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Pittsburgh Voyager Teacher Training Workshop
Environmental Science Sessions: February 26 and March 5, 2005
Lesson Plans

SUBJECTS: Language Arts

GRADE LEVEL: 7

LENGTH: One 88 minute Language Arts double period

TOPIC: *Analyze poetry about aquatic insects*

OBJECTIVES:

- *Students will work co-operatively with a partner
- *Students will orally read poetry to improve fluency
- *Students will listen to poetry to strengthen listening skills
- *After reading the poems, students will describe the four insects by writing a descriptive paragraph about two of the insects, focusing on the appearance, movement and adaptations of aquatic insects
- *After reading the poems, students will draw pictures of the same two insects about which they wrote the descriptive paragraphs
- *Students will compare their drawings and descriptive paragraphs of the insects described in the poems to scientific descriptions and illustrations and examine them for accuracy
- *After reading poems about four different insects, students will analyze each poem for: metaphors, similes, personification, alliteration, imagery, tone, action verbs, adjectives
- *Students will write a "poem for two voices" about any aquatic form of life found in the Allegheny River or any land animal or bird found along the river's edge.

STANDARDS: Refer to attached Pennsylvania Academic Standards Categories for Reading, Writing, Speaking and Listening (Grade 8) for those standards which apply to the Language Arts section of this lesson

MATERIALS: *Copies of the following poems taken from Joyful Noise: Poems for Two Voices by Paul Fleischman, Harper Trophy 1988:

- "Water Striders" pages 5 -7
- "May flies" pages 8 -10
- "Water Boatman" pages 21 - 22
- "Whirligig Beetles" pages 32 - 33

- *scientific illustrations and written descriptions of the insects listed above
- *plain white paper, lined writing paper
- *pink and yellow highlighters
- *colored pencils, crayons, and markers
- *handouts defining a variety of poetic and literary terms including alliteration, imagery, repetition, tone, metaphor, simile, and personification
- *handouts defining action verbs and adjectives
- *rubric for written poem assignment
- *handouts outlining directions for partner and independent activities

- PROCEDURE:**
- *Distribute copies of the four poems listed above
 - *Select pairs of students to orally read the poems to the entire class
 - *After orally reading all four poems, have students get together with a partner to complete the following activities:
 - * With yellow highlighter, highlight all action verbs in poem
 - *With pink highlighter, highlight all adjectives in poem
 - *Identify all figures of speech in poem
 - *Identify examples of alliteration and repetition and the effectiveness of each
 - *One student in the group will draw pictures of two of the insects, and the other student will draw pictures of the other two insects described in the poems
 - *One student will write descriptive paragraphs about the two insects drawn and the other student will write descriptive paragraphs about the other two insects drawn
 - *After the drawings and descriptive paragraphs are completed, students will compare their accuracy to scientific descriptions and illustrations
 - *All students will then post their work on the classroom bulletin boards - one board for each insect (drawings and descriptive paragraphs)
 - *Conclude with a group discussion of the lesson's objectives
- EVALUATION:**
- *Teacher observation
 - *Scores on descriptive paragraphs based on rubric
 - *Follow-up quiz on action verbs, adjectives, figurative language
- HOMEWORK:**
- Write a short "poem for two" about any aquatic form of life living in the Allegheny River or any bird or land animal living along the river's edge



Water Striders

Whenever we're asked
if we walk upon water
we answer

To be sure,

Whenever we're asked
if we walk upon water
we answer

Of course,

It's quite true.

Whenever we're asked
if we walk on it often
we answer
Quite often.

All day through.

Should we be questioned
on whether it's easy
we answer

A snap.

Should we be told
that it's surely a miracle
we reply
Baādurdash!

Nonsense!

Whenever we're asked
for instructions
we always say

and do as we do.

Whenever we're asked:
if we walk on it often
we answer

Each day.

Should we be questioned:
on whether it's easy
we answer

Quite easy.

It's a cinch.

Should we be told
that it's surely a miracle
we reply

Rubbish!

Whenever we're asked
for instructions
we always say

Come to the pond's edge

Put down one foot
and then put down another,
resting upon the thin film
on the surface.

Believe me, there's no col-
at all to be nervous

as long as you're reasonably
mindful that you

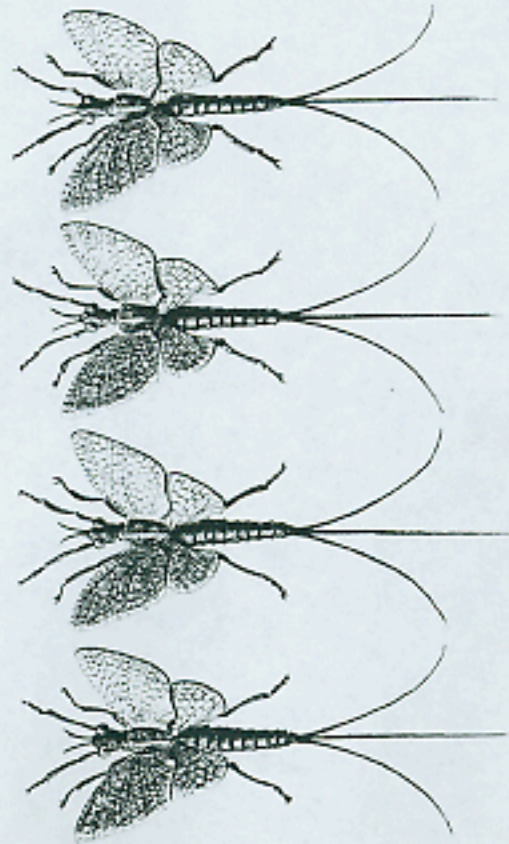
But by that time our student
no matter how prudent
has usually

has usually

don't ask me why
sunk from view.

sunk from view.





Mayflies

Your moment

Mayfly month

Your hour

Mayfly year

Your trifling day

Our life

We're mayflies

We're mayflies

just emerging

just emerging

(8)

rising from the river,
born this day in May
and dying day,

birthday

this single sip of living

this particle of time

We're mayflies
by the millions
fevered

all that we're allowed.
We're mayflies
by the millions

rushed

frenzied

no redwood's centuries
to squander as we please.

We're mayflies
swarming, swerving,
rising high

We're mayflies
swarming, swerving,

then falling,

courting on the wings,

then mating in midair.

We're mayflies
laying eggs
our final, frantic act.

We're mayflies

laying eggs

(9)

light's weak

We're mayflies
lying dying
floating by the millions

from which we sprung
so very long ago

back when we were
young.

Sun's low

in haste we launch them
down the stream.

We're mayflies
lying dying

on the very stream

this morning
back when we were
young.



Water Boatmen

"Stroke!"

We're water boatmen

"Stroke!"

"Stroke!"

We're cockswain calling

"Stroke!"

"Stroke!"

"Stroke!"

"Stroke!"

up early, rowing

"Stroke!"

"Stroke!"

and oarsmen straining

"Stroke!"

and six-man racing shell
rolled into one.

"Stroke!"
worn-out from rowing
"Stroke!"

"Stroke!"
of this deep malpond
"Stroke!"

and shout the order
"Rest!"

We're water boatmen

"Stroke!"

"Stroke!"
Bound for the bottom

"Stroke!"

"Stroke!"
where we arrive

"Rest!"

Whirligig Beetles



We're whirligig beetles

we're swimming in circles,

black backs by the hundred.



We're spinning and swerving
as if we were on a

mad merry-go-round.

We never get dizzy

from whirling and weaving

and wheeling and swirling.



We're whirligig beetles

we're swimming in circles,

black backs by the hundred.

We're spinning and swerving

as if we were on a

mad merry-go-round.

We never get dizzy

from whirling and weaving

and wheeling and swirling.



The same goes for turning,

revolving and curving,

gyrating and twirling.

The crows fly directly,

but we prefer spirals,

arcs, ovals, and loops.



"As the whirligig swims"

revolving and curving,

gyrating and twirling.



The crows fly directly,

but we prefer spirals,

arcs, ovals, and loops.

We're fond of the phrase

"As the whirligig swims"

meaning traveling by

the most circular

roundabout

backtracking

indirect

serpentine

tortuous

twisty and

turny,

best possible

route.



Pa. Academic Standards – Grade 8

1.1.8 Learning to Read Independently – Grade 8

- 1.1.8A Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.
- 1.1.8B Identify and use common organizational structures and graphic features to comprehend information.
- 1.1.8C Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.
- 1.1.8D Identify basic facts and ideas in text using specific strategies (e.g. recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion)
- 1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.
- 1.1.8F Understand the meaning of and apply key vocabulary across the various subject areas.
- 1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Make, and support evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Describe the context of a document.
 - Analyze the positions, arguments and evidence in public documents.
- 1.1.8H Demonstrate fluency and comprehension in reading.
- Read familiar materials aloud with accuracy
 - Self-correct mistakes
 - Use appropriate rhythm, flow, meter and pronunciation
 - Read a variety of genres and types of text
 - Recommend: 25 books/year

1.2.8 Reading Critically in All Content Areas – Grade 8

1.2.8A

Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g. newspapers, magazines and periodicals) to electronic media.
- Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present.
- Draw inferences based on a variety of information sources.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness.

1.2.8B

Use and understand a variety of media and evaluate the quality of material produced.

- Compare and analyze how different media offer a unique perspective on the information presented.
- Analyze the techniques of particular media messages and their effect on a target audience.
- Use, design and develop a media project that expands understanding (e.g. authors and words from a particular historical period).

1.2.8 C

Produce work in at least one literary genre that follows the conventions of the genre.

1.3.8 Reading, Analyzing and Interpreting Literature – Grade 8

- 1.3.8A Read and understand works of literature.
- 1.3.8 B Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.8 C Analyze the effect of various literary devices.
- Sound techniques (e.g. rhyme, rhythm, meter, alliteration)
 - Figurative language (e.g. personification, simile, metaphor, hyperbole, allusion).
- 1.3.8 D Identify poetic forms (e.g. ballad, sonnet, couplet)
- 1.3.8 E Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.
- 1.3.8 F Read and respond to nonfiction and fiction including poetry and drama.

1.4.8. Types of Writing – Grade 8

- 1.4.8A** Write short stories, poems and plays.
- Apply varying organizational methods.
 - Use relevant illustrations.
 - Utilize dialogue.
 - Apply literary conflict.
 - Include literary elements (Standard 1.3.8.B.).
 - Use literary devices (Standard 1.3.8.C.).
- 1.4.8B** Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).
- Include cause and effect.
 - Develop a problem and solution when appropriate to the topic.
 - Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
 - Use primary and secondary sources.
- 1.4.8C** Write persuasive pieces.
- Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
- 1.4.8D** Maintain a written record of activities, course work, experience, honors and interests.

1.5.3. Quality of Writing – Grade 8

- 1.5.8A **Write with a sharp, distinct focus.**
- Identify topic, task and audience.
 - Establish a single point of view.
- 1.5.8B **Write using well-developed content appropriate for the topic.**
- Gather, determine validity and reliability of and organize information.
 - Employ the most effective format for purpose and audience.
 - Write paragraphs that have details and information specific to the topic and relevant to the focus.
- 1.5.8C **Write with controlled and/or subtle organization.**
- Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Establish topic and purpose in the introduction.
 - Reiterate the topic and purpose in the conclusion.
- 1.5.8D **Write with an understanding of the stylistic aspects of composition.**
- Use different types and lengths of sentences.
 - Use tone and voice through the use of precise language.
- 1.5.8E **Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.**
- 1.5.8F **Edit writing using the conventions of language.**
- Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
- 1.5.8G **Present and/or defend written work for publication when appropriate.**

1.6.8. Speaking and Listening - Grade 8

1.6.8A

Listen to others.

- Ask probing questions.
- Analyze information, ideas and opinions to determine relevancy.
- Take notes when needed.

1.6.8B

Listen to selections of literature (fiction and/or nonfiction)

- Relate them to previous knowledge.
- Predict content/events.
- Summarize events and identify the significant points.
- Identify and define new words and concepts.
- Analyze the selections.

1.6.8C

Speak using skills appropriate to formal speech situations.

- Use complete sentences.
- Pronounce words correctly.
- Adjust volume to purpose and audience.
- Adjust pace to convey meaning.
- Add stress (emphasis) and inflection to enhance meaning.

1.6.8D

Contribute to discussions.

- Ask relevant, probing questions.
- Respond with relevant information, ideas or reasons in support of opinions expressed.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Clarify, illustrate or expand on a response when asked.
- Present support for opinions.
- Paraphrase and summarize, when prompted.

1.6.8E

Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select a topic and present an oral reading.
- Conduct interviews as part of the research process.
- Organize and participate in informal debates.

1.6.8F

Use media for learning purposes.

- Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter.
- Analyze the role of advertising in the media.
- Create a multimedia (e.g. film, music, computer-graphic) presentation for display or transmission.