum / mer	2
calendar	<i>cal / en / dar</i>	3
hippopotamus	<i>hip / po / pot / a / mus</i>	5
computer	<i>com / pu / ter</i>	3
fist	<i>fist</i>	1
rocket	<i>rock / et</i>	2
lunatic	<i>lu / na / tic</i>	3
Canadian	<i>Ca / na / di / an</i>	4

Have students complete the syllable count exercise on page 4. Discuss and correct. (10 minutes)

Now, try it with the following poem. Count the number of syllables in each line of this poem.

The Alien In My Shoe



There's an alien living in my shoe. 10

Can you help me? What should I do? 8

I try to put my foot where it should go 10

But the creature bites me on the toe. 9

Now, I don't want to wreck intergalactic relations 14

But I'm really beginning to run out of patience! 13

Please, friend, tell me what you would do. 8

Poets often use the rhythm of words to help them create a mood or a sound or to paint a picture for the reader. Read the following poems aloud, and try to guess the mood or picture the poet was trying to create.

Have students read each poem excerpt on page 4 chorally and discuss the effect of the words. Possible answers will vary. For example, the rhythm of the words in "The Sea" sounds like waves crashing on a shore. In "We Sprang to the Saddle", the words have the staccato of a horse's hooves pounding on the ground. (5 minutes)

**The sea! The sea! The pounding sea!
It pushes and embraces me!**

**We sprang to the saddle, Megan and I;
We galloped to market, some food to buy.**

On page 5 in the student booklet read and discuss “What forms does poetry come in?” and “What is free verse?” (2-3 minutes)

What forms does poetry come in?

The possibilities are as endless as your imagination! Two forms that you will learn about are **free verse** and **rhyming verse**.

What is free verse?

“All poems have to rhyme.” True or false? If you answered false, you are correct. Poems that do not rhyme are called **free verse**. The poet is *free* to write about his subject in any way he pleases.

A free verse poem does not follow a regular pattern. The lines can be any length. A free verse poem can be long or short, and it can contain
s*p*e*c*i*a*l e*f*f*e*c*t*s!

As a class, read the instructions for writing a free verse poem on pages 5-6 of the student booklet. Then, allow ten minutes for students to create their own free verse poems. (15 minutes)

How do I write a free verse poem?

It’s easy! Just follow the steps below.

1. Choose a subject that interests you. It could be summertime, skateboards, or even your annoying sister or brother!
2. Collect ideas. Write your subject in the middle of a piece of paper. Circle it and then brainstorm a list of words and phrases that describe the subject. Write down everything that **POPS** into your mind. Don’t limit yourself! There are no right or wrong ideas.
3. Group together those words that are related. For example, if you are writing a poem about summer, put **circles** around all the words that are about summer activities. Put **squares** around all the words that describe what summer looks like. Continue until all your words are grouped.

4. Decide which of the grouped words sound best together and arrange them into lines. You can use all the words you brainstormed, or only some of them. You're the poet, so you're in control. You decide how many words to use!
5. Read your poem aloud to hear how it sounds. If it doesn't sound right, try rearranging the words or the lines until it does.
6. Enjoy. Congratulations! You have created your first free verse poem. You're a poet and you didn't even know it!

Let's Try It!

Write a free verse poem of your own.

<p style="text-align: center;">A Poem</p> <p>by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--

Discuss “What is rhyme?” on page 7 of the student booklet and have students complete five of the given words in the exercise “Let’s Try It!”. Possible answers are listed below. (5 minutes)

What is rhyme?

Rhyme happens when the endings of words sound the same. For example,
dumb/crumb or sneak/peek

Using rhyme is a way to make pleasing sounds in a poem. You can really get your toe tapping!

Let’s Try It!

Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
bump	<i>jump</i>	<i>dump</i>	<i>pump</i>
swing	<i>ring</i>	<i>fling</i>	<i>sling</i>
dog	<i>fog</i>	<i>hog</i>	<i>jog</i>
cat	<i>rat</i>	<i>fat</i>	<i>hat</i>
sky	<i>try</i>	<i>lie</i>	<i>buy</i>
broke	<i>stroke</i>	<i>croak</i>	<i>smoke</i>
trash	<i>bash</i>	<i>gash</i>	<i>flash</i>
dining	<i>whining</i>	<i>shining</i>	<i>signing</i>
wrong	<i>gong</i>	<i>along</i>	<i>long</i>
dream	<i>stream</i>	<i>cream</i>	<i>scream</i>
danger	<i>stranger</i>	<i>manger</i>	<i>ranger</i>
stutter	<i>shutter</i>	<i>clutter</i>	<i>putter</i>

Discuss “What is a rhyme scheme?” on page 8 of the student booklet. Ensure students understand how to determine the rhyme scheme of a poem before you continue. (5 minutes)

What is a rhyme scheme?

A rhyme scheme describes the pattern of rhyming lines in a poem. The first line is given the letter “a”. Any line that rhymes with the first line is also given the letter “a”. The first line that does not rhyme with “a” is called “b”. All the lines that rhyme with “b” are also named “b”. Sound confusing? It’s not. Look at the following examples.

My Hair

**My hair tumbles down to my knees,
I’ll not pay a hairdresser’s fees,
Some folks point and stare
But I just don’t care,
I just hope that I don’t get fleas.**

The first line is named “a”.
Lines two and five rhyme with *knees* so they are also called “a”.
The third line does not rhyme with the first, so it is named “b”.
Line four rhymes with line three so it is also called “b”.

Therefore, the rhyme scheme of the poem above is **a a b b a**.

Have students complete “Let’s Try It!” on page 9. The rhyme scheme for poem 1 is abab. The rhyme scheme for poem 2 is aabbcc. Also have students count the number of syllables in each line of each poem. Note that three of the rhyming lines in poem 1 have the same number of syllables. This contributes to the poem’s beat. Students should strive for the same number of syllables in each rhyming line of their own poems. (5 minutes)

Let's Try It!

Determine the rhyme scheme of the poems below.

Poem 1

I eat my peas with honey _____ 7

But not my ham or pork. _____ 6

It makes the peas taste funny _____ 7

But it keeps them on my fork. _____ 7



Poem 2

Can you touch your tongue to your nose? _____ 8

Or comb your hair with your toes? _____ 7

Can you swing your leg over your shoulder? _____ 10

Or use your ears as a cup holder? _____ 9

If you can do any of these crazy things _____ 11

You belong in a circus for ding-a-lings! _____ 11



Go over “How do I write a poem that rhymes?” on pages 10 to 11 by emphasizing the pattern for a cleriheuw. Read the examples with the students.

- a) **Have them note the rhyme scheme. (aabb)**
- b) **Have them determine the number of syllables per line. Again, emphasize that the number of syllables determines the beat of a poem. (5 minutes)**

How do I write a poem that rhymes?

There are many different kinds of poems that rhyme. One of these is the **clerihew**. A clerihew is a four-line poem that makes a brief, humorous statement about a person. It is named after Edmund Clerihew Bentley, the writer who invented it. Thank goodness his middle name wasn't Bertinellifessperingot!

A clerihew is easy to write because it follows a pattern.

- Line 1 is a person's name.
- Line 2 rhymes with line 1, and has the same number of syllables.
- Lines 3 and 4 rhyme with each other, and have the same number of syllables.

Need an example? Here are a couple.

Peter Justin Brown
Tallest kid in town
He says his height is ten metres seven
Believe him or you'll end up in heaven.

Uncle Jeremy Gord
Doesn't like to be bored
If he is, he starts to cry
What an annoying kinda guy!

You can write your own clerihehew by following the steps below.

As a class, go through the directions for writing a clerihehew on page 11. (5 minutes)

1. a. Think about a person who interests you. It can be a friend, an uncle, or even a famous person! Write down that person's name. For example: *J'Lo*.
b. That is a first line for your poem. For example: *J'Lo*.
2. a. Brainstorm a list of words that rhyme with that person's name. For example: *crow, dough, go, mow, no, know, row, sew, toe, and woe*.
b. Choose one of these words and create a line ending with that word. For example: *Earns dough*.
3. a. Think of something that your person does. Write it down. For example: *sings, dances, acts*.
b. Choose one of these words and write a phrase ending with that word. For example: *She likes to strut, and dance, and sing*.
4. a. Brainstorm another list of words that rhyme with the chosen word. For example: *sing, ding, king, ping, ring, ting, wing, zing*.
b. Choose one of these rhyming words and create a phrase ending with that word. For example: *And now she wears Ben Affleck's ring*.

Have the students compose their own clerihews on page 12. (10 minutes)

Let's Try It!

Write a clerihew of your own.

[illegible]

Assign the “Extra Practice” on pages 13 to 15 as an optional review activity.

Extra Practice

1. In your own words, define the following terms.

a. rhythm _____

b. rhyme _____

c. stanza _____

d. syllable _____

e. free verse _____

f. rhyme scheme _____

2. Determine the number of syllables in each of the following lines of the poem below.

Captain Hook

Captain Hook has a problem 7

He cannot scratch his nose 6

He must be very careful 7

And watch where his hand goes. 6

He wouldn't want to wipe his eye 8

I think you know the reason why. 8

If he tried to rub his head 7

He could actually end up dead. 9

Captain Hook has a problem 7

I'm glad he isn't me 6

If I couldn't scratch my itches 8

I'd definitely go crazy! 8



3. Write a free verse poem on one of the following topics: your favorite hobby, your favorite sport, the most hideously disgusting food, your most embarrassing moment, or why you dislike boys or girls. Once you have the rough copy finished, create a colourful good copy. You can even illustrate it if you want!

4. Write either a clerihew or a five-line poem that rhymes. If you choose the five-line poem, you can pick whatever rhyme scheme you like: aabba, aaabb, aabbb, ababa, etc. You can also pick a topic of your choice.
