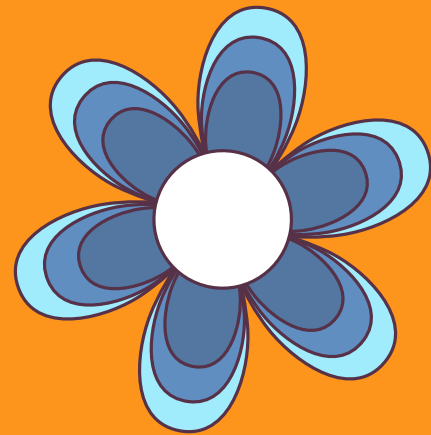
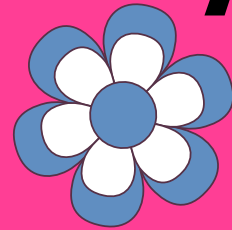


## Agenda

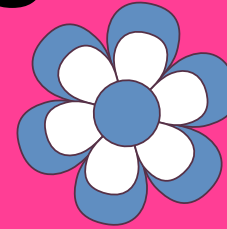
- Bell Work
- Quill
- Team Challenge
- Exit Ticket



## Attendance



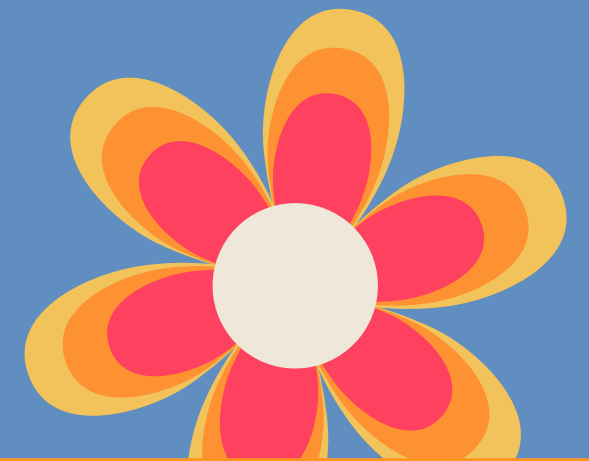
### Question



For spring break, instead of traveling to a vacation place, you travel in time. When do you go?

## Due Dates

- Bell Work-Due Friday



## Materials

- Laptop
- Pencil/Pen
- Bell Work Paper
- Notes

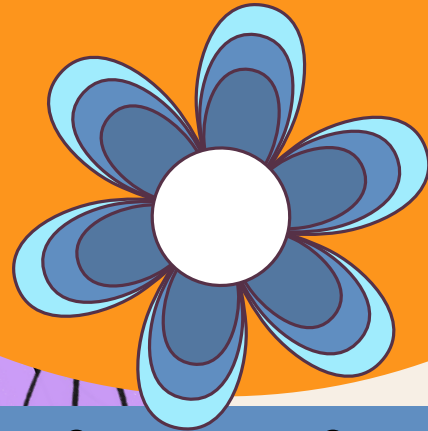
## Objectives

- Correctly implement and use commas, semicolons, and colons.

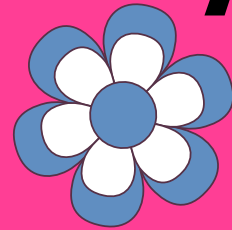


## Agenda

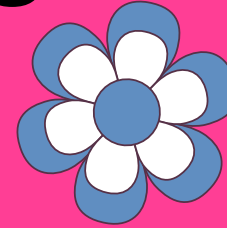
- Bell Work
- Poetry Notes
- Analyze Tamara's Opus
- SWIFTT Chart
- Exit Ticket



## Attendance



### Question



For spring break, instead of traveling to a vacation place, you travel in time. When do you go?

## Due Dates

- Bell Work-Due Friday



## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes

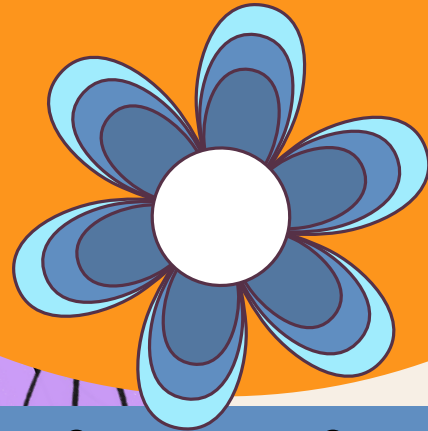
## Objectives

- Analyze how a poem's speaker changes or shifts his perspective.
- Understand how deleting words and phrases can change the impact of a poem.

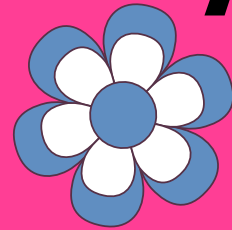


## Agenda

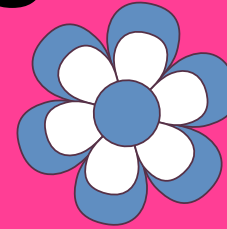
- Bell Work
- Poetry Notes
- Analyze Tamara's Opus
- SWIFTT Chart
- Exit Ticket



## Attendance



### Question



Where is the worst place  
to vacation for spring  
break?

## Due Dates

- Bell Work-Due Friday




## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes

## Objectives

- Analyze how a poem's speaker changes or shifts his perspective.
- Understand how deleting words and phrases can change the impact of a poem.





# **Bell Work**

**Choose the correct word to fill in the blank for all questions.**

**Elija la palabra correcta para completar el espacio en blanco de todas las preguntas.**

1. Sarah did not think (there/their) was any way that was possible.
2. I'm considering going down to (were/where/we're/wear) we last went camping.
3. That video was (to/too/two) sad for me.
4. I would rather be bald (then/than) (were/where/we're/wear) that ugly swim suit.



# Poetry Structure

Paragraphs = stanzas in poems.

Párrafos = estrofas en poemas.

You will often find numbers counting up by fives on the left hand side of a poem. These are the lines. In poetry, we do not reference the text as paragraphs #s, but typically by line #.

A menudo encontrarás números contando de cinco en cinco en el lado izquierdo de un poema. Estas son las líneas. En poesía, no hacemos referencia al texto como párrafos #, sino normalmente por línea #.

## The Voice Of England

BY SAM KILKENNY

The voice of England ← Line

Talks to tender towns

Tells them to be free

the importance of private property

} Stanza

5 The man who built the future  
Did so in bad blood  
Buried the bones in the hills  
A flourishing raised-bed garden





# Poetry Structure

Rhyme Scheme- The pattern of rhymes at the END of each poetic line.

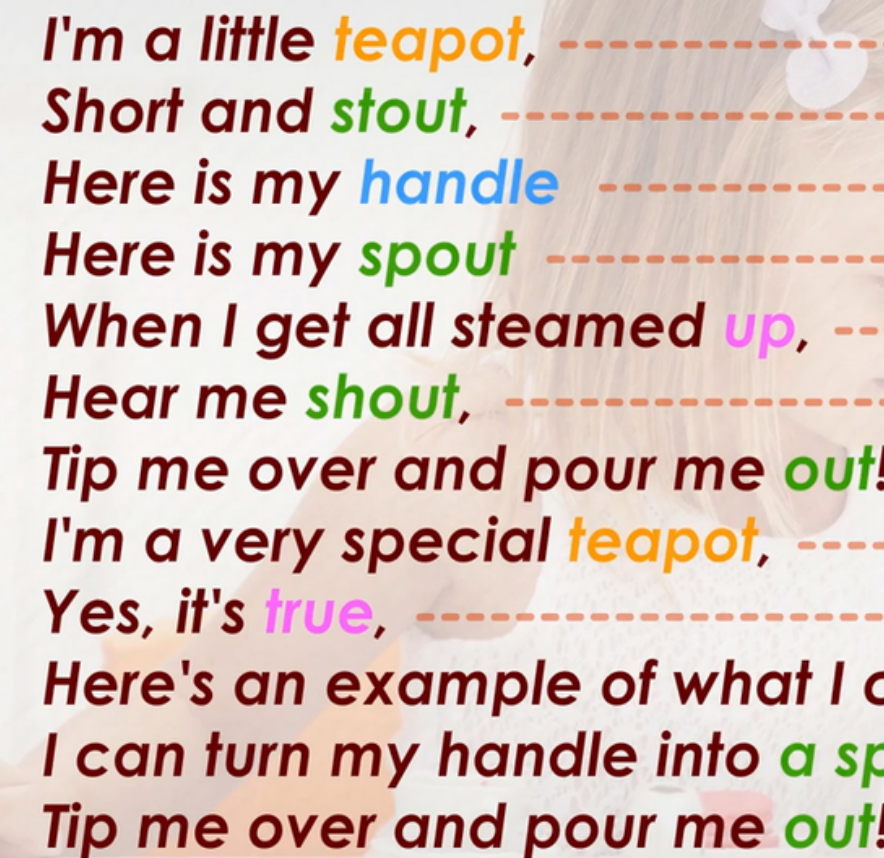
NOTE: LINE  $\neq$  SENTENCE.

- For each new rhyming sound, a new letter is introduced.

Esquema de rima: el patrón de rimas al FINAL de cada línea poética.

NOTA: LÍNEA  $\neq$  ORACIÓN

- Por cada nuevo sonido que rima, se introduce una nueva letra.



I'm a little **teapot**, -----  
Short and **stout**, -----  
Here is my **handle** -----  
Here is my **spout** -----  
When I get all steamed **up**, --  
Hear me **shout**, -----  
Tip me over and pour me **out**!  
I'm a very special **teapot**, ----  
Yes, it's **true**, -----  
Here's an example of what I c  
I can turn my handle into a **sp**  
Tip me over and pour me **out**!



# Poetry Structure

**Rhyme Scheme-** The pattern of rhymes at the **END** of each poetic line.

**NOTE: LINE  $\neq$  SENTENCE.**

- For each new rhyming sound, a new letter is introduced.

**Esquema de rima:** el patrón de rimas al **FINAL** de cada línea poética.

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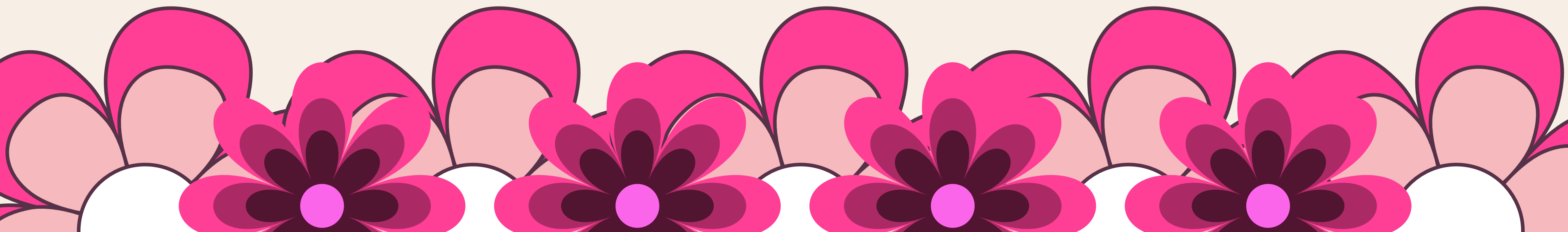


I'm a little **teapot**, -----  
Short and **stout**, -----  
Here is my **handle** -----  
Here is my **spout** -----  
When I get all steamed **up**, -----  
Hear me **shout**, -----  
Tip me over and pour me **out**! -----  
I'm a very special **teapot**, -----  
Yes, it's **true**, -----  
Here's an example of what I can **do**, -----  
I can turn my handle into **a spout**, -----



# As We Read p. 202

- Mark every spot you notice an emotionally charged word or line.
  - Circle or underline any lines that do not make sense to you.
- 
- Marque cada lugar donde note una palabra o línea cargada de emociones.
  - Encierra en un círculo o subraya las líneas que no tengan sentido para ti.





## Joshua Bennett Performs at the White House Poetry Jam: (7 of 8)



Share

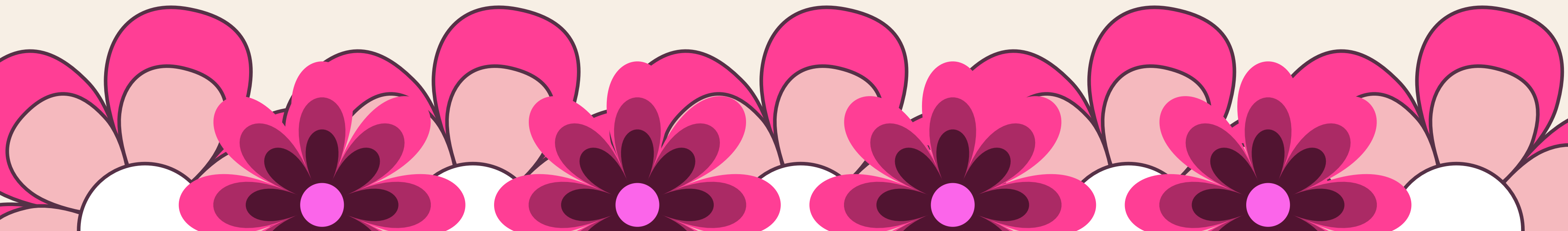


Watch on  YouTube

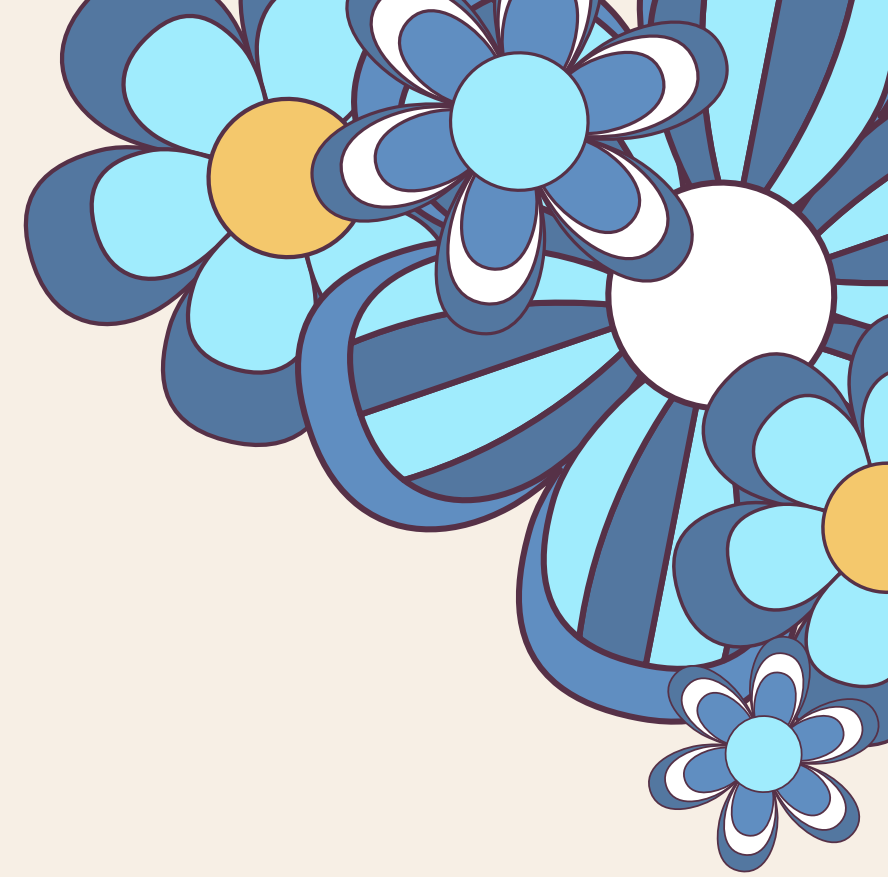


As We Read p. 204

#2



# SWIFT Chart



## Speaker

Who is the speaker of the poem? It is not always the author!

## Word choice

What specific words does the author use to get to illicit emotion?

## Imagery

What images does the author paint with his sensory language?

## Figurative Language

What figurative language does the author use and how does it enhance the poem?

## Theme/Tone

-What is the poet's message and how do they feel about it?





# Exit Ticket

**On your swift chart, write one thing you would like to review for poetry.**



## Agenda

Bell Work

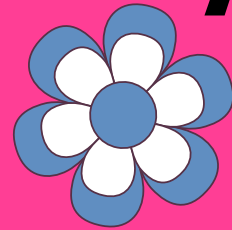
Reread and Watch

Tamara's Opus

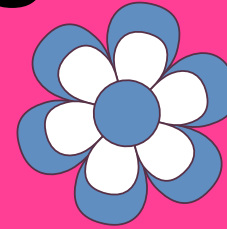
Analyze the poem for perspective change.

Exit Ticket

## Attendance



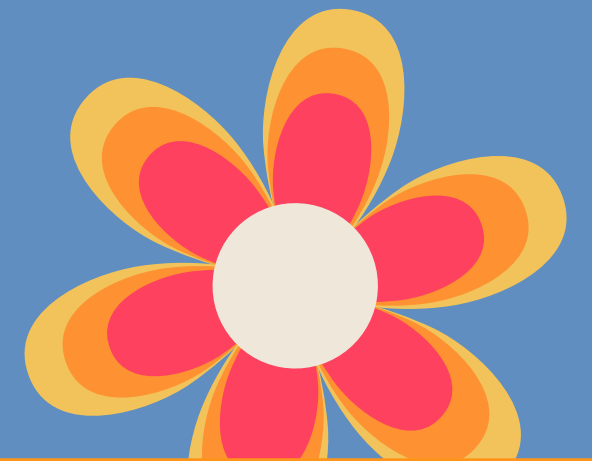
### Question



Where is the worst place to vacation during spring break?

## Due Dates

- Bell Work-Due Friday



## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper

## Objectives

- Analyze how a poem's speaker changes or shifts his perspective.
- Understand how deleting words and phrases can change the impact of a poem.



## Agenda

Bell Work

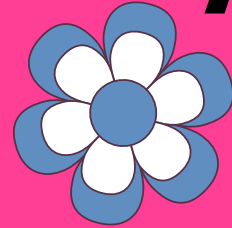
Reread and Watch

Tamara's Opus

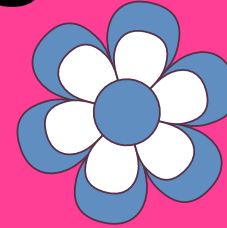
Analyze the poem for perspective change.

Exit Ticket

## Attendance



### Question



Would you rather spend spring break with all of your friends or relaxing by yourself?

## Due Dates

- Bell Work-Due Friday




## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper

## Objectives

- Analyze how a poem's speaker changes or shifts his perspective.
- Understand how deleting words and phrases can change the impact of a poem.




# Bell Work

**Choose the correct word to fill in the blank for all questions.**

**Elija la palabra correcta para completar el espacio en blanco de todas las preguntas.**

1. I did not know the (affect/effect) of talking to him would be my friend crying.
2. The (affect/effect) of the experiment was a positive correlation.
3. The (capital/capitol) of the United States is Washington, D.C.
4. Billy, please! I don't want to (lose/loose) you!
5. I need some (advise/advice).





# Bell Work

**Correct each run-on sentence and comma splice using proper punctuation.**

**Corrija cada ejecución de oración usando la puntuación adecuada.**

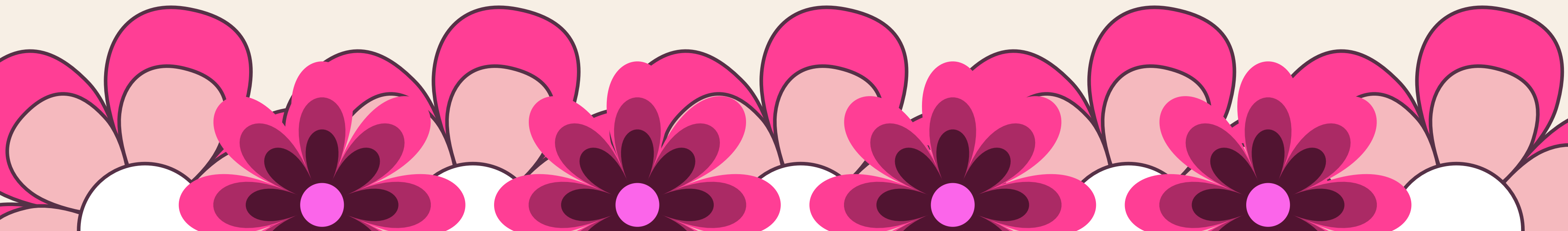
1. The experiment did not go well, the results were incomplete.
2. I can't believe it there is no way he actually did that.
3. My kickball team won the championship, we are the reigning champions.
4. My parents gave me a lot of money for high school graduation I spent it all in one summer.
5. It was another ordinary day I took a walk down the tree lined street.

# **As We Read p. 202**

- **Pay attention to how his speaking, tone, and demeanor change through out the poem.**
- **Mark in your book when you notice an emotional change.**

**Preste atención a cómo cambian su forma de hablar, su tono y su comportamiento a lo largo del poema.**

**Marca en tu libro cuando notes un cambio emocional.**







## Joshua Bennett Performs at the White House Poetry Jam: (7 of 8)



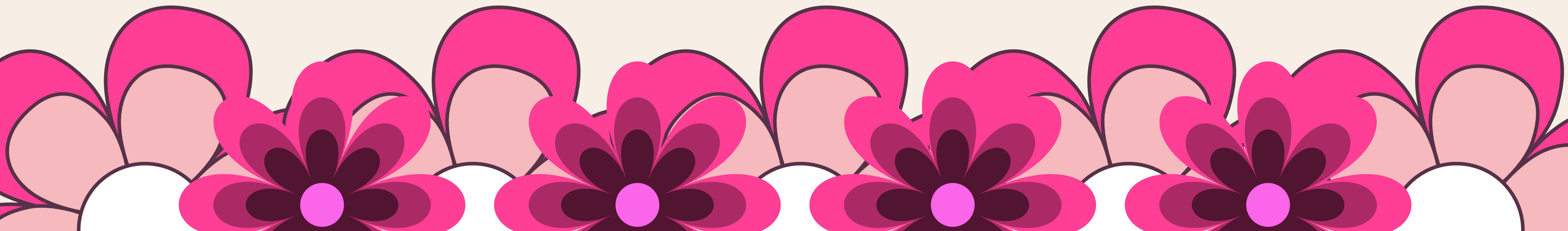
Share



Watch on  YouTube

As We Read p. 204

#3





# Now Reread p. 202

- Pay attention to tone and attitude switches in the text. Mark the moment you notice a shift in your text with a highlighter or pencil.
- Complete chart #1 on page 204. You must have three examples with text evidence.

Preste atención a los cambios de tono y actitud en el texto. Marque el momento en que note un cambio en su texto con un resaltador o un lápiz. Complete el cuadro #1 en la página 204. Debe tener tres ejemplos con evidencia textual.



# As a Group

## #4

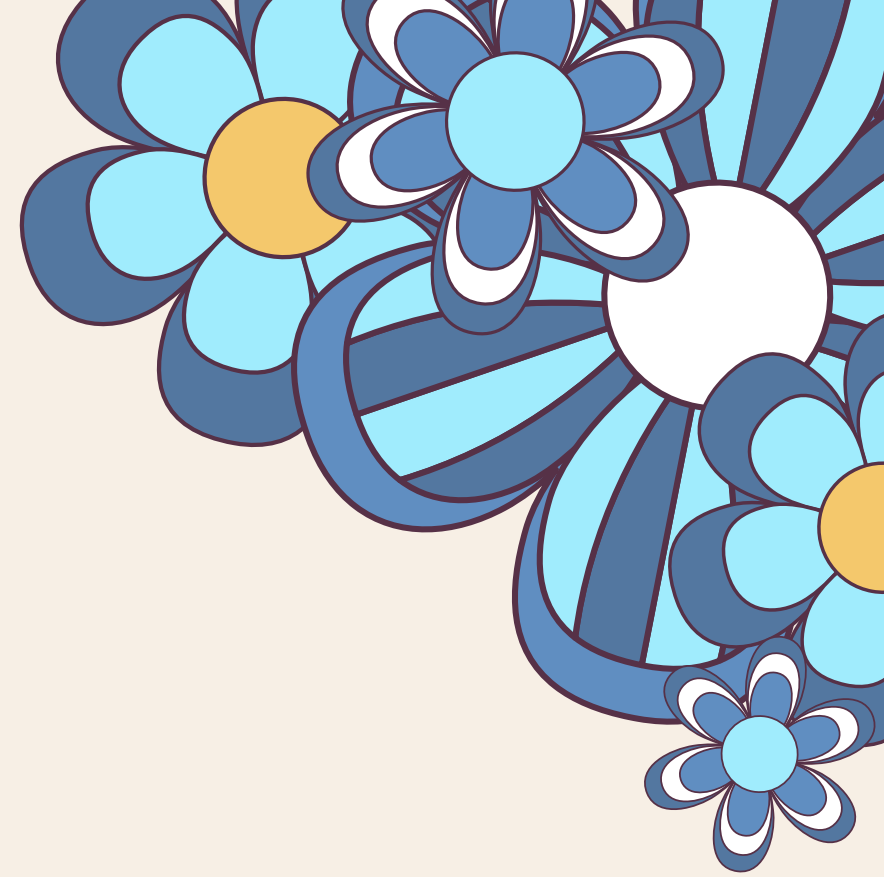




# By Yourself #5



# Appreciating Author's Craft



just listen

as I play you a symphony

on the strings of my heart

made for no other ears on this Earth

but yours.





# Exit Ticket

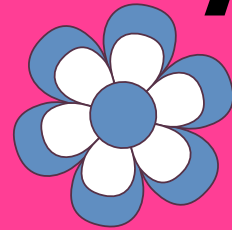
**On your swift chart, write one thing you would like to review for poetry.**



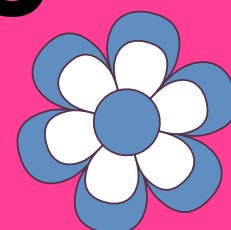
## Agenda

- Bell Work
- Poetry Notes
- Read “The Fight”
- 2.4 TDQS
- Exit Ticket

## Attendance



## Question



Would you rather spend  
spring break with all of  
your friends or relaxing  
by yourself?

## Due Dates

Bell Work-Due Friday

- **2.6 TDQs Due today!**



## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes

## Objectives

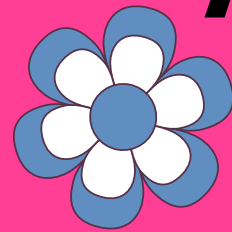
- Analyze language use in a short poem.
- Make connections with certain words or phrases to understand a text more deeply.
- Analyze how punctuation contributes to a poems impact.



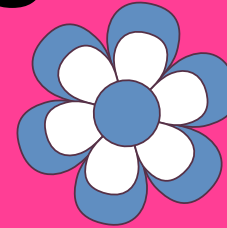
## Agenda

- Bell Work
- Poetry Notes
- Read “The Fight”
- 2.4 TDQS
- Exit Ticket

## Attendance



### Question



Where is the last place  
you went on vacation?

## Due Dates

Bell Work-Due Friday


- **2.6 TDQs Due today!**

## Objectives

- Analyze language use in a short poem.
- Make connections with certain words or phrases to understand a text more deeply.
- Analyze how punctuation contributes to a poems impact.

## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes



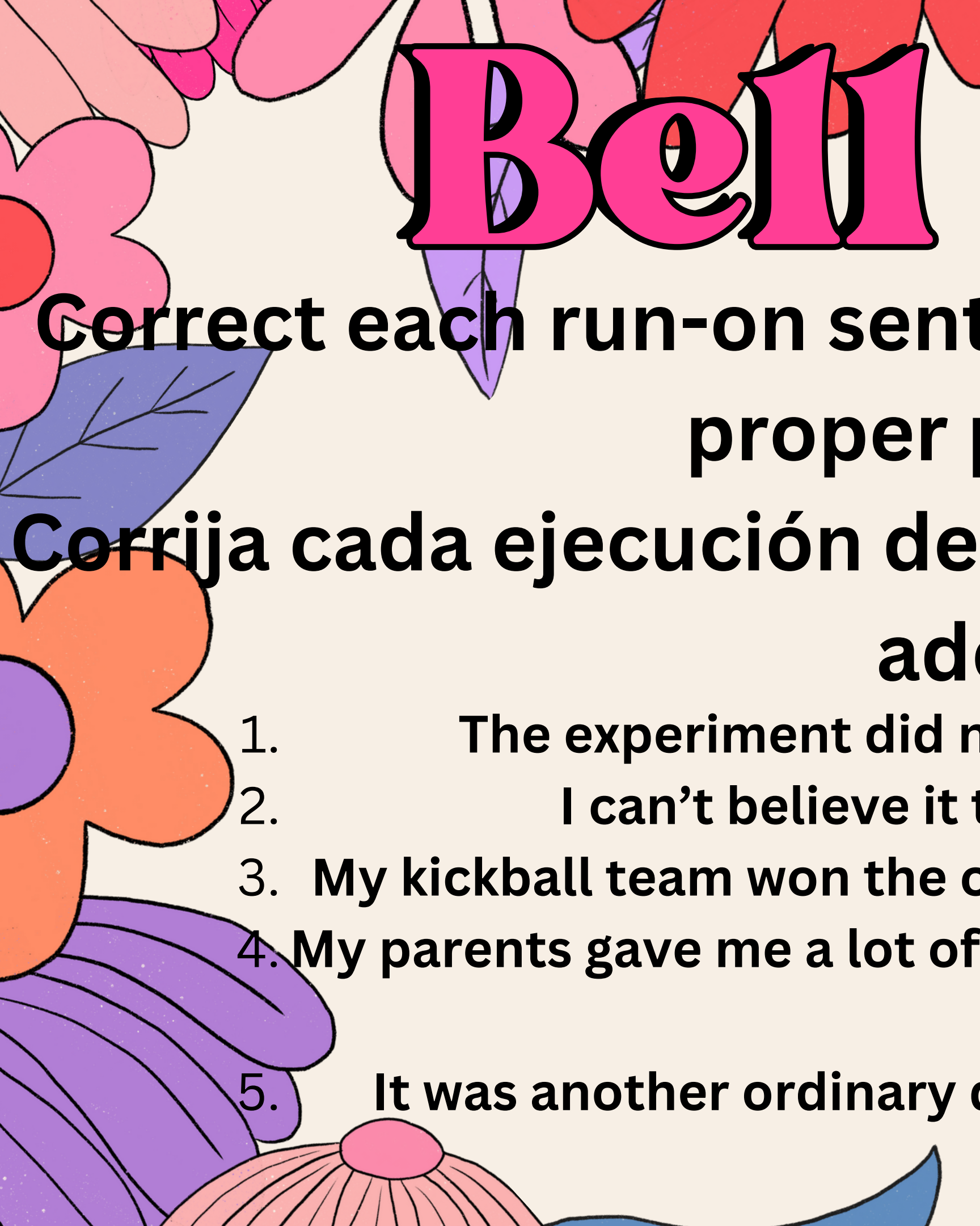
# Bell Work

**On your paper, write about what is wrong with each sentence.**

**En tu papel, escribe sobre lo que está mal en cada oración.**

1. There is too many things to do at the festival.
2. Milli bobby brown decided not to do a sixth season of stranger things.
3. My mom was going grocery shopping I didn't want to go.
4. "Thanks for the pizza How am I supposed to drink this with out my diet dr. kelp!" he screamed.
5. "When I turn 5 I will be this many!" tyler shouted, holding up his fingers.





# Bell Work

**Correct each run-on sentence and comma splice using proper punctuation.**

**Corrija cada ejecución de oración usando la puntuación adecuada.**

1. The experiment did not go well, the results were incomplete.
2. I can't believe it there is no way he actually did that.
3. My kickball team won the championship, we are the reigning champions.
4. My parents gave me a lot of money for high school graduation I spent it all in one summer.
5. It was another ordinary day I took a walk down the tree lined street.

# Rhythm in Poetry

- The rhythm of a poem is called its meter.
- A meter is made of measures of stressed and unstressed syllables called a foot.
- El ritmo de un poema se llama métrica.
- Un metro está hecho de medidas de sílabas acentuadas y átonas llamadas pie.


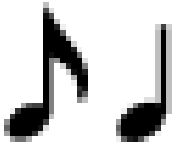




— **long** = Stressed syllable  
∪ **short** = Unstressed syllable

∪   /   ∪   /   ∪   ∪   /   ∪   /  
Then took | the o | ther, as just | as fair,





# Rhythm in Poetry

poetry	metrical foot	musical notation
— ∪	trochee	
∪ —	iamb	
— ∪ ∪	dactyl	
∪ ∪ —	anapest	
— —	spondee	
∪ ∪ ∪	tribrach	

Monometer

One Foot

Dimeter

Two Feet

Trimeter

Three Feet

Tetrameter

Four Feet

Pentameter

Five Feet

Hexameter

Six Feet

Heptameter

Seven Feet

Octameter

Eight Feet



# Rhythm in Poetry

**iambic**

**pentameter**



# Rhythm in Poetry

ˊ ˋ ˊ ˋ ˊ ˋ ˊ ˋ  
Love but | her, and | love for | ever.





# Rhythm in Poetry

Love but | her, and | love for | ever.

## Trochee Tetrameter



# AS We Read P. 193

Highlight examples of imagery.

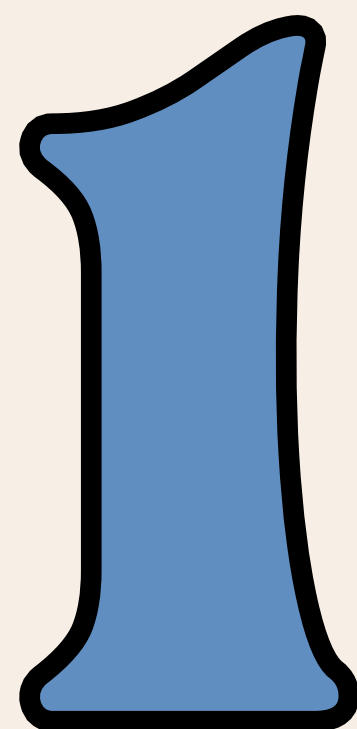
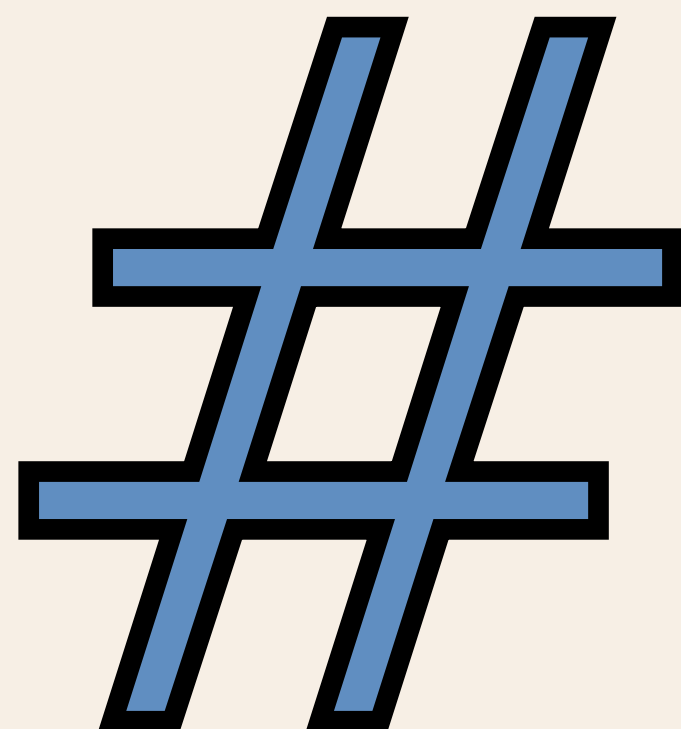


**On the side of your page draw the SETTING this poem  
takes place in.**

**Al costado de su página el ESCENARIO en el que se  
desarrolla este poema.**





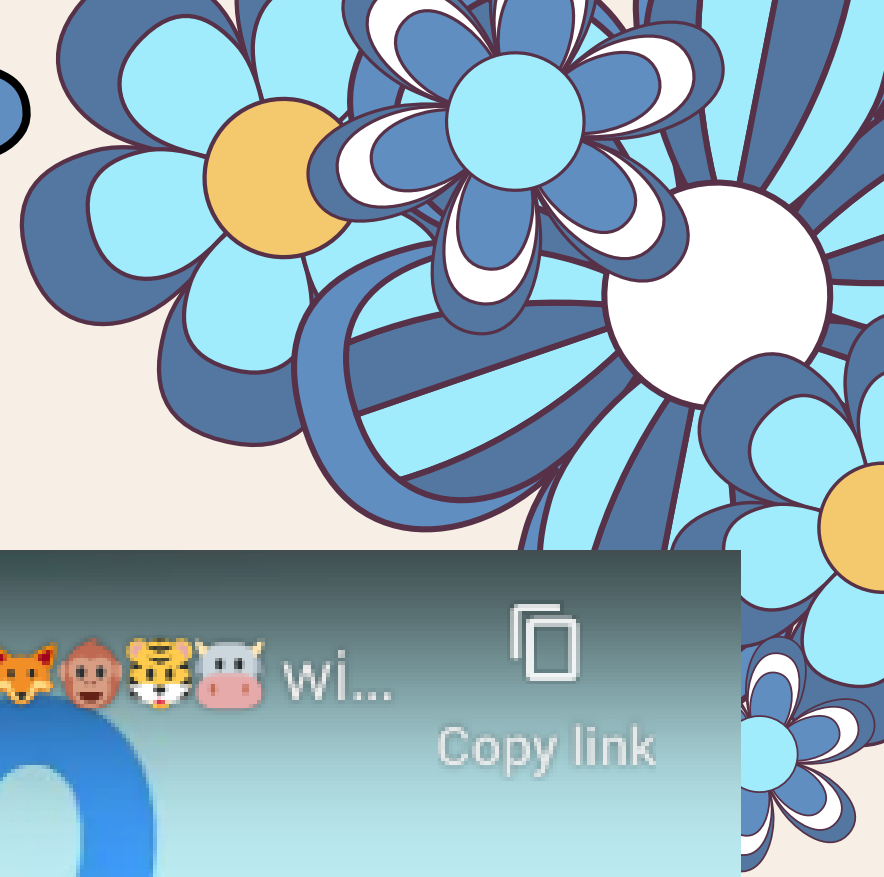


2 Minute Timer Relaxing Music Lofi Flower Spring Back...



Watch on  YouTube

# With a Partner



# #2



# In a small group

Appreciating author's craft section.

Raise your hand if you have questions.

Apresiasi la sección de manualidades del autor.

Levanten la mano si tienen preguntas.







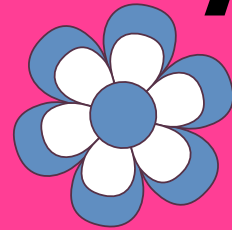
# Exit Ticket



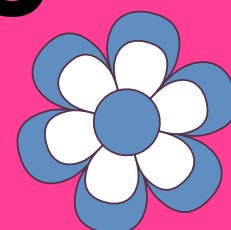
## Agenda

- Bell Work
- Poetry Notes
- Read “The Fight”
- 2.4 TDQS
- Exit Ticket

## Attendance



## Question



Would you rather spend  
spring break with all of  
your friends or relaxing  
by yourself?

## Due Dates

Bell Work-Due Friday

- **2.6 TDQs Due today!**

## Objectives

- Analyze language use in a short poem.
- Make connections with certain words or phrases to understand a text more deeply.
- Analyze how punctuation contributes to a poems impact.

## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes



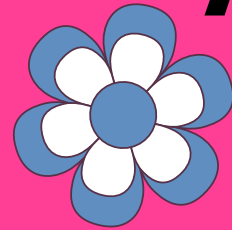
## Agenda

Bell Work

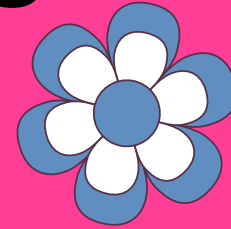
Poetry Notes

Read and analyze  
“Bilingual/Bilingue”  
Exit Ticket

## Attendance



### Question



Where is the last place  
you went on vacation?

## Due Dates

Bell Work-Due Friday

• **2.4 TDQs Due today!**

## Objectives

- Analyze a poem for structure, imagery, and language choices.
- Determine a central theme for a text.

## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes



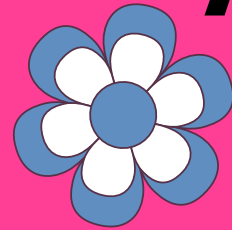
## Agenda

Bell Work

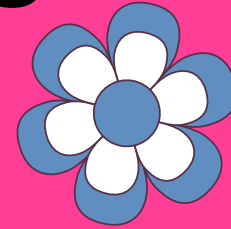
Poetry Notes

Read and analyze  
“Bilingual/Bilingue”  
Exit Ticket

## Attendance



### Question



What are you doing for  
spring break?

## Due Dates

Bell Work-Due Friday


• **2.4 TDQs Due  
today!**

## Objectives

- Analyze a poem for structure, imagery, and language choices.
- Determine a central theme for a text.

## Materials

- Textbook
- Pencil/Pen
- Bell Work Paper
- Notes



# Bell Work

**On your paper, write about what is wrong with each sentence.**

**En tu papel, escribe sobre lo que está mal en cada oración.**

1. There is too many things to do at the festival.
2. Milli bobby brown decided not to do a sixth season of stranger things.
3. My mom was going grocery shopping I didn't want to go.
4. "Thanks for the pizza How am I supposed to drink this with out my diet dr. kelp!" he screamed.
5. "When I turn 5 I will be this many!" tyler shouted, holding up his fingers.



# Structure in Poetry

Each stanza has a unique name depending on how many lines is featured in the stanza.

Cada estrofa tiene un nombre único dependiendo de cuántas líneas aparezca en la estrofa.

- Monostich= one line
- Couplet= two lines.
- Tercet= three lines
- Quatrain= four lines
- Quintet = five lines
- Sestet= six lines
- Septet= seven lines
- Octave= eight
- One giant stanza = block





# Structure in Poetry

## Island [1]

Wave of sorrow,  
Do not drown me now:

I see the island  
Still ahead somehow.

I see the island  
And its sands are fair:

Wave of sorrow,  
Take me there.



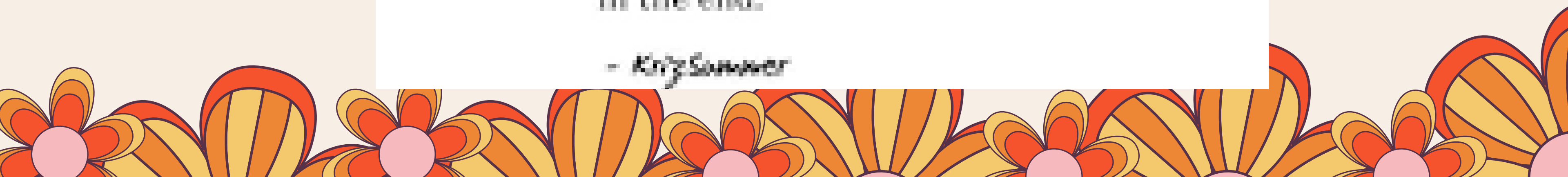
# Structure in Poetry

People ask why she loves sunsets  
if they mean that everything  
has their end.

But the color of the sun  
is what makes her happy.

It reminds her  
that whatever happened  
the entire day,  
you can still get  
a beautiful thing  
in the end.

- Kriz Sumner





# Structure in Poetry

Many of these details (meter, rhyme scheme, and stanza size) contribute to a poem's form.

*My Mistress' eyes are nothing like the sun;  
Coral is far more red than her lips' red;  
If snow be white, why then her breasts are dun;  
If hairs be wires, black wires grow on her head.*

*I have seen roses damasked, red and white,  
But no such roses see I in her cheeks;  
And in some perfumes is there more delight  
There in the breath that from my mistress reeks.*

*I love to hear her speak; yet well I know  
That music hath a far more pleasing sound;  
I grant I never saw a goddess go;  
My mistress, when she walks, treads on the ground*

*Any yet, by heaven, I think my love as rare  
As any she belied with false compare.*

Muchos de estos detalles (métrica, esquema de rima y tamaño de la estrofa) contribuyen a la forma de un poema.





# Shakespearean Sonnet

*My Mistress' eyes are nothing like the sun;  
Coral is far more red than her lips' red;  
If snow be white, why then her breasts are dun;  
If hairs be wires, black wires grow on her head.*

*I have seen roses damasked, red and white,  
But no such roses see I in her cheeks;  
And in some perfumes is there more delight  
There in the breath that from my mistress reeks.*

*I love to hear her speak; yet well I know  
That music hath a far more pleasing sound;  
I grant I never saw a goddess go;  
My mistress, when she walks, treads on the ground*

*Any yet, by heaven, I think my love as rare  
As any she belied with false compare.*

# AS We Read P. 290

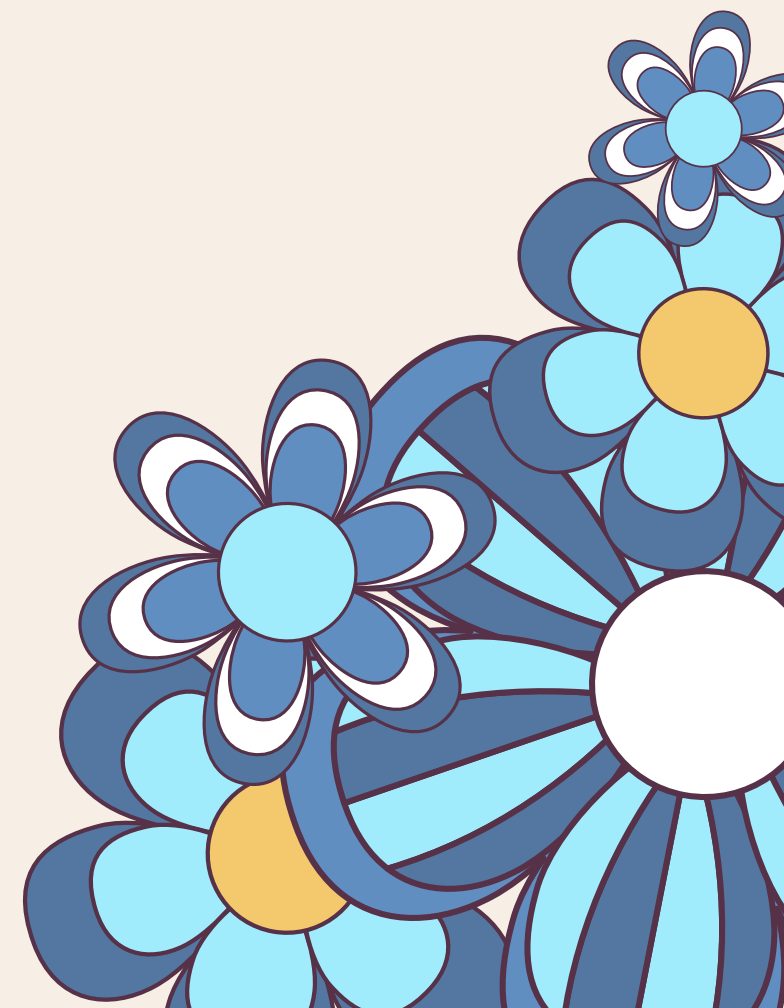
**Underline any words that indicate tension.**





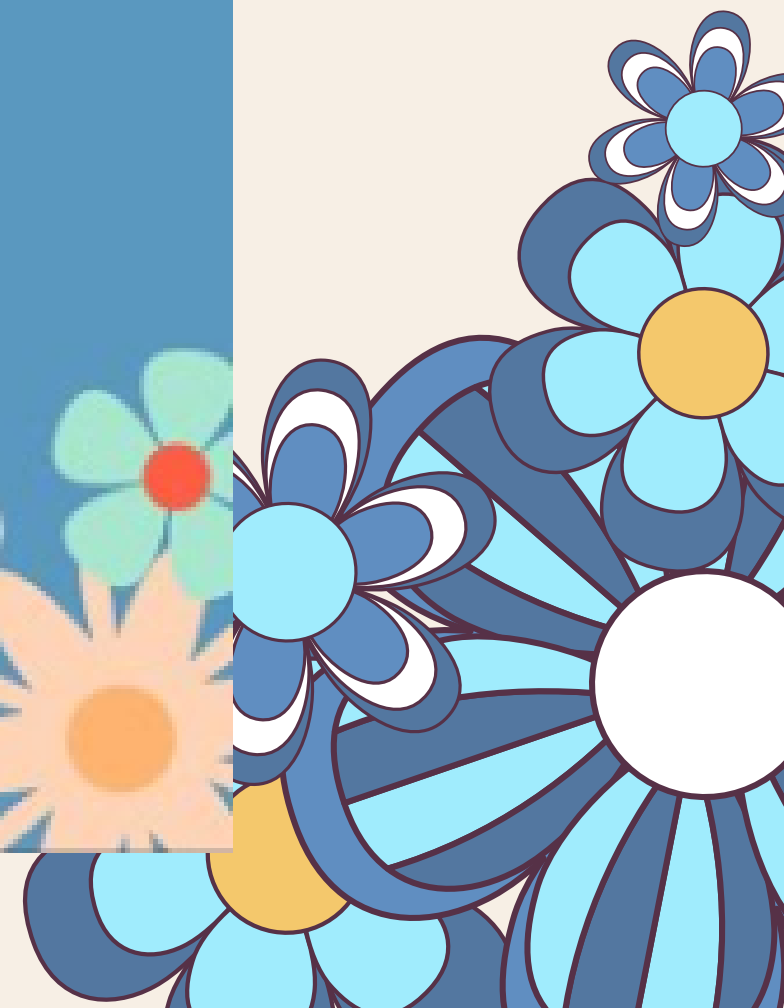
# On your own #6-8

Answer #6-8 on your own. Answer in R.A.C.E. format for all.

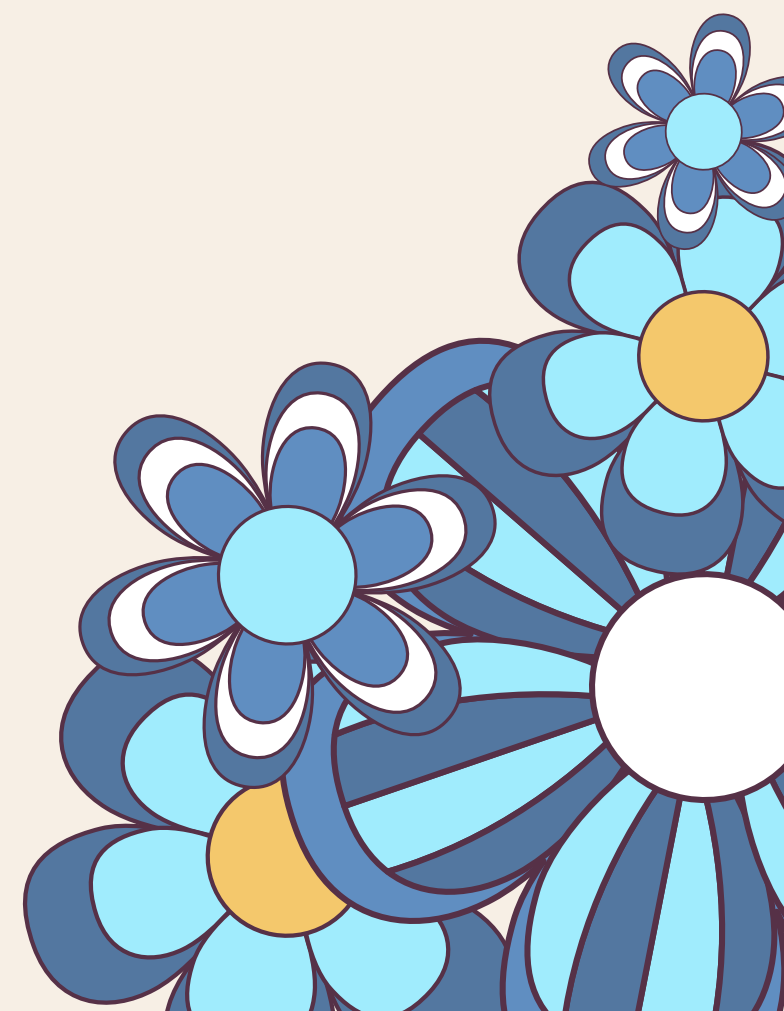




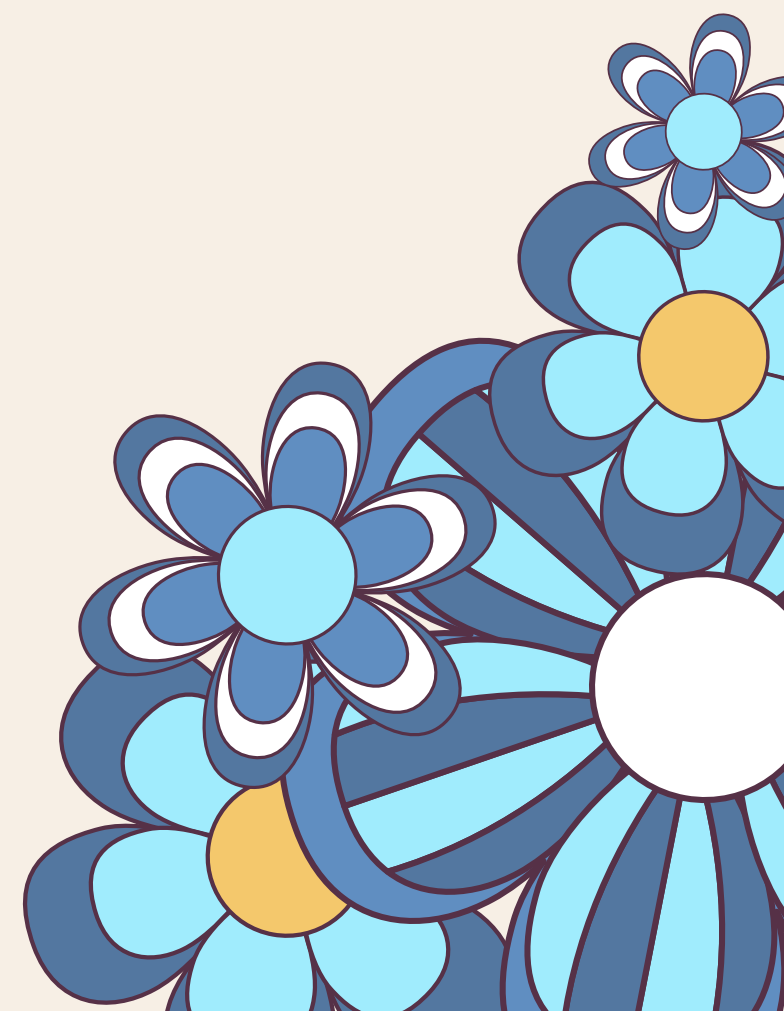
# In a Group P. 202



#10



#11







# **Exit Ticket**

**What is the central theme of the poem?**

**¿Cuál es el tema central del poema?**

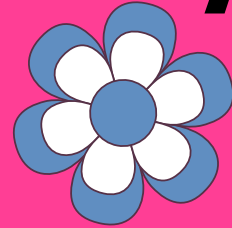


## Agenda

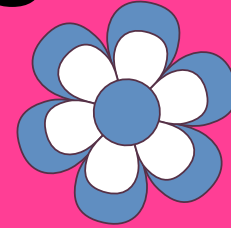
Bell Work  
Quill

- Team Challenge # 2
- Have a Good Spring Break

## Attendance



### Question



What are you doing for  
spring break?

## Due Dates

Bell Work- DUE TODAY

- 2.4 TDQs Due  
today!


## Objectives

- Practice grammar skills using colons and proper punctuations.

## Materials

- Laptops
- Pencil
- Bell Work





# **Bell Work**

**Use your notes to determine either what each meter would look like, or what it would be called.**

**Utilice sus notas para determinar cómo se vería cada metro o cómo se llamaría.**

- 1. U / I U / I U / I U / I U /**
- 2. Dactylic Hexameter**
- 3. Spondic Trimeter**
- 4. U U / I U U / I U U /**







# Team Challenge



Have a Good Spring  
Break!!!! I'll Miss You!

