**Language Arts 8 Name:** ( )

Unit 3 – Lesson 1

**Enter your responses between the** *(blue)* **parentheses below each item.**

**Section Responding to Poetry**



1. Listen to what is around you and create a poem. Write the lines or description below. *Please refer to the student example.* (Mark: /2)

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### 2. Reflect on your own poetry experience. Do you read poetry? (Mark: /3)

### If so, what kind of poetry do you read? What do you find enjoyable about this type of poetry?

### If no, what type of reading do you prefer to poetry and why?

( )

3. After reading or viewing “The Jumblies” poem or video clip, list **one** example in the chart below of sensory imagery for each of the senses. You may find movement examples in the poem, for example, “when the sieve turned round and round.” (Mark: /6)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sight**( )  | **Taste**( )  | **Touch**( )  | **Smell**( )  | **Sound**( )  | **Action or Movement (for example clapping, dancing, sports)**( )  |

### 4. Review the *Poetry versus Prose Chart* on page 2 of the lesson. Read the “Formula” piece below.

|  |
| --- |
| Formula by Langston Hughes Poetry should treat Of lofty things Soaring thoughts And birds with wings.5 The Muse of Poetry Should not know That roses In manure grow. The Muse of Poetry10 Should not care That earthly pain Is everywhere. Poetry! Treats of lofty things:15 Soaring thoughts And birds with wings. |

### Is “Formula” by Langston Hughes poetry or prose? Provide evidence from the *Poetry vs Prose Chart* (Purpose, Structure, Focus, Conventions) and line numbers in the piece to support your opinion. (Mark: /2)

### ( )

b. Would you classify “Formula” as writing from the past such as “Casey at the Bat” or the present such as “Hockey Game” and “Sidney Crosby Remix”? Explain. (Mark: /2)

### ( )

1. Identify an idiom. Describe a time when you were talking to a grandparent or older person or someone from a different culture and you used expressions or words that were misunderstood. For example, you might have said, “He took a turn,” meaning “He had a heart attack.” Or perhaps an English Language Learner was confused by an expression you used such as “She was the spitting image of her mother.”(Mark: /3)

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### Total Marks for Section 1: /18

**Section Writing a Poem**



|  |
| --- |
| The Base StealerBy Robert Francis“Poised between going on and back, pulledBoth ways taut like a tight-rope-walkerFingertips, pointing the opposites,Now bouncing tiptoe like a dropped ballOr a kid skipping rope, come on, come on,Running a scattering of steps sidewise,How he teeters, skitters, tingles, teases, Taunts them, hovers like an ecstatic bird,He’s only flirting, crowd him, crowd him,,Delicate, delicate, delicate, delicate – now! |

### *Identify* three active verbs in the poem “The Base Stealer”. (Mark: /3)

( )

### Plan and *write* a poem following the guidelines below.

### PLAN YOUR POEM

1. Choose **five** active words that you would use to describe an experience playing a sport. Examples: **zig zag, dripping, cross check**, and **block.**
2. Choose **one** word that rhymes with each of the five words you have chosen.
3. Write **two** lines that rhyme for each pair of rhyming words you developed in b above.
4. Create a poem based on your rhyming words and lines. You may have to add extra lines so that your poem makes sense.
5. Give your poem a title.

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| --- |
| **Verb Poem Assessment** |
|  | **Excellent****5** | **Proficient****4** | **Satisfactory****3** | **Limited****2** |
| **Content /5** | I provided five active words are *creative,* and *original,* and rhyme *effectively.*I used *specific, precise* details to create a *unique* poem.  | I provided five active words that are *thoughtful* and rhyme *accurately*. Meaning of the poem is *logical*.I used *well chosen,* and *considered* details to create an *engaging* poem. | I provided five active words that are *basic* and rhyme. Meaning of the poem is *clear*.I used *general,* and *straightforward* details to create a basic poem. | I provided five action words that are *imprecise* and/or *sometimes* rhyme. Meaning of the poem *is sacrificed for rhyme.*I used f*ew or ambiguous* details to create a *confusing* poem. |
| **Presentation /5** | I communicated *engagingly and accurately* with *no* errors.  | I communicated *thoughtfully* and *appropriately* with *few* errors. | I communicated a *clearly* and *basic* message with *some* errors.  | I communicated with many errors that cause *confusion.* |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. |
| **Total: /10** |  |  |  |  |
| **Assessment** | **Areas of Strength…**( )  |
| **Might I suggest…**( )  |

### Total Marks for Section 2: /13

**Student Comments:**

( )

* **Be sure to save your file to your folder before submitting it to the LA8 Assignment 3-1 Submission page:**  (YOURNAME)la8-3-1
* **Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.**

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 **Assignment Total: ( /31) = Percent: ( %)**

**Teacher Comments:**

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