

Character Based Literacy Program All Write
Stuck in Neutral, Day 1

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 169-171, 303

Student Activity: Short answer

1. What are the four ways in which poetry is different from prose?

- a. _____
- b. _____
- c. _____
- d. _____

2. What is a stanza?

3. What do poets use to create word pictures for their readers?

4. Name and describe 3 strategies poets use to create special sounds. (We will talk more about this in depth next week.)

- a. _____

- b. _____

- c. _____

5. Define poetry (page 303): _____

6. Name 5 different types of poems.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Character Based Literacy Program All Write
Stuck in Neutral, Day 2

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 172 (prewriting and gathering details)

Student Activity: Short answer.

1. Explain what a free-verse poem is: _____

2. Prewriting for a free-verse poem can look a lot of different ways. Name 4 ways the book suggests you brainstorm for an idea for your free-verse poem.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Which of those 4 ideas appeals to you most? _____

4. Once you have selected your topic, what 3 ways could you gather more thoughts about it?
 - a. _____
 - b. _____
 - c. _____
5. Choose one method you would like to explore. (perhaps clustering)

6. Follow through with your chosen method of brainstorming and write down and gather all your thoughts about that topic. This is the beginning on how to write a poem!

Character Based Literacy Program All Write
Stuck in Neutral, Day 3

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 173 (first draft)

Student Activity: Short answer.

1. After you have selected your topic and gathered details about it, what is the next step in the writing process? _____

2. Define powerful image: _____

3. What does it mean when the authors say to look for an important idea? How can we tell an important idea from an unimportant idea?

4. Given your answers to the above questions, look at your brainstorming sheet. In a different colored pen, circle those ideas and images that strike you as particularly powerful.
5. Turn to a peer and share your ideas. Ask his/her opinion about whether s/he thinks those is the most exciting and interesting details and images.
6. Begin writing. Remember your poem does NOT have to rhyme or have rhythm. This is a free-verse poem. Write until you feel you have exhausted the possibilities within your brainstorming sheet. We will revise tomorrow.

Character Based Literacy Program All Write
Stuck in Neutral, Day 4

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 173 (revising)

Student Activity: Read the suggestions for revision. We are going to focus on ideas, word choice, and voice.

Ideas revisions: Take a close look at the ideas you are trying to get across in your poem. What is the main idea? Underline words or phrases that highlight and reinforce that idea. Is that idea clear to the reader? If not, what could you add or delete to make it clearer? Talk to a friend or teacher if you feel stuck. If you have more than one main idea, use this strategy for each idea.

Word choice revisions: Look at your poem and specifically examine the words you have used. Are they the most specific, detailed, and colorful words you could use to really describe what you want to get across? Use a thesaurus if you feel stuck. Change verbs and nouns to clearly and creatively express your thoughts and feelings.

Voice revisions: Voice describes who is writing the poem. Can we hear your voice in this poem? Does it sound like you? If you are writing from another person or thing's perspective is that voice clear? What can you add or delete that would help the reader have a clear sense of who was writing the poem?

Character Based Literacy Program All Write
Stuck in Neutral, Day 5

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 174 (editing)

Student Activity: Go through the following checklist to edit your poem.

- _____ When checking a free verse poem for language conventions, things are a bit different. We still want to check for capitalization, spelling, punctuation and grammar errors; however we have a bit more flexibility with rules. For instance, it is not necessary to capitalize the first word in every line. That choice is up to you. Play with the different styles. Which do you like better?
- _____ Also, you can be more liberal with punctuation. Perhaps you want to use a dash or exclamation point to reiterate a point or have the reader pause at different moments.
- _____ Read your poem aloud to yourself to hear how it sounds. Does it flow the way you want it to?
Make the appropriate changes.
- _____ Once you feel happy with how your poem sounds and looks in rough draft form, write it or word process it for a final copy.
- _____ Students may also add artwork to their poems. What illustrations would help get your point across?

This is the first poem of 3 you will write to add to your poetry magazine.

Character Based Literacy Program All Write
Stuck in Neutral, Day 6

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 175 (simile and metaphor)

Student Activity: Short answer.

1. Define *simile*: _____
2. Define *metaphor*: _____

Fill in the following sentences to create your own simile:

1. The beach ball was as round as the/a _____.
2. The wheelchair felt as confining as a _____.
3. Shawn was as smart as a _____.
4. The lawnmower devoured grass like a _____.

Fill in the following sentences to create your own metaphor:

1. Peace is a _____.
2. War is a _____.
3. Love is a _____.
4. Friendship is a _____.

Character Based Literacy Program All Write
Stuck in Neutral, Day 7

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 175 (personification & hyperbole)

Student Activity: Short answer.

1. Define *personification*: _____
2. Define *hyperbole*: _____

Create your own sentences using these literary devices.

Personification:

1. The desk gazed _____.
2. The toothbrush sang _____.

Hyperbole:

1. I caught a fish the size of _____.
2. His feet were so stinky they decided to _____.

Character Based Literacy Program All Write
Stuck in Neutral, Day 8

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 175 (alliteration, assonance, consonance)

Student Activity: Short answer.

1. Define *alliteration*: _____
2. Define *assonance*: _____
3. Define *consonance*: _____

Student Activity: Use the following consonants to write a sentence with alliteration.

1. "b": Example: The baby boy broke the bottle.
2. "d": _____
3. "r": _____
4. "t": _____
5. _____

Building off of the assonance example in the text, what other words do you know that have the vowels 'ou' in them? Create a list.

1. Shout
2. Loud
3. _____
4. _____
5. _____

Now can you use these in one sentence to create your own sentence with assonance?

Character Based Literacy Program All Write
Stuck in Neutral, Day 9

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 176 (end rhyme and internal rhyme)

Student Activity: Short answer.

1. Define *end rhyme*: _____

2. Define *internal rhyme*: _____

Let's create examples of each of these. First, can you think of any song lyrics that use end rhyme or internal rhyme? Brainstorm as a class. Write them on the board.

Now, add additional lyrics to those examples using your own rhymes.

Character Based Literacy Program All Write
Stuck in Neutral, Day 10

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 176 (onomatopoeia, repetition, rhythm)

Student Activity: Short answer.

1. Define *onomatopoeia*: _____
2. Define *repetition*: _____
3. Define *rhythm*: _____
4. Can you think of additional examples of onomatopoeia? Add them here: _____

Now pull out your free verse poem from last week.

- **Review the new special poetry techniques you have learned this week. Pick two techniques you would like to focus on and add them to the body of your poem.** Add more if you want to!
- Have fun and see how it changes your poem. You have now made a second poem to add to your poetry magazine.

Character Based Literacy Program All Write
Stuck in Neutral, Day 11

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 177 (acrostic and alphabet poetry)

Student Activity: Short answer.

1. Define *acrostic poetry*: _____
 2. Define *alphabet poetry*: _____
- Now it is your turn to play with these two types of poems. **Choose either one to create and then write your poem.** Perhaps you will use your name for the acrostic poem, or the name of someone you know. Perhaps you will choose a particularly interesting section of the alphabet to write the alphabet poem to.
 - Finish one or both poems and if you have time, **add illustrations and artwork.** Illustrations can also be graphics off the web, magazine photos or images, three-dimensional items that complement your poem and so forth. Add these to your poetry magazine.
 - If your poetry magazine does not have a **cover** yet, create one! What will you call your magazine?

Character Based Literacy Program All Write
Stuck in Neutral, Day 12

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 177 (colors & concrete poetry)

Student Activity: Short answer.

1. What is *colors poetry*? _____

 2. What is *concrete poetry*? _____

- Have fun with these two as well. **Create one of each and add them to your magazine.** Perhaps your concrete poem will take up an entire sheet of paper.

Character Based Literacy Program All Write
Stuck in Neutral, Day 13

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 177 (contrast couplet)

Student Activity: Short answer.

1. Define what a *contrast couplet* is and does: _____

- These might be tricky to create, but let's try it!

- Think of two words that are opposite. Ex. Hot and cold

- Next, put those 2 words in a sentence: *A shower feels good whether hot or cold.*

- Next, think of how you could comment on that sentence and have the last word rhyme with 'cold'

- *A shower feels good whether hot or cold.*
I'm glad I can take one, before I'm too old!

- Now do your own!

Character Based Literacy Program All Write
Stuck in Neutral, Day 14

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 178 (5 W's poetry & Haiku)

Student Activity: Short answer.

1. Describe how to write a 5 W's poem. _____

2. Now write one yourself. _____

3. Explain what a haiku poem is: _____

4. Now experiment and write one yourself.

5. Decide on which poem you would like to revise. Make changes that strengthen the power of the poem.
6. Add illustrations and include in your poetry magazine.

Character Based Literacy Program All Write
Stuck in Neutral, Day 15

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 178 (limerick & list poetry)

Student Activity: Short answer.

1. Define *limerick*: _____

 2. Define *list poetry*: _____

 3. Write either a limerick or a list poem. Add appropriate artwork and add to your magazine.

- Check your magazine. Would you like to add a dedication? Bind together and share as a class.
 - Read your favorite poem aloud. Place these in your best work portfolio if you are proud of it! Way to go!