Poetry Study

Day 3
Poetry Study
August 22nd

Daily Description:
Describe what you see in the slide.

Agenda:
• Daily Description
• Introduction to “Poetry I Love”
• Acrostics
• Reading poetry
• Denotation and Connotation
Today’s Learning Goals:

• I will know techniques I can use when reading poetry.

• I will be able to read poems out loud with appropriate emotion.
Poetry I Love

• Each week students will bring in examples of poetry to share with the class.

• The presentation will include displaying the poem(s) on the overhead, reading the poem(s) out-loud, and explaining what is significant about the poem and/or poet.
<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Expectations</th>
<th>Areas of Concern</th>
<th>Below Expectations/Needs Revision</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am really impressed with your work in these areas:</td>
<td>I see you doing these things:</td>
<td>I see you trying to meet expectations, but these areas still need work:</td>
<td>I see an attempt to complete the assignment, but you're missing the mark in these areas:</td>
<td>I see insufficient evidence of your learning in these areas:</td>
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<tr>
<td>Presentation</td>
<td>Student introduces the piece and maintains focus from the beginning to the end. Presentation is engaging and easy to follow.</td>
<td>The student has obviously prepared for this assignment. The student adequately discusses the poem and points out specific poetic elements he/she likes.</td>
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<tr>
<td>Preparation</td>
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<tr>
<td>Poem</td>
<td>Poem is interesting and introduces the class to something new.</td>
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</tbody>
</table>
• https://www.poetryfoundation.org/poets/margarita-engle

• https://www.poetryfoundation.org/poems/141835/tulip-books-are-door-shaped
Resources:

• Library poetry section
• Poetry Foundation
• Poetry Out Loud
• Louder Than a Bomb
Acrostic Poems

• Trade poems with someone you don’t know.

• Read each other’s poems and discuss what you like or ask any questions you have.

• Everyone will share his/her poem.
Brain Break

- https://www.youtube.com/watch?v=sJ8xZtxXLC8
Reading a Poem

1. Read a poem more than once.
2. Use a dictionary to understand terms.
3. Read so you hear the sounds of the words in your mind.
4. Pay careful attention to what the poem is saying (not just to how it sounds).
5. Practice reading poems out loud.
Reading a Poem Out Loud

• Read naturally and sensitively (don’t over do it).
• Read slowly enough that each word is clear and the meaning has time to sink in.
• Read so the rhythm is felt but not exaggerated.
Reading a Poem Out Loud

- Pause at commas, semicolons, periods, etc.
- Don’t assume a line is a complete thought,
- but don’t ignore the end of a line, either.
- Hold the word at the end of a line just a little longer than usual, without dropping your voice.
Example

I ask them to take a poem and hold it up to the light like a color slide or press an ear against its hive.
Example

I ask them to take a poem and hold it up to the light like a color slide or press an ear against its hive.
Introduction to Poetry
By Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,
or walk inside the poem's room
and feel the walls for a light switch.

I want them to water-ski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.
Poetry Out Loud

- [http://www.poetryoutloud.org/](http://www.poetryoutloud.org/)

- What was effective about the reading?
- What did you like or not like?
Let’s Practice

• Each team will be assigned a poem.

• Everyone needs to read the poem silently.

• Then take turns reading the poem out loud.

• Remember to read slowly and for meaning.

• Each group will share their poem with the class.
Brain Break
What do you think of?

• Nickel
• Peso
• Euro
• Doubloon
Most words are made up of three components:

- Sound
- Denotation
- Connotation

- $\text{H}_2\text{SO}_3 = \text{sulfurous acid}$
- Sulfurous $\rightarrow$ fire, smoke, brimstone, hell, damnation
Denotation

- What the word means – the dictionary definition.
Connotation

• What the word suggestions – the overtones of meaning
• Connotations come from past history and associations
• For example: Childlike and childish
Which has the most romantic connotations?

- Horse, steed, nag
- King, ruler, tyrant, autocrat
- Chicago, Pittsburgh, Samarkand, Detroit
Which word in each group is more emotionally connotative?

- Female parent, mother, mommy
- Offspring, children, progeny
- Brother, sibling, male sharer or gene pool
Arrange the words in order from most positive to most negative in connotation:

- Skinny, thin, gaunt, slender
- Prosperous, loaded, moneyed, affluent
- Brainy, intelligent, eggheaded, smart
Which would you rather be told?
1. You acted foolishly.
2. You acted like a fool.