

Unit 3 – Lesson 1**Section 1 Responding to Poetry**

1. Listen to what is around you and find a poem in your everyday life. Write the lines or description below. Describe why this poem appeals to you. (Mark: /2)

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 Poetry
10 Should not care
 That earthly pain
 Is everywhere.
Poetry!
 Treats of lofty things:
15 Soaring thoughts
 And birds with wings.

- a. 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)
5. 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)

Total Marks for Section 1: /18

Section 2 Writing a Poem

The Base Stealer
By Robert Francis

“Poised between going on and back, pulled
Both ways taut like a tight-rope-walker
Fingertips, pointing the opposites,
Now bouncing tiptoe like a dropped ball
Or 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!

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

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

PLAN YOUR POEM

- Choose **five** active words that you would use to describe an experience playing a sport. Examples: **zig zag, dripping, cross check, and block.**
- Choose **one** word that rhymes with each of the five words you have chosen.
- Write **two** lines that rhyme for each pair of rhyming words you developed in b above.

- d. Create a poem based on your rhyming words and lines. You may have to add extra lines so that your poem makes sense.
- e. Give your poem a title.

Verb Poem Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	I provided five active words that are <i>creative</i> , and <i>original</i> , and rhyme <i>effectively</i> . I used <i>specific</i> , <i>precise</i> details to create a <i>unique</i> poem.	I provided five active words that are <i>thoughtful</i> and rhyme <i>accurately</i> . Meaning of the poem is <i>logical</i> . I used <i>well chosen</i> , and <i>considered</i> details to create an <i>engaging</i> poem.	I provided five active words that are <i>basic</i> and rhyme. Meaning of the poem is <i>clear</i> . I used <i>general</i> , and <i>straightforward</i> details to create a basic poem.	I provided five action words that are <i>imprecise</i> and/or <i>sometimes</i> rhyme. Meaning of the poem is <i>sacrificed for rhyme</i> . I used <i>few or ambiguous</i> details to create a <i>confusing</i> poem.
Presentation /5	I communicated <i>engagingly and accurately</i> with <i>no</i> errors.	I communicated <i>thoughtfully</i> and <i>appropriately</i> with <i>few</i> errors.	I communicated a <i>clearly</i> and <i>basic</i> message with <i>some</i> errors.	I communicated with many errors that cause <i>confusion</i> .
Insufficient	Your attempt to respond is <i>insufficient</i> . 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: