

Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Poetry Cafe

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Introduction of Limericks Use rhyme and rhythm to write limericks</p> <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.A (Gr. 6) NETS: N/A DOK: 3</p>	<p>Scoring guide assessment by teacher</p>	<ul style="list-style-type: none"> • Write limericks: <ul style="list-style-type: none"> • as a class • as an individual • Read and discuss limericks by Edward Lear • Learn to use a rhyming dictionary while creating a class limerick
<p>(B) Figurative Language and Imagery in Poetry</p> <ul style="list-style-type: none"> • Identify: <ul style="list-style-type: none"> • similes • metaphors • Introduce: <ul style="list-style-type: none"> • imagery • acrostic form <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.A (Gr. 6) NETS: N/A DOK: 3</p>	<p>Scoring guide assessment by teacher</p>	<ul style="list-style-type: none"> • Replace cliché with unique figurative language • Write acrostic poems creating imagery with figurative language • Read and discuss “Ode to My Socks” by Pablo Neruda • Brainstorm the topics: <ul style="list-style-type: none"> • “favorite things” • “most disliked things” • Read aloud finished product to class who guesses the topic

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<p>(C) Figurative Language and Imagery in Poetry Introduce:</p> <ul style="list-style-type: none"> • onomatopoeia • concrete poem form <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.A (Gr. 6) NETS: N/A DOK: 3</p>	<p>Scoring guide assessment by teacher</p>	<ul style="list-style-type: none"> • Students will write concrete poems using onomatopoeia to create imagery • Read and discuss examples of published poems • Brainstorm: <ul style="list-style-type: none"> • onomatopoeia • topics • Create poetry • Revise • Share
<p>(D) Figurative Language and Imagery in Poetry Introduce:</p> <ul style="list-style-type: none"> • personification • free verse • the concept of “specific poetic language” • the concept of “lining” <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.A (Gr. 6) NETS: N/A DOK: 3</p>	<p>Scoring guide assessment by teacher</p>	<ul style="list-style-type: none"> • Review thesaurus • As a class and as individuals, the students will generate free verses containing personification • Read and discuss poetry with vivid imagery
<p>(E) Select, Memorize and Write Poetry Select, memorize and author poems for use in a personal anthology and presentation</p> <p>Performance: 2.1, 2.3, 4.6 Knowledge: (CA) 1,6 CAGLE: LS.2.A (Gr. 6) NETS: N/A DOK: 3</p>	<ul style="list-style-type: none"> • Peer assessment of presentation • Scoring guide assessment by teacher of presentation 	<p>Students will:</p> <ul style="list-style-type: none"> • select classic poems for memorization • select poems to include in a personal anthology • illustrate self-authored poems • complete a table of contents for the anthology • present a memorized poem to the class • participate in peer evaluations

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<p>(F) Figurative Language and Imagery in Text Identify:</p> <ul style="list-style-type: none"> • writing tools • figurative language in text • imagery in text <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1,4 CAGLE: W.1.Aa,b (Gr. 6) NETS: N/A DOK: 3</p>	<p>Scoring guide assessment by teacher</p>	<p>Students will create a descriptive paragraph using:</p> <ul style="list-style-type: none"> • imagery • figurative language • uncommon words • alliteration • consonance • onomatopoeia
<p>(G) Presentations Review presentation techniques such as:</p> <ul style="list-style-type: none"> • eye contact • posture • volume • enunciation <p>Performance: 1.5, 1.6, 1.10, 2.1, 2.3, 4.6 Knowledge: (CA) 1,5,6 CAGLE: LS.1.A (Gr. 5) NETS: N/A DOK: N/A</p>	<p>Peers will evaluate the student's presentations</p>	<p>Students will:</p> <ul style="list-style-type: none"> • present a memorized poem to the class • read poems they authored to the class • participate in peer evaluations of presentations