

Unit 3

Name:

Date:

Reader's Notebook: Section 1: Poetry Reflection

Instructions

Using **one** of the poems below, answer the following questions.

| | | |
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| <p>Escape at Bedtime By Robert Louis Stevenson</p> <p>The lights from the parlour and kitchen shone out Through the blinds and the windows and bars; And high overhead and all moving about, There were thousands of millions of stars. There ne'er were such thousands of leaves on a tree, Nor of people in church or the Park, As the crowds of the stars that looked down upon me, And that glittered and winked in the dark.</p> <p>The Dog, and the Plough, and the Hunter, and all, And the star of the sailor, and Mars, These shone in the sky, and the pail by the wall Would be half full of water and stars.</p> <p>They saw me at last, and they chased me with cries, And they soon had me packed</p> | <p>The Moon By Robert Louis Stevenson</p> <p>The moon has a face like the clock in the hall; She shines on thieves on the garden wall, On streets and fields and harbour quays, And birdies asleep in the forks of the trees.</p> <p>The squalling cat and the squeaking mouse, The howling dog by the door of the house, The bat that lies in bed at noon, All love to be out by the light of the moon.</p> <p>But all of the things that belong to the day Cuddle to sleep to be out of her way; And flowers and children close their eyes Till up in the morning the sun shall arise.</p> | <p>The Falling Star By Sara Teasdale</p> <p>I saw a star slide down the sky, Blinding the north as it went by, Too burning and too quick to hold, Too lovely to be bought or sold, Good only to make wishes on And then forever to be gone.</p> |
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| into bed; But the glory kept shining and bright in my eyes, And the stars going round in my head. | | |
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1. Identify one example of alliteration in one of the poems above. (/2 marks)

2. Identify one example of repetition in one of the poems above. (/2 marks)

3. Identify one example of rhyme in one of the poems above. (/2 marks)

4. Identify one precise word which enhances meaning in one of the poems above. (/2 marks)

Total of Section 1: /8 marks

Section 2: Poetry Reading

We gain a different understanding of words when we read them aloud.

Choose one of the above poems or you may choose Satellitis (page 162-163 of Literacy in Action 6A) to read aloud to your teacher.

As you read, pay attention to your use of:

- voice tone (vary your voice so that it is melodic. Avoid reading in a monotone or with stops and starts.)
- the speed of your voice (read slowly)
- voice projection levels (read confidently so that your teacher can hear you)
- accenting selected words within the lines for impact (choose important words to emphasize. Read clearly and enunciate your words.)

You may create a digital recording or leave a voicemail for your teacher.

3-1 Poetry Reading Rubric

| Criteria | Excellent 5 | Proficient 4 | Satisfactory 3 | Limited 2 |
|--------------------------------------|--|--|--|--|
| Tone /5 | • I used variations in volume, tone, and emphasis <i>effectively</i> to convey the message of the poem. | • I used variations in volume, tone, and emphasis <i>reasonably</i> to convey the message of the poem. | • I used variations in volume, tone, and emphasis <i>adequately</i> to convey the message of the poem. | • I used variations in volume, tone, and emphasis <i>weakly</i> to convey the message of the poem. |
| Pacing /5 | • I used pace <i>skillfully</i> to communicate the meaning. | • I used pace <i>thoughtfully</i> to communicate meaning. | • I used pace <i>functionally</i> to communicate meaning. | • I used pace <i>ineffectively</i> to communicate meaning. |
| Insufficient | Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement. | | | |
| Total: /10 | | | | |
| Assessment | Areas of Strength: | | | |
| | Target for Improvement: | | | |

Total of Section 2: /10 marks

Overall Total: /18 mark



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Name your file in this format: jsmithla6_3-1_ poetrysound and save your file to your Documents folder.