

Stories and Poems Class Syllabus

Ongoing Assignments

Word Wall- We will be creating a word wall of literary terms. Students will add definitions, examples, and illustrations to the wall when new terms are learned. Students will also include the terms and definitions in their Reading Logs.

Reading and Reflection Logs- Students will keep track of poems and stories read by writing in the log and answering specific questions

1. Title and author
2. Unknown words and unanswered questions
3. Literary devices used with examples
4. Summary of piece
5. Reflection- what I liked, what I didn't like.

Daily Journals- Students will start each morning responding to a journal prompt or question related to a topic that will be discussed in class. Students will write the journals in the back section of their Reading and Reflection Logs.

Individual Portfolios- All student written stories and poems will be kept throughout the session in notebook portfolios. They will be turned in weekly to be checked for completion. These portfolios will be shared on the last day and will be taken home as a record and collection of work done in class.

Class Anthology- Each student will select two of their best works to contribute to a class anthology that will be distributed on the last day of class.

Class Texts

The Random House Book of Poetry for Children Selected by Jack Prelutsky

Baseball in April and Other Stories by Gary Soto

Why Mosquitoes Buzz in People's Ears by Verna Aardema

Compiled Reader

Outside materials brought in by teacher

Week 1

Day 1

Monday AM

Overview (Class structure & expectations)

Introductions / Icebreakers (Graffiti Questions, Skittles Intros)

CTY Honor Code

Pre-Course Assessment (Part 1)

Explain Reading Reflection Logs and separate into sections

Journal: How would your family describe you? How would you describe yourself?

Monday PM

Pre-Course Assessment (Part 2)

Read “The Night is a Big Black Cat” by G. Orr Clark

Descriptive Writing / Using Sensory Details

Terms: Figurative Language, simile, metaphor, imagery/sensory details

HW:

Descriptive Writing / Mystery Objects using sensory details, simile, metaphor

Brown Bags with 3-5 objects that explain who you are

Day 2

Tuesday AM

Students of the Week share

Brown Bags

Share descriptive mystery object writing

Journal: Describe your pet or another animal using sensory details.

Review yesterday’s terms- divide and illustrate terms on wordwall

Find Imagery- “The Rainbow Snake” list of 5 senses and all details in each category

Introduce personification “The Daffodils” by William Wordsworth—

(model Response to Literature with poem)

Tuesday PM

Inside/Outside Poems with fruit

Extended Metaphor in “The Road Not Taken” by Robert Frost

Terms: Personification

HW:

Come up with a list of personification for 10 different things

Day 3

Wednesday AM

Share personification list

Review terms and take Figurative Language Quiz

Journal: When you are in a bad mood, how do you show it?

Divide class into small groups with a poem that describes an emotion, read and discuss poem in class and perform a short presentation about poem:

(1. Read Poem, 2. What is it about? 3. Emotion described, 4. Figurative language used)
 (“Michael is Afraid of the Storm” by Gwendolyn Brooks, “Sulk” by Felice Holman,
 “When I Was Lost”, by Dorothy Aldis, “Has My Heart Gone to Sleep?” by Antonio
 Machado, “Falling in Love is Like Owning a Dog” by Taylor Mali)

Acting out emotions from slips handed out by teacher (fear, love, sadness, anger, excitement)

Brainstorm class list of emotions / feelings

Write “Simile of a Feeling” Poems

Introduce tone—tone handout (pick a tone and stick with it throughout lunch)

Wednesday PM

Ode Handout Packet / Split up poems

Odes- “Ode to a Pair of Socks” by Pablo Neruda

Take notes in logs on devices, introduce poetic terms (stanza, line break: enjambed, end-stopped, free verse)

Read and discuss “Ode to Mi Gato” by Gary Soto, “In a Neighborhood in Los Angeles” by Francisco Alarcon, and “Hard on the Gas” discuss tone in these poems

Explain requirements for portfolios (keep all work)

Terms: tone, ode, stanza, enjambed, end-stopped, free verse

HW:

Write an ode about a family member, friend, or household object (aim for at least 3 stanzas), draw a picture of the subject of your ode

Day 4

Thursday AM

Share HW odes in small groups

Journal: Write about your favorite memory that involves you and nature.

Read “Birch Trees” and “Dandelion” to review yesterday’s terms

Explain Haiku- add term to notebook

Walk around outside and observe nature, record observations in journals

write haiku about an object or phenomenon observed on nature walk

Start Triorama by writing out title, and three lines, illustrating, cutting.

Work on word wall terms

Thursday PM

Introduce onomatopoeia using sounds found in nature and heard on nature walk

Handout and poems with onomatopoeia and alliteration

Define alliteration and assonance

Read “maggie and milly and molly and may” and “Barbershop”

Onomatopoeia Acrostic Poem

Terms: Haiku, onomatopoeia, alliteration

HW:

Choose a poem from Random House and pick out its tone giving examples of words and poetic devices used that the author uses to create the tone.

Explain your favorite fictional character in about 1 page. Describe all of his/her character traits.

Day 5

Friday AM

Share character writing and poems with tone

Journal: Explain a time when you were nervous or embarrassed to do something. What was the setting and who was there?

Introduce Setting- What makes up the setting? Class brainstorm and chart
Read “La Bamba” by Gary Soto and introduce plot chart (conflict, rising action/
suspense, climax, denouement, resolution)
Discuss character traits and complexity of character
Read “Macavity” and “Mr. Mistoffelees” and discuss all aspects of the cats’ character
Create and draw a fictional character

Friday PM

Using fictional character, come up with a character trait description
Read “The Jumblies” by Edward Lear
Brainstorm / pre-write for short story including fictional character

Friday PM Session 2- Computer Lab (type poems)

Terms: plot, setting, conflict, rising action, climax, denouement, resolution
Announce new students of the week for next week

HW:

Write a short story about fictional character (include all elements of fiction from plot
chart)

*Turn in portfolio for weekly comments

Week 2

Day 6

Monday AM

Return portfolios with comments

Journal: Have you ever felt lonely or betrayed?

Discuss forms of fiction- notes and examples of different forms (historical fiction,
realistic fiction, fantasy, myth, folk tale, fable, science fiction)

Come up with brainstorm chart of examples for each form

Make fiction flip charts

Listen to “All Summer in A Day” by Ray Bradbury and discuss genre and plot

Read “The Bracelet” (historical fiction) apply elements to plot chart

Discuss Theme

Monday PM

Response to Literature- postcard or letter to Ruri from “The Bracelet” or Margot from
“All Summer in a Day”

Narrative Poem- “Casey at the Bat” read and discuss characteristics of a narrative poem

Identify character, setting, plot in “Casey at the Bat”

Terms: theme

HW:

Write a narrative poem about a hobby you have

Day 7

Tuesday AM

Share narrative poems

Journal: Why are you proud to be an American?

Introduce Rhyme Scheme using overheads and practice quatrains

Read “The Sneetches” by Dr. Seuss and identify rhyme scheme and theme

Tuesday PM

Tone practice with Langton Hughes' "Motto" and "Poem"

Read "Anansi and the Mind of God" from The Golden Hoard and talk about rhyme scheme

Terms: rhyme scheme

HW:

Create Personal Mottos

Day 8

Wednesday AM

Journal: What is the best lesson you have ever learned and how did you learn it?

Read "John Henry" Ballad (discuss repetition, refrain, rhythm)

Introduce Rhythm- Limericks by Edward Lear to measure rhythm

Fables- discuss characteristics

Split into expert groups and read a different Aesop's fable- ex.) "The Fox and the Crow", "The Wolf and the House Dog"

Report to class the summary of fable and the moral taught

As a class, discuss possible morals we think people should learn, each student chooses a moral to teach in an original fable

Wednesday PM

Work on fables in class

Check progress on portfolios / catch up on missing or unfinished assignments if necessary

Computer Lab

HW

Finish fable and any missing work not finished in class

Day 9

Thursday AM

Journal: If you could wish for one thing, what would it be and why?

Peer Edit Fables in writing's workshop

Introduce myth and legend as forms of fiction / differences between the two

Explain 5 categories of myths: Divine, Fertility, Creation, Heroic, Death

Read "The Golden Wish" and chart all traits that qualify it as a myth

In small groups, divide myths from The Golden Hoard and Greek Myths, and have students read and discuss assigned myth ("Skinning Out", "How Music Was Fetched out of Heaven", "Whose Footprints", "First Snow", "Pandora's Box")

Thursday PM

Groups prepare presentation on their myth and complete chart to share with class

Make myth story cubes

Brainstorm topics as a class for myth writing exercise

HW:

Choose a topic to be explained and construct a myth using the traits discussed in class

Day 10

Friday AM

Journal: Why do you think different cultures have stories to explain certain events?

Finish putting together myth story cubes, present myths

Peer edit and read Homework myths

Class discussion: why do cultures have stories to explain how and why things happen?

Read Why Mosquitoes Buzz in People's Ears

Read "Lee Lee Goro" and compare with "Mosquitoes" using a Venn diagram

Friday PM

Read Ashanti Fable "The Hen and the Dove" and compare to Aesop's "The Wolf and the House Dog"

Discuss Anansi Tales and come up with list of characteristics and qualities of Anansi Stories

Readers Theater with "Anansi and the Phantom Food"

Individual Anansi Tales with character graphic organizer

Spider pre-write chart for Modern Day Anansi Tale

HW:

Write or type Final Draft of Myth

Finish rough draft of Modern Day Anansi Story

Announce new students of the week for next week

- Turn in portfolio for weekly comments

Week 3

Day 11

Monday AM

Return portfolio with comments

Journal: What is a tradition or custom your family has? Explain what you do and how you observe this.

Discuss customs and traditions / share a family tradition

Create a class list of traditions or customs we honor

Read "All American Slurp" (Notes in reading log and discussion)

Peer Edit Anansi Stories

Rewrite drafts of fables and Anansi stories

Monday PM

Read Italian Tale "Days of the Blackbird" by Tomie dePaola

Read "The Marble Champ" by Gary Soto--- Plot map

Biopoems for a character we've read about so far

HW:

Complete at least 2 final drafts of stories / poems in progress

Day 12

Tuesday AM

Journal: Explain a time when you had the wrong idea about something or someone? What made you change your mind?

Paradox—Discussion

Read “I Know a Little Garden-Close” by William Morris

Discuss-How is this beautiful when many people think it is ugly?

Come up with ideas of places or objects that most people would not like, and brainstorm why it is special to you. Pair/share

Point of View (discuss first person, third person objective, third person omniscient)

Discussion: Give examples points of view using the stories we’ve read in class

Tuesday PM

Computer Lab

Choose a point of view and create a story in which the main character is an “outsider”.

Work on “outsider” stories

HW:

Finish final draft of outsider story and an additional final draft of a work in progress

Day 13

Wednesday AM

Journal: Describe a time you made a serious event much lighter. How were you able to do this?

Organize writing portfolios

Discuss how to take a serious matter and make it funny or lighthearted

Read “Nightmare” by William Schwenk Gilbert

Brainstorm a time you felt scared, upset, hurt.

Recall and use techniques from Dr. Seuss’s “The Sneetches”, and write a poem about a serious topic, making it light and fun

Computer Lab

Wednesday PM

Explain and write Cinquain poems

Read “Thank You, M’am” by Langston Hughes---- notes in logs

Do a plot map for “Thank You, M’am”

Begin Personal Biopoem

HW:

Finish Personal Biopoem

Read “No Guitar Blues” by Gary Soto and create a plot map

*Turn in portfolio for weekly comments

Day 14

Thursday AM

Return portfolio with comments

Journal: Free write about a time you did something you wish you hadn’t. How did it make you feel?

Meet in groups to select work for class anthology

Discuss “No Guitar Blues” and compare to “Thank You M’am” using a Venn diagram

Start fiction genre flip charts

Thursday PM

Continue working on fiction genre flip charts

Complete any unfinished final drafts for personal portfolios

Observe Mythological Character Presentations by Ancient World Class

HW:

Finish fiction genre flip chart

Day 15

Friday AM

PA gives Course Evaluations to Students (Instructor out of the room)

Journal: Overall, rate your experience at CTY. What did you enjoy the most, least?

Post-course assessment

Finishing touches on personal portfolios and anthology decorations

Read “There Was a Child Went Forth” and discuss the observations made by the boy

Practice finding poetic elements in the poem and identify voice (speaker/audience)

Free response: How will you go forth in this world after this program?

Friday PM

Create class found poem using works read and student written pieces

Character charades with characters we’ve read about

Create skit out of student fables

Practice reading of favorite poems and stories for parent presentation

Distribute and sign class anthologies

Parent presentation and open house in the gym