

Cricket

THEME

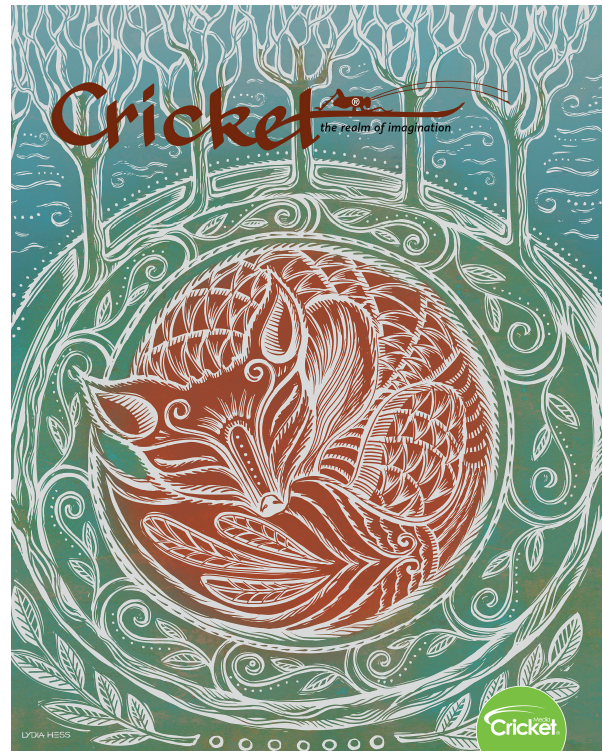
The three poems in this issue of Cricket are very different but equally outstanding examples of the elements of poetry. Use them to explore language, sound, and meaning with your students.

CONVERSATION QUESTION

What is a poem?

TEACHING OBJECTIVES

- Students will interpret words and phrases.
- Students will analyze word choice.
- Students will analyze how two texts address a similar topic.
- Students will ask questions and obtain information.
- Students will obtain, evaluate, and communicate information.
- Students will write informative poems.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

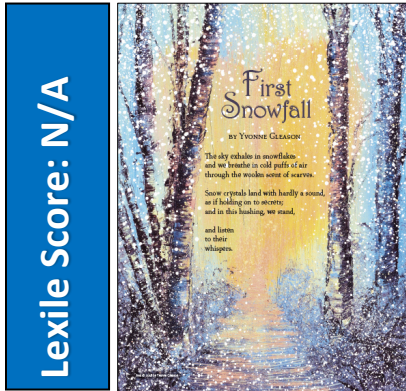
SELECTIONS

- **First Snowfall**
Poem, N/A
- **The Pack**
Poem, N/A
- **I Am a Baby Porcupette**
Poem, N/A

First Snowfall

p. 5, Poem

Analyze imagery and personification in this lovely winter poem.



RESOURCES

- Imagery and Personification Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases.
- Students will ask questions and obtain information.

KEY VOCABULARY

- **exhales** (p. 5) breathes out
- **woolen** (p. 5) made of wool

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Conversation Question: What is a poem?

Show students a poem and the first page of a short story. Ask which one is a poem and how they know this. Discuss how reading a poem is different from reading a story. Ask students why they think poets write poems. Finally, tell students to notice the mental pictures they create as they read this poem.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Next, point out the title of the poem. Have students use the vocabulary words to write two sentences. Encourage students to include the word *snow* in each sentence. Invite students to share their sentences. Then remind them to look for these words as they read the poem.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- What pictures came into your mind as you listened to the poem?
- What is this poem about?
- What is the speaker doing?
- Which words or phrases describe the quietness of the falling snow?

SKILL FOCUS: Analyze Imagery and Personification

INSTRUCT: Explain that poets use different kinds of description to create strong images that help readers understand the ideas in a poem. Distribute the *Imagery and Personification* worksheet to all students and go over the information at the top. Then display the sentences below one at a time and have students identify each as an example of imagery or personification. Discuss the sense each example of imagery appeals to and the human quality in each example of personification.

1. Leaves crackled under my boots as I walked in the woods. (*imagery*)
2. Blue flowers covered the hill. (*imagery*)
3. Thunder grumbled in the distance. (*personification*)
4. The dry salty crackers stuck to the roof of my mouth. (*imagery*)
5. Time marches on. (*personification*)

ASSESS: Have students work in pairs to complete the charts on the *Imagery and Personification* worksheet. Then bring the class back together to go over responses and discuss the last question.

EXTEND

Science Have students brainstorm a list of research questions about snow. Then have them work in pairs to choose a question and research the answer. Invite students to share what they learned.

Name _____

Analyze Imagery and Personification

Literary Element	Definition	Example
imagery	description that appeals to a reader's five senses: sight, hearing, taste, touch, and smell	We sat in the warmth of the glowing fire and listened to it crackle.
personification	description that gives human qualities to an idea, object, or animal	Oak leaves danced across the street.

Use the chart below to help you think about imagery and personification in "First Snowfall."

Imagery

Example from "First Snowfall"	Sense It Appeals To	What I Pictured

Personification

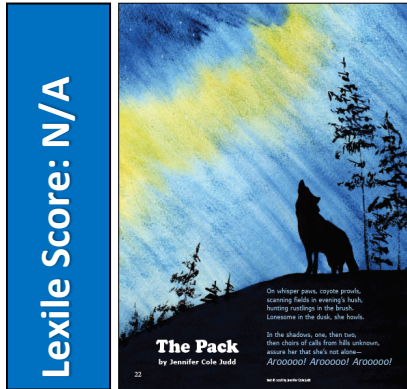
Example from "First Snowfall"	Human Qualities Given	What I Pictured

Discuss: How did the use of imagery and personification in the poem help you understand the poet's ideas?

The Pack

p. 22, Poem

Use this poem about a wolf pack to help students analyze sound in poetry.



ENGAGE

Conversation Question: What is a poem?

Display the Conversation Question and read it aloud. Then have students work in pairs to quickly write a definition of poetry. Have students share their definitions with the class. Explain that sound is often very important in a poem. Tell students to listen to the sounds of the words in “The Pack.”

INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Have pairs of students write a sentence that uses both *prowls* and *brush* and a sentence that uses *assure* and one of the other words. Invite students to share their sentences. Then remind them to look for these words as they read the poem.

RESOURCES

- Analyze Sound Devices Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze word choice.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- prowls** (p. 22) moves quietly through an area while hunting
- brush** (p. 22) small bushes and trees
- assure** (p. 22) to tell someone in a very strong way that something is true

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- What did you notice about the sounds in this poem?
- What is this poem about?
- Describe the setting of the poem.
- What is the mood, or feeling, in the poem? Is the mood the same in both stanzas or does it change? Explain.

SKILL FOCUS: Analyze Sound Devices

INSTRUCT: Remind students that poets choose words not only for their meaning but also for the sounds they make. Poets create patterns of sound within their poems. Readers need to listen to the sounds and think about how they connect to the ideas and feelings in the poem. Distribute the *Analyze Sound Devices* worksheet to all students and review the definitions and examples.

ASSESS: Have students work in pairs to complete the chart on the *Analyze Sound Devices* worksheet. Then bring the class back together to go over responses and discuss the last question.

EXTEND

Science Have students conduct research to answer one of the following questions: Why do wolves howl? How are wolf packs organized? How are wolf packs and human families similar? Has there ever been a wolf sighting in your town? If not, where was the closest sighting? Have students create a short presentation to share what they learn. Encourage them to use audio, video, and photos in their presentations.

Name _____

Analyze Sound Devices

Review the information below about sound devices. Find and record at least one example of each sound device in “The Pack.”

Sound Device	Definition	Example
alliteration	repeated consonant sounds at the beginning of words	The <u>s</u> ea <u>s</u> wirls over the rocks and <u>s</u> and.
consonance	repeated consonant sounds in the middle and at the end of words	The tiger <u>t</u> rots <u>a</u> cross the <u>t</u> r <u>a</u> ck.
assonance	repeated vowel sounds within words	“ <u>r</u> adiant <u>a</u> id <u>e</u> n”
onomatopoeia	the use of words to imitate sounds	hiss, pow, whap, buzz

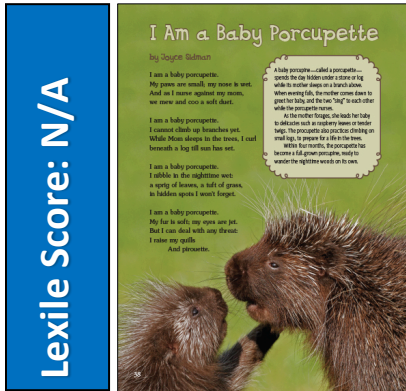
Alliteration	Consonance
Assonance	Onomatopoeia

Discuss: How do the different sounds in this poem influence the ideas and feelings in it?

I Am a Baby Porcupette

p. 38, Poem

Have students compare two texts—a poem and an informational feature—about baby porcupines.



RESOURCES

- Comparing Texts Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze how two texts address a similar topic.
- Students will write informative poems.

KEY VOCABULARY

- **porcupette (p. 38)** a baby porcupine
- **mew (p. 38)** make a high-pitched crying sound
- **coo (p. 38)** make a soft sound like that of a dove or pigeon
- **sprig (p. 38)** a small stem
- **tuft (p. 38)** a small bunch
- **pirouette (p. 38)** a turn in ballet

ENGAGE

Conversation Question: What is a poem?

Discuss the following questions with students: Is a poem fiction, nonfiction, or something in between? Can a poem contain facts? Is a poem a good source to use for research? Can you learn about something from a poem? Then tell students to think about what they learn about porcupettes in this poem.

INTRODUCE VOCABULARY

Display the vocabulary words and ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students put the words into groups or pairs, based on meaning and/or sound. Have students share their word pairs in small groups. Finally, remind students to look for these words as they read the poem.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- Who is the speaker, or the voice, of the poem?
- What is this poem about?
- What is the main idea in each stanza?
- What is the other text on this page about?

SKILL FOCUS: Comparing Texts

INSTRUCT: Point out the text box and ask students to identify the two genres on this page (poem, informational nonfiction). Read the text box aloud. Briefly discuss how the poem and the text box are similar and different. Have students work in pairs to connect facts in the text box to specific lines in the poem. Then distribute the Comparing Texts worksheet to all students and go over the instructions and questions.

ASSESS: Have students work in pairs to complete the Comparing Texts worksheet by discussing the questions and writing answers. Circulate and offer help as needed.

EXTEND

Writing Have students choose an animal and write a poem from that animal's point of view. Tell students to describe the animal's habits, behaviors, and characteristics in the poem. Explain that poems may be serious or humorous as long as they are factually correct. Invite students to share their poems with the class.

Name _____

Comparing Texts

In the chart below, answer the Comparison Questions to compare the poem and the informational feature.

Comparison Questions	Title: I Am a Baby Porcupette	Title: Informational Feature
Genre: What is the genre of each text?		
Author's Purpose: Why do you think the author wrote the text? Support your answer.		
Narrator/Speaker: Whose voice is speaking?		
Mood: What feeling does the author create in each text? What words or phrases create the mood?		
Example: Find and copy a short section from each text that gives the same information about baby porcupines.		