

UNIT 17 OPENER

▶ Preteach: Instructional Terms

Poetry may tell a story or describe the speaker's feelings or experiences. It is written in regular or irregular verse. To establish sound patterns, poetry may contain **rhyme**, **alliteration**, or **onomatopoeia**. To create sensory detail, poetry may include **imagery**. **Ask: As a child, what were some of your favorite nursery rhymes?** Encourage students to recite these rhymes. **Ask: What do you notice about the language in these rhymes?** Students may note rhyme or repetition.

Because it uses compact language, poetry often contains **symbolism**, or objects that stand for more than themselves. **Ask: What ideas does the American flag stand for?** Students may suggest freedom or democracy. Point out to students that the flag is a symbol of these ideas.

One strategy that will help students read poetry is **visualization**. As students read, they can use sensory details to form mental pictures. This strategy will help students experience poetry rather than just read it, which will aid understanding.

As students read poetry, they may encounter **homophones**, or words that sound the same but have different spellings and meanings. Students should use context clues to determine the correct meaning of a homophone.

▶ Summary of Primary Reading Passage

Into the Spotlight

Mei hopes to win a role in the town's summer play. In preparation for the audition, she practices her acting, singing, and dancing. As part of her preparation, Mei's grandmother recommends that Mei read the play. Mei is discouraged to find that the character has curly red hair. Mei hatches a plan to cut and dye her long black hair. Her grandmother catches Mei in the act and encourages Mei to let her talent win her the part. Mei's audition goes well. In the end, the director asks Mei whether she is willing to wear a wig.

Lexile: N/A for poetry *Word Count: 570*

▶ Scope and Sequence at a Glance

Genre: Poetry

Title: Into the Spotlight & Exit Stage Left

Cross-Curricular Connection:
Performing Arts

Comprehension Strategy: Visualize

Comprehension Skill: Recognize literary elements (symbolism) in both texts

Vocabulary Strategy: Context clues (homophones)

Decoding Support: Diphthongs *ow/ou* as in *allowed/aloud*, in longer words (allowance—use vowels from words in vocab strategy)

▶ Summary of Secondary Reading Passage

Exit Stage Left

The speaker proclaims his or her love for the theater and then complains about other actors—those who spit, forget their lines, or show off. In the end, the speaker admits that he or she has all of these same faults. The speaker suggests that the actors all exit stage left.

Lexile: N/A for poetry *Word Count: 501*



UNIT 17 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read its definition. Also, point out how students can use their knowledge of diphthongs such as *ow* or *ou* to decode longer words.

aloud Adverb. Out loud so people can hear.
Lin read her book **aloud** to the children.

complain Verb. Say that one is unhappy or upset about something.
We will **complain** that closing the windows makes the room too hot.

compliment Verb. (1) Praise someone. Noun. (2) Praise.
(1) I would like to **compliment** Dylan on his very creative story.
(2) It's good manners to thank someone who pays you a **compliment**.

countless Adjective. Too many to count.
On a clear night we can see **countless** stars in the sky.

determined Adjective. (1) Firmly decided. Verb. (2) Find out or discover. (3) Resolve or solve.
(1) Derek was **determined** to finish the race in spite of his leg cramps.
(2) We finally **determined** that a branch broke the window, not a burglar.
(3) You have five minutes to **determine** the answer to this riddle.

physical Adjective. (1) Having to do with the body. (2) Having to do with matter, force, and energy. (3) Having to do with nature.
(1) I signed up for a special class in **physical** education.
(2) **Physical** science includes the study of magnets and their forces.
(3) You can find **physical** features such as mountains on this map.

talent Noun. (1) Natural skill or special ability. (2) Person with a natural skill or special ability.
(1) Zane's **talent** with the violin amazed everyone else in the orchestra.
(2) She is the **talent** this dance group is searching for.

 **Quick Connect Activities**

Invite volunteers to recite favorite songs or poems for the class.

 **Destination Journal**

Ask students to write journal entries on this topic: **What are your feelings when you speak in front of groups? Are you comfortable or uncomfortable? Why? What strategies help you get through the experience or help you avoid the experience?**

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre may choose from these selections for further reading.

I Am of Two Places: Children's Poetry edited by Mary Carden. 1997. Rigby. This book is an anthology of children's poetry.

The 20th Century Children's Poetry Treasury edited by Jack Prelutsky. 1999. Alfred A. Knopf. The book presents poetry enjoyed by children.

A Child's Anthology of Poetry edited by Elizabeth Sword. HarperCollins. This book presents a selection of children's poetry.

Books with Related Themes

Students who enjoy the theater may find these books intriguing.

Onstage and Backstage at the Night Owl Theater by Ann Hayes. Harcourt, Brace, & Company. (Below-level students.) The book describes a theater production of Cinderella.

Lexile: 730

Come Sing, Jimmy Jo by Katherine Paterson. 1985. Avon Books. (On-level students.) James stars on the stage as his personal life falls apart.

Lexile: 760

Angelina On Stage by Katharine Holabird. 1986. Scholastic, Inc. (Above-level students.) Angelina and her cousin Henry become rivals during the production of a ballet. *Lexile: 810*

LESSON 1 PLANNER

 Genre Study

Assess students' prior knowledge of **poetry** by asking them whether they enjoy listening to music. **Say: What kind of music do you like to listen to? What's your favorite song? Recite some of the lyrics. What do you notice about the language in this song?**

Students may suggest rhyme, rhythm, or repetition. Students may also comment on the subject matter, pointing to examples of the speaker's feelings. Point out to students that song lyrics are similar to poetry.

Explain that there are different kinds of poetry. A **narrative poem** tells a story. Like fiction, it has characters and a sequence of events, but it also has some characteristics that are used differently from those found in fiction.

Introduce students to the following characteristics of poetry:

- **rhyme:** repetition of sounds in word endings
- **alliteration:** repetition of initial consonant sounds
- **imagery:** language that appeals to the five senses
- **symbolism:** something that stands for something other than itself
- **onomatopoeia:** words that imitate sounds

 Build Background

The subject of the courseware is the theater. Assess students' prior knowledge of this subject. **Say: Tell about a time that you participated in a stage production at school, at church, or in community theater.** As an alternative, **say: Tell about a time when you attended the theater to see a show such as *Annie* or *The Lion King*.** Encourage students to include their feelings about these experiences as they describe them.

In the courseware, students learn about the roles of a director or costume designer of a play—the various "invisible" roles of the production crew (make-up artists, set, and lighting designers, etc.).

Remind students that the audience shares in the experience of the theater in much the same way that the readers share a writer's experiences when they read poetry.

 Learning Objectives

- Recognize distinguishing features of poetry.
- Recognize the author's purpose in writing poetry.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues to determine the meaning of homophones in sentences.
- Write silly sentences to demonstrate comprehension of homophones and grade-level vocabulary.

 QuickFact: Information Center

The word theater is derived from the Greek word *theatron*, which means "seeing place." This term is apt because actors, directors, designers, crew, and audiences come together in a theater to engage in the act of seeing stories about the human experience. The first theatrical performances occurred as part of religious ceremonies in places such as Greece and India, where participants acted out scenes of life, death, and rebirth. In many ways, contemporary plays are also about these same experiences.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

▶ Vocabulary Strategy: Homophones

Explain to students that **homophones** are words that have the same sound but different spellings and meanings. Tell students that they should use context clues to figure out the meaning of a homophone in a sentence.

Provide students with these examples:

- allowed/aloud
- flour/flower
- made/maid
- piece/peace
- vain/vein

Write the following sentence on the board:

I never eat a juicy pear until I put on a pair of shoes.

Model for students the way to use context clues to determine the meanings of the homophones *pear* and *pair*. The speaker eats a *pear*, which is a fruit. The speaker puts on two shoes, that is, a **pair**.

▶ Differentiated Instruction

ELL: Encourage students to make reference charts containing common homophones. Suggest that students include drawings or pictures cut from magazines illustrating the words' definitions. Students should also include sample sentences. Ask students to share examples of homophones from their native language.

Special Needs: Provide students with a cloze reading passage in which homophones have been removed. Provide the missing homophones in a reference box. Ask students to fill in the missing words.

Above-level Students: Challenge pairs of students to create a series of jokes or puns that are based on homophones. Invite volunteers to share clever or silly examples with the class, such as, "Time flies like an arrow; fruit flies like a banana."

▶ Quick Connect Activities

- Have each student write a silly story about an actor in a theater. Challenge students to use as many homophones as possible in their stories.
- Have students write the answer to this question: **Is understanding unfamiliar words a mystery to you, or have you learned one strategy for decoding homophones by using context clues? Explain. (Metacognition)**



▶ Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to describe the different elements of poetry.
- Ask students to write poems that include several elements of poetry.
- Ask students to define and provide examples of homophones. You may wish to have students write sample sentences containing homophones.

LESSON 2 PLANNER

 **Comprehension Skill: Symbolism**

A **symbol** is a picture or object that stands for an idea. Symbols may elicit positive or negative responses in readers. Poets use symbolism to make abstract ideas concrete and to add interest. By using a symbol, a poet can express a full idea in a single word. **Ask: What ideas or feeling do you associate with the following items: dove, shamrock, crown, flag?** Record responses on the board. Point out that readers' associations elevate these common items to the level of symbols.

 **Comprehension Strategy: Visualization**

Explain to students that writers use **imagery**, or details that appeal to the five senses, to engage readers. These details help readers **visualize** what is happening in a poem. The strategy of **visualization** helps readers experience the meaning of the poem rather than just reading the words on the page. Provide students with the following example. Then, ask them to describe the mental images that form.

The birds' bodies weighed down the brittle branches. Yet their squeaky songs lifted my spirit.

 **Differentiated Instruction**

ELL: To help students with visualization, have them draw illustrations of a poem. Tell students to illustrate every detail cited in the poem, and explain that they may fill in any missing details as long as they don't contradict what is written in the poem. Point out how students' minds visualize the stated details and fill in the missing details as they experience the poem.

Special Needs: For each object in a poem, suggest that students make word association webs to help them identify symbolism. Tell students to write the name of an object in the center circle and to write associations in the radiating circles.

Above-level Students: Have students write short poems in which they include people, animals, or objects that function as symbols. Remind students to include imagery that will help readers visualize the poems.

 **Learning Objectives**

- Recognize the definition and purpose of symbolism.
- Identify symbols in poems.
- Recognize that visualizing when reading poetry is a strategy to improve reading comprehension.
- Use visualization to improve comprehension of symbolism in poems.

 **Assessment: Toolkit**

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Provide students with a list of concepts such as *freedom*, *love*, and *loyalty*. Have each student identify a person, an animal, or an object that could symbolize each concept.
- Provide students with a list of popular symbols such as earth, air, fire, and water. Ask students to note their associations with each symbol.
- Provide students with a descriptive passage or poem. Have students write or draw their visualizations of the passage.

LESSON 3 PLANNER

 **Primary Poem Summary**

In this narrative poem, Mei hopes to win a part in the town's summer play. In preparation for the audition, she practices her acting, singing, and dancing.

Mei remembers that her grandmother has acted on stage, so Mei consults her grandmother for advice. Mei's grandmother recommends that Mei read the play to learn more about the character she hopes to portray.

Mei is discouraged to find that the character has curly red hair. Mei hatches a plan to cut and dye her long black hair. Her grandmother catches Mei in the act and puts an end to Mei's plan. Mei's grandmother encourages Mei to let her talent win her the part.

Mei sings, reads, and dances, and her audition goes well. In the end, the director asks Mei whether she is willing to wear a wig.

 **Secondary Poem Summary**

The speaker proclaims his or her love for the theater and then complains about other actors. The speaker objects to actors who are vain. The speaker has no patience for actors who forget their lines. The speaker is fed up with actors who show off. The speaker is disgusted by actors who spit. The speaker bluntly suggests that all such actors should leave the stage. However, in the end, the speaker admits that he or she possesses all of these same faults. The speaker suggests that he or she join the others as they exit stage left.

 **Destination Journal**

Ask students to write journal entries on this topic: **Write about a time when you wanted to change something about yourself in order to fit into a situation. What did you want to change? Why? Did you make the change? Why or why not? How did you come to terms with the situation? Did you behave as yourself or as a changed version of yourself, or did you avoid the situation? What were the results? How did you feel about the results?**

 **Learning Objectives**

- Read a narrative poem to build vocabulary, fluency, and comprehension.
- Recognize symbolism while reading a narrative poem.
- Visualize while reading a narrative poem to improve comprehension.
- Use knowledge of homophones while reading a narrative poem to improve comprehension of vocabulary.
- Demonstrate comprehension of a narrative poem.
- Read a humorous poem to build vocabulary, fluency, and comprehension.
- Visualize while reading a humorous poem to improve comprehension.
- Recognize symbolism while reading a humorous poem.
- Use knowledge of homophones while reading a humorous poem to improve comprehension of vocabulary.
- Demonstrate comprehension of a humorous poem.

 **Assessment: Toolkit**

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students compare the two poems. They can compare purposes and poetic elements such as symbols.

LESSON 4 PLANNER

 **Comprehension Skill: Symbolism**

Remind students that poets use **symbolism** to express emotions and ideas in a concrete way. Explain that love is an abstract concept. A valentine card is a concrete way to express this abstract concept. The card becomes a symbol of love.

Have students identify and explain the use of symbols in the primary and secondary reading passages.

 **Comprehension Strategy: Visualization**

Remind students that **visualization** is the act of creating mental pictures of what one reads or hears. Sensory details are clues that cue such mental images. Emphasize that visualization can include all five senses, not just sight. **Ask: As you read the two poems, what do you visualize? Which details suggest these mental images?**

 **Differentiated Instruction**

ELL: To help students with symbolism and visualization, provide them with support for the figurative language in the poems such as *top of her lungs, you're going to be big, surrounded by clowns, pay a compliment, the audience dies, burst a vein, burns them up*, and so on.

Special Needs: Review with students the five senses: touching, tasting, hearing, seeing, and smelling. Have students use five-column charts with these headings to record sensory details that they note in each of the poems. Help students understand that some of the senses will be used more often than others and that they should use the sensory details they find to visualize the poems.

Above-level Students: Tell students to use symbolism and sensory details to write poems about something that bothers them. Suggest that students use "Exit Stage Left" as a model for their own poems.

 **Learning Objectives**

- Compare and contrast the use of symbolism in two poems.
- Identify reasons why visualization can improve comprehension.
- Write a description of a visualization of a symbol.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to explain the ways in which understanding symbolism helps them read poetry.
- Ask students to explain how the visualization strategy changes their reading experiences.
- Ask students to explain why poets include symbols and sensory details in their works.



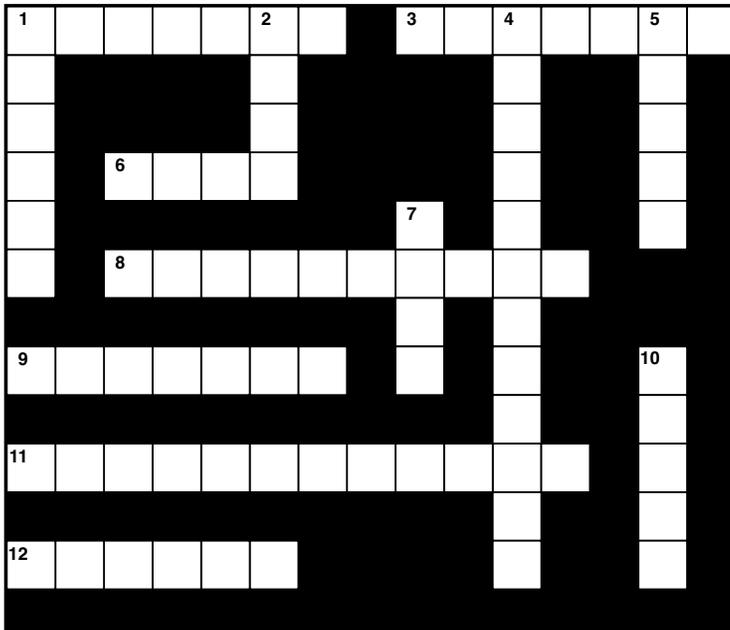
UNIT 17: Into the Spotlight & Exit Stage Left

Name: _____ Date: _____



Comprehension Strategy: Test Your Poetry IQ

Directions: Use the clues to complete the crossword puzzle by filling in the correct terms related to understanding poetry.



Clues

Across	Down
1. Another name for the narrator	1. It stands for a concept larger than itself.
3. In a poem, _____ appeals to the senses.	2. We hear music with them.
6. They perceive visual images.	4. Maybe Mary made many millions.
8. They sound alike, but they aren't the same.	5. It ends in the same sounds.
9. A synonym for feeling is an _____.	7. Sometimes it rhymes.
11. It sounds like what it means.	10. The sense related to perfume
12. Five of these help us experience our world.	

Word Bank

speaker imagery alliteration rhyme eyes ears senses
 onomatopoeia symbol emotion poem smell homophones