

Spring Poems

Language Arts Tutorial Activity

Objectives: 4th & 5th Grades: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. The learner will make connections with text through the use of oral language, written language, and media and technology. 4th Grade: The learner will apply strategies and skills to create oral, written, and visual texts.

Goals: 4th & 5th Grades: 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question). 2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- ③ setting a purpose using prior knowledge and text information.
- ③ making predictions.
- ③ formulating questions.
- ③ locating relevant information.
- ③ making connections with previous experiences, information, and ideas.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text. 3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

4th Grade: 4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

5th Grade: 3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

Materials: "Spring" and "Good-by My Winter Suit" poems, poetry tips sheet and a question sheet

Procedures:

Introduction: Tell the student that he/she will be reading two poems: one entitled "Spring" and the other entitled "Good-by My Winter Suit." Share with the student your favorite poem then invite the student to share his/her favorite poem with you.

Example: Tutor: "*Chad, I remember a poem that I learned that I really liked. Would you like to hear it?*" (Tutor recites his/her poem to student.) Tutor: "*Chad, do you have a favorite poem that you would like to share?*" * Note: If the student does not have a favorite poem or can't remember his/her favorite poem, just tell the student that he/she can bring the poem to share at your next tutoring session.)

After the tutor and the student have shared their favorite poems with each other, the tutor should review and discuss the Poetry Tips.

Practice: Have the student read the two poems aloud. After reading the poems discuss with the student what the poems were about and how were the poems similar and how were they different.

Independent Practice: Have the student answer questions about the poem independently

Closure: Have the student read aloud the questions and his/her answers. Remember to praise the student for his/her correct answers and attempts.

Tips for Reading Poetry

What's your favorite song? Do you know many of the words by heart? Sometimes we learn the words to a song after hearing it only a few times. The rhythm of the music and, in many songs, the rhyming lines make the words easy to remember. Did you know that whenever you hear a song, you are listening to a poem? The words to a song are really a form of poetry. And reading a poem is much like listening to a song. The difference is that the music of a poem is all in the words.

Tip 1 First, read the poem through, from beginning to end, to get the main idea.

When you read a poem for the first time, don't get stuck up on little details or on a single line that you might not understand. Just as when you read a story, ask yourself, "what is this mainly about?"

Tip 2 Go back and read the poem again, this time more slowly. A poet tries to say a lot with very few words. He or she wants to make each word count. To fully understand and enjoy a poem, look closely at what the poet is saying in each line. Also pay attention to how he or she is saying it.

Tip 3 Look for comparisons in the poem. Poets often describe things by comparing them to other things you are familiar with. Two ways that poets do this are by using similes and metaphors. A **simile** uses "like" or "as" to compare two things.

Tip 4 Look for other techniques the poet uses. Sometimes poets use the same techniques that other writers use. They may explain things in a straightforward way. They may give facts and examples to support their ideas. But poet also have other ways to make their writing come alive. The thing we often notice first about a poem is whether or not the lines rhyme. This is one way in which the author creates the music of a poem. Not all poems have rhyme, but many do.

Tip 5 Pay attention to what the poem looks like. Poems are often divided into section or stanzas. A stanza in a poem is somewhat like a paragraph in a reading passage. Sometime the way the poem looks on the page helps get the poet's message across.

Tip 6 Read the poem again.... and again. Do you like to listen to your favorite song over and over again? The way to really enjoy a poem is to read it over and over again. Think about the main idea of the poem. Also think about how the poet's techniques get the main idea across. The more you read a poem and think about it, the more you will enjoy it.

Read the following two poems and discover how two poets choose to talk about the same thing.

Spring

I'm shouting
 I'm singing
 I'm swinging through trees
 I'm winging sky-high
 With the buzzing black bees. 5
 I'm the sun
 I'm the moon
 I'm the dew on the rose.
 I'm a rabbit
 Whose habit 10
 Is twitching his nose.
 I'm lively
 I'm lovely
 I'm kicking my heels.
 I'm crying "Come dance" 15
 to the freshwater eels.
 I'm racing through meadows
 Without any coat
 I'm a gamboling lamb
 I'm a light leaping goat 20
 I'm a bud
 I'm a bloom
 I'm a dove on the wing.
 I'm running on rooftops.
 And welcoming! 25

-Karla Kuskin

Good-by My Winter Suit

Good-by my winter suit,
 good-by my hat and boot, 2
 good-by my ear-protecting muffs
 and storms that hail and hoot. 4
 Farewell to snow and sleet,
 farewell to Cream of Wheat, 6
 farewell to ice-removing salt
 and slush around my feet. 8
 Right on! to daffodils, 10
 right on! to whippoorwills, 10
 right on! to chirp-producing eggs
 and baby birds and quills. 12
 The day is on the wing,
 the kite is on the string, 14
 the sun is where the sun should be-
 it's spring all right! It's spring! 16

-N.M. Bodecker

Questions:

Directions: Answer the following questions after reading the poems "Spring" and "Goodbye My winter Suit."

1. These two poems have all of the following in common **except** which one?

- A. They both welcome spring.
- B. They both talk about the sun.
- C. They both talk about snow.
- D. They both deal with nature.

2. In line 15 of the poem "Spring," what does the word "crying" mean?

- A. to shout
- B. to shed tears
- C. to be sad
- D. to persuade

3. In the poem "Spring," what does the speaker mean by "I'm a bud/I'm a bloom"?

- A. that the speaker is a flower
- B. that the speaker is excited about spring
- C. that the speaker loves flowers
- D. that the speaker feels proud

4. In the poem "Spring," you can feel the writer's excitement about spring because she uses all of the following **except** which one?
- A. She talks about spring activities.
 - B. She uses many action words.
 - C. She uses repetition and rhyme.
 - D. She contrasts spring and winter.
5. What is the **best** title for the last 2 stanzas of "Good-by My Winter Suit"?
- A. Hello My Spring Friends
 - B. Good-by Spring Friends
 - C. Daffodils
 - D. Winter
6. What is the main purpose of the two exclamation marks in the last line of "Good-by My Winter Suit"?
- A. to finish the last stanza
 - B. to show excitement
 - C. to point out differences
 - D. to make words rhyme
7. Which of the following words **best** describes the speaker in these; poems?
- A. angry
 - B. confused
 - C. happy
 - D. calm