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## Alternate curriculum in reading for grade four

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## Alternate curriculum in reading for grade four

### Abstract

Julie A. Schmit, a fourth grade teacher, specifically designed the two reading alternate units. These units were designed to provide challenging reading and learning experiences for talented and gifted students in grade four. These units provide challenging, above grade level materials and activities for the students whose reading, vocabulary, and language skills are advanced to such a degree that they would derive greater educational benefit from working with alternate materials.

Alternate Curriculum in Reading

For Grade Four

A Graduate Project

Submitted to the

Division of Education of The Gifted

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Education of the Gifted

UNIVERSITY OF NORTHERN IOWA

by

Julie A. Schmit

March 2001

This Project by Julie A. Schmit

titled Alternate Curriculum in Reading for Grade 4

has been approved as meeting the research requirement for the  
Degree of Master of Arts in Education.

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## Abstract

Julie A. Schmit, a fourth grade teacher, specifically designed the two reading alternate units. These units were designed to provide challenging reading and learning experiences for talented and gifted students in grade four. These reading alternate units are for students who have already mastered the content of the regular reading curriculum, Macmillan/McGraw-Hill Spotlight on Literacy reading program.

These units provide challenging, above grade level materials and activities for the students whose reading, vocabulary, and language skills are advanced to such a degree that they would derive greater educational benefit from working with alternate materials.

These units have been designed so that students can work independently or with minimal assistance. However, it is desirable that the classroom teacher or the talented and gifted (TAG) facilitator works with the students. Interaction is a vital component in the education of highly able students, especially during discussions of literature and presentation of projects.

The theme for unit two is “Poetry and the Mysteries and Wonders of Nature.” In unit two, students will research and compose poetry, design an anthology of poems, and participate in an anchor activity by reading and reflecting on questions from Literature and Thought Book by Perfection Learning, entitled On the Edge of Survival. This book uses literature and reflection questions to develop a deeper

understanding of risk-taking and the will to survive the mysteries and wonders of nature.

The theme for unit four is “We’re all Responsible for Preserving our Planet and Protecting its Creatures.” In unit four, students will complete a variety of educational environmental projects and create a visual display. Finally, the students will participate in an anchor activity by reading a novel titled Morgan’s Zoo and completing a Venn Diagram.

## INTRODUCTION TO THE PROBLEM

### CHAPTER ONE

Gifted students are defined as students with outstanding abilities, capable of high performance in areas of general intellectual ability, specific academic aptitude, creative or productive thinking, motivation, leadership ability, visual and performing arts, or psychomotor ability (Marland, 1972).

Gifted students must have a curriculum that differs significantly in structure, pace, and content. Gifted students learn at a faster rate and need to be allowed to proceed at their own pace. Therefore, according to the following research, these students need a differentiated educational curriculum and services beyond those normally provided by the regular school program.

According to Davis and Rimm (1998), enrichment units refer to richer and more varied educational experiences; a curriculum that is modified to provide greater depth and breadth than is generally provided. Enrichment units accommodate the high abilities and individual needs of gifted students and lead to greater knowledge and skills and the development of creativity and other thinking skills.

Passow (1982) and VanTassel-Baska (1988) have outlined the following principles for differentiated curricula:

1. All learners should be provided curriculum opportunities that allow them to attain optimum levels of learning.



2. Curricula must be adapted or designed to accommodate the learning needs of gifted learners, which are different from those of typical learners.
3. The needs of gifted learners cut across cognitive, affective, social, and aesthetic areas of curriculum experiences.

Furthermore, they recommend that the curricula for gifted/talented learners accomplish these goals:

1. Include more elaborate, complex, and in-depth study of major ideas, problems and themes--those that integrate knowledge with and across systems of thought.
2. Allow for the development and application of productive thinking skills that enable students to reconceptualize new and existing knowledge.
3. Encourage exposure to, selection of, and use of appropriate and specialized resources.
4. Provide self-initiated and self-directed learning and growth.
5. Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
6. Evaluate students with stress placed on their ability to perform at a level of excellence that demonstrates creativity and higher-level thinking skills.

(p. 223)

According to Cline and Schwartz (1999), as a valuable curricular strategy, it is important for gifted students, who are rapid learners, to be allowed to master a topic

independently. Gifted students need to be involved in investigations that include higher level thinking skills and skills of inquiry including higher levels of cognitive operations, creative thinking, and problem solving in specific domains.

When students are allowed to select the ways in which they wish to present their work, a variety of talents and abilities surface, based on their personal interests and domains of giftedness. By allowing students to have the personal control over assignments, it increases their interest, motivation, and involvement in learning. For students to work independently, master the concepts at their own pace, and present their final product, students have the opportunity to use in-depth research, develop life long learning skills, and focus on constant self-evaluation.

Cheryl Werner, Carolyn Wieszorek, and I decided to create the alternate curriculum for the fourth grade reading program. We offered this proposal to our district's gifted and talented (G/T) facilitator, Dorothy Gibbs, and our director of curriculum, John Burgart. Both wholeheartedly embraced the plan. We then discussed the proposal with Dr. Barbara O'Donnell at the Iowa Talented and Gifted (ITAG) Conference. She also endorsed the curriculum project with the stipulation that each one of us would create and write two units.

These alternate reading units are intended to provide challenging reading and learning experiences for those students who have already mastered the content of the Macmillan/McGraw-Hill Spotlight in Literacy reading program. It is also ideal for students whose reading, vocabulary, and language skills are advanced to such a

degree that they would derive greater educational benefit from working with alternate materials.

Most of these units have been designed so that students may work with minimal assistance, independently, or in a cluster group. It is greatly desirable for the classroom teacher, G/T facilitator, and/or the guidance counselor to interact with the students during portions of these units. Each unit in the alternate reading curriculum includes a student contract, work log, research organizer, project rubric, and unit evaluation.

During last school year, alternate curriculum for the Dubuque Community School District's sixth grade reading program was written and tested. It has been implemented this year and has proven to greatly enhance the learning opportunities for the advanced reader. Teachers at other grade levels have requested the alternate curriculum. This request was the inspiration for this project.

The theme for unit two is "Poetry and the Mysteries and Wonders of Nature." In unit two, students will complete an anthology book of poems. They will learn and write about seven different types of poetry: (a) onomatopoeia, (b) alliteration, (c) personification, (d) limerick, (e) haiku, (f) cinquain, and (g) diamante. Students will compose five poems, research poetry and authors of poetry, and reflect on poetry. Finally, the students will present and display their work in an anthology of poems. Students will be evaluated on their projects with a rubric.

Throughout the unit, the students will participate in an anchor activity that ties in with the theme of this unit. The students will read and reflect on nature stories from a Literature and Thought Book by Perfection Learning (2000) entitled On the Edge of Survival. This book uses literature and reflection questions to develop a deeper understanding of risk-taking and the will to survive the mysteries and wonders of nature.

The theme for unit four is “We’re all Responsible for Preserving our Planet and Protecting its Creatures.” In unit four, the students will participate in an anchor activity of reading a novel titled Morgan’s Zoo. Students will make a Venn Diagram and compare and contrast the animals’ point of view with people’s point of view on holding animals captive. Students will also complete a variety of educational environmental projects on the preservation and protection of our planet and creatures. They will also conduct a survey on “The Importance of Recycling, Reducing, and Reusing” and write a persuasive business letter to our House Representative or U.S. Senator regarding the Endangered Species Act. Finally, students will culminate this unit by designing a display for the entire school to view final projects. Students will be evaluated on each project using a rubric.

## METHODOLOGY

### CHAPTER TWO

These units were developed as an alternate curriculum for students that have mastered the content of the Macmillan/McGraw-Hill Spotlight on Literacy reading program. These units are comprehensive to include the Dubuque Community School District's standards and benchmarks, defensible to include multiple approaches in content, process, and product, and differentiated to include high content complexity.

A differentiation curriculum for the gifted should be qualitatively different, and the content, process, and product should be adjusted to accommodate students' domains. In defining the content, Chall and Conrad (1991) state that the difficulty of the instructional task should be slightly above that of the learner's level of functioning and the content should be at a level that provides challenge and complexity. For complex thought processes, according to John-Steiner (1985), gifted students need to be involved in investigations that include higher level thinking skills and skills of inquiry, including higher levels of cognitive operations, creative thinking, and problem solving in specific domains.

Finally, for the product, when gifted students are allowed to select the way in which they wish to present their work, such as projects, papers, presentations, or programs, a variety of talents and abilities will surface. These opportunities will

assure students to be challenged, use in-depth research, and develop life-learning skills.

If all students with talents or gifts are to reach their potential, multiple intelligence (MI) theory needs to be integrated into the school's philosophy and curriculum for the gifted. Howard Gardner's Multiple Intelligence Theory (Gardner, 1993) allows students to use their intelligences in a variety of ways. Gardner's intelligences include: (a) linguistic, (b) musical, (c) logical-mathematical, (d) visual-spatial, (e) bodily-kinesthetic, (f) interpersonal, (g) intrapersonal, and (h) naturalist.

These alternate units incorporate Gardner's Multiple Intelligences, as well as promote higher level thinking skills and research based projects. They provide opportunities for the giftedness to be identified, nurtured, and expressed. Using MI in the curriculum allows students to express their learning in a variety of ways (Gardner, 1993). For instance, to complete the environmental survey and graph the results, the logical-mathematical intelligence would be used. To write poetry or debate an environmental issue, the verbal-linguistic intelligence would be used. To create a visual display or present poetry, the spatial intelligence would be used. By using MI, students remain challenged, yet grow in their specific domains.

In order for students to participate in these alternate reading units, students must have mastered the fourth grade mainstream curriculum objectives. This is determined by pre-testing the students. The general rule is that students who show 90% mastery should be allowed to participate in alternate units.

Teacher recommendation is also a factor in the decision for student participation in alternate units. For example, if the teacher believes that a student who has not been previously identified for talented and gifted (TAG) can show mastery, then that student will be tested. If a student falls short of 90% due to the lack of a few skills that could be quickly mastered, those skills should be taught, and the student should be allowed to participate in the reading enrichment units. Participation in alternate units provides appropriately challenging learning activities to meet educational needs.

To begin the process of writing the alternate reading units, I met with the Dubuque Community School District's (DCSD) TAG facilitator (D. Gibbs, personal communication, December 15, 2000) for the general guidelines. Below are the unit expectations:

1. Be built upon a theme or topic from the Spotlight anthology.
2. Have a broad, underlying concept which has complexity and significance to society.
3. Be rigorous and challenging.
4. Have a strong writing component.
5. Build research skills.
6. Have a cross-disciplinary focus.
7. Require a product for a public performance or presentation.
8. Include some use of non-print media.
9. Have a wide reading component.

10. Contain activities which foster higher level thinking skills.
11. Utilize technology.
12. Have a connection to the classroom.

Over the course of the year, students should be exposed to a wide variety of genre including fiction, non-fiction, poetry, drama, myths and legends, and biography.

1. Each unit should be detailed in such a way that students can proceed through the unit plan with a minimum of teacher supervision.
2. Each unit should have a self-evaluation component.
3. Each unit should require a product portfolio for presentation to the teacher when the unit is completed.
4. Each unit should be long enough to occupy the student productively for a period of six weeks, but be flexible enough to be shortened if necessary.
5. Each unit needs to include the core components: foreword, contract, research organizer, work log, and evaluation rubric.

In unit two, “Poetry and the Mysteries and Wonders of Nature”, this alternate reading curriculum not only addressed the Dubuque Community School District’s Language Arts Benchmark Standards (2000), but also the Guidance and Counseling Benchmark Standards (2000):

1. Students will take pride in work and in achievement.



2. Students will demonstrate the ability to work independently and cooperatively to achieve school success.
3. Students will develop a positive attitude toward self as unique and worthy person.
4. Students will express feelings, reactions, and ideas in an appropriate manner.
5. Students will recognize, respect, and appreciate individual differences.
6. Students will demonstrate good work habits, developing an awareness of personal skills, abilities, and interests. (p. 23)

In unit four, “We’re all Responsible for Preserving Our Planet and Protecting its Creatures”, this alternate reading activity not only addressed the Dubuque Community School District’s (DCSD) Language Arts Benchmark Standards (2000), but also the Science and Social Studies Benchmark Standards (2000).

The DCSD Science Benchmark Standards (2000) addressed include:

1. Students will evaluate different points of view using relevant experiences, observations, and knowledge; and distinguish between fact and opinion.
2. Students will decide what evidence, models, or explanations can be used to better understand what is happening in a current problem or situation.

3. Students will collect and analyze data using mathematical techniques and technology tools. They will be able to explain what data can be collected to determine which explanations are most useful to the problem or situation they are investigating.
4. Students will acquire information from multiple sources to investigate a problem in science. (p. 65)

The DCSD Social Studies Benchmark Standards (2000) addressed in unit four include:

1. Students will list personal connections to community, nation, and world.
2. Students will describe how family, groups, and community influence the individual's behavior.
3. Students will examine the rights and responsibilities of the citizen in relation to family, school, and community.
4. Students will suggest ways to use science and technology to protect the physical environment, individual rights, and the common good.
5. Students will explore the causes, consequences, and potential solutions to a global environmental concern. (p. 74)

## THE PROJECT

### CHAPTER THREE

Unit two focuses on the theme of poetry and the mysteries and wonders in nature. For ideas on the mysteries and wonders in nature, I wanted to include a reading component. I began to pursue anthologies from Perfection Learning, a resource for student materials. Here I found a Literature and Thought Book entitled On the Edge of Survival.

The anthology, On the Edge of Survival, was a collection of stories about risk-taking and the will to survive mysteries and wonders in nature, written at a sixth grade reading level. It provides fictional and non-fictional stories about surviving the mysteries and wonders of nature, vocabulary words, and reflection questions. After field testing it with a group of TAG students, I chose to use this Literature and Thought book as an anchor activity for this unit.

The second part of this unit was devoted to poetry. In the Macmillan/McGraw textbook, the primary focus was on poetry. Therefore, I wanted to incorporate poetry into this unit. I began by researching many types of poetry through the web and library. I thought it would a great project for the students to compose their own poetry anthology. Therefore, I chose seven popular types of poetry:

(a) onomatopoeia, (b) alliteration, (c) personification, (d) limerick, (e) haiku,

(f) cinquain, and (g) diamante. Each type of poetry contains directions and examples. This information came from websites, poetry books, and the language arts and reading curriculum. Students compose their own poems, research examples of poetry, reflect on these poems, and produce an anthology of poems. Finally, students are to choose their favorite author of poems and write a mini biographical sketch. Students will be evaluated on their final projects with a rubric. A culminating activity is for students to present and share their anthology of poems during a “Poetry Program.” The books will be displayed in the classroom library.

Unit six focused on the theme of preserving and protecting the environment. For developing an awareness on environmental topics, the unit includes many options for researching environmental projects. To integrate a reading component, I chose to use a novel as an anchor activity for this unit.

To begin my project, I evaluated many novels and visited websites to find an appropriate novel to tie in with the theme of this unit as an anchor activity. The novel I chose is titled Morgan’s Zoo, by James Howe, written at a sixth grade reading level with higher level vocabulary. It is a story about zoo animals that have human-like qualities. They can talk to each other, solve problems, and make decisions. The animals also have hopes and dreams, just as people do. Students are given the opportunity to express their point of view and compare it to an animal’s point of view on holding animals captive.

Next, I found some ideas for environmental projects through the web, science textbooks, and environmental articles. I wanted students to become aware of the factors that affect the environment and endangered animals, and what they can do, as well as others, to help improve the environment. Students are to choose and complete projects from a variety of options. The projects include writing and administering a survey on “The Importance of Recycling, Reducing, and Reusing,” composing a persuasive business letter to our House Representative or U.S. Senator regarding the Endangered Species Act, or researching a topic. The topics include endangered animals, an environmental issue or concern, an environmental activist, or the amount of recycling efforts in school or the Dubuque community. Finally, students will culminate this unit by designing a display for the entire school to view their final projects. A rubric will be used to evaluate the students’ projects.

**Alternate Activities**  
**Grade 4 - Unit 2**  
**Naturally!**

**THEME: POETRY AND THE MYSTERIES  
AND WONDERS OF NATURE**

**Central Concepts:**

- Poetry is a form of individual expression.
- Poetry is often used to express feelings and pictures about nature and seasonal variations.

**Rationale:**

This unit of study is one of quality because it differentiates content, process, and product. Content is differentiated from the regular curriculum because it has a more intense focus on composing a variety of forms of poetry and researching professional authors. It also uses higher level literature and reflection questions to develop an understanding of risk-taking and the will to survive the mysteries and wonders of nature. Process is also differentiated because students are required to use a vast amount of resources to do research and design a final project. They are also given choices for producing final products. It is tied to the regular curriculum, is rigorous, has cross-disciplinary focus, and contains activities that foster higher level thinking skills. Reading, writing, technology, and research are all incorporated. Both cognitive and affective goals are included. The unit is flexible and promotes self-reliance on the students' part.

**Objectives:**

**Cognitive:**

- Students will share, with their classmates, insights gained from presenting a research through self-selected products.
- Students will research and become familiar with seven different types of poetry: onomatopoeia, alliteration, personification, limerick, haiku, cinquain, and diamante.
- Students will compose a variety of types of poetry;

- Students will develop and present a mini biographical sketch of a poet;
- Students will read and reflect in writing on the work of a professional author;
- Students will design an anthology book of poems;
- Students will read and reflect on a Literature and Thought Book titled: On The Edge of Survival. This book uses literature and reflection questions to develop a deeper understanding of risk-taking and the will to survive the mysteries and wonders of nature. These books need to be purchased through Perfection Learning. A teacher's manual is not necessary.  
Anthology book order # CJ7851401 @ \$9.95. Phone # 1-800-831-4190

### **Affective:**

- Students will experience poetry for enjoyment and appreciate poetry as a form of creative expression.
- Students will experience and explore the wonder that poetry can provide.
- Students will hear and use the rich language, the rhythm, and the expression of feelings that make a poem.

### **Final Activity:**

Students design book covers for their anthologies. (See ideas for book covers in unit appendix) Invite guests to a "Poetry Program", where the students share and present their anthologies. Students can read poems either by sitting, standing, and/or staging with costumes. Have them read some poems and memorize their favorites. Serve punch and cookies and give everyone a chance to pass around compliments to the poets. Use the invitation and the program sheet in this packet to invite siblings, parents, and grandparents. Display completed anthologies in the classroom library.

### **Post Assessment:**

At the end of project, students will be evaluated using the rubric included. (See unit appendix)

### **Time Requirement and Process:**

These lessons are designed so that students can work independently or with minimal assistance. It is, however, desirable and more beneficial if students work with the classroom teacher, TAG

facilitator, or another adult instructor. The lessons are related to the core curriculum and each other and are designed to take approximately six weeks, the estimated time for Macmillan/McGraw-Hill Units. Lessons may be modified or omitted.



# Reading Alternate Activities

## Grade 4 - Unit 2

### THEME: POETRY AND THE MYSTERIES AND WONDERS OF NATURE

In this unit you will:

- learn about seven forms of poetry: onomatopoeia, alliteration, personification, limerick, haiku, cinquain, and diamente.
- compose five examples of your own poetry;
- research a famous poet or an author of your favorite poem and present a mini biographical sketch;
- design an anthology book of poems;
- read and reflect about mysteries and wonders of surviving in nature in On the Edge of Survival from Literature and Thought, Perfection Learning.

#### To the Student

**Before beginning this unit, you must:**

1. Complete the "Contract" and have both your teacher and your parents sign it. (See unit appendix)
2. Make certain you have copies of the "Work Log" and that you complete it every day. Your teacher will tell you when and how often he/she will check your log. (See unit appendix)
3. Have available a pocket folder. Keep all unit materials and assignments together in this folder, so that your teacher can check your work periodically.
4. Have available a notebook to use as a journal.
5. Find out how much time your teacher has allotted you for the work. Then read through the entire unit, choose your poems to complete, and determine how you will budget your time to complete it. Make a **time management** guide for yourself and put it in your folder so that you can pace yourself.

## **Materials for Poetry**

A number of books containing limericks, compositions, and poems by authors such as Edward Lear, Lewis Carroll, Dr. Seuss, and Shel Silverstein. A rhyming dictionary is helpful. A bibliography of Poetry Books is in this unit. (See unit appendix)

## **Optional Activity**

If you would like to publish your poems, submit it to KidzPage for publication. (See unit appendix) Visit the World-Wide Web at <http://web.aimnet.com/~veeceeet/kids/kidzpage.html>

## **Writing Poetry**

To begin writing poetry, choose a subject: something that interests you, something you know very well. It could be your pet, your favorite place, your grandma's house, your bedroom, your teacher, anything at all.

Concentrate intensely on the subject you have chosen. Close your eyes and make a picture of it in your mind. What makes it special? What do you see, hear, taste, touch, or smell? Write that down. What colors do you see? What do you feel when you think about it? Pay attention to little things, the details that make your subject different from something else.

You don't have to write in complete sentences or paragraphs. Simply put your ideas and feelings down on paper. Try to include these details into your poetry. When you have finished writing your poem, set it aside for awhile. Then go back and read it again later. Do you still like it? Is there something you think you could do better? Here are a few suggestions for changing your poem:

- Read your poem aloud to yourself or to someone else. This is a good way to see how your words sound. Do the words sound good together? Can you visualize the object you are describing?
- Reread your poem several times. The more you hear it, the more you will know if it needs to be changed.
- If you like to draw, try illustrating your poem. Writing and drawing can make a much clearer picture.



## Project

Create an anthology book of poems. The book will include a cover, a poem about you, five different types of poetry composed by you, five poems written by a professional author, along with your reflection for each poem, and a mini biographical sketch about a poet.

1. Research and review poetry books or Websites to find one example for five out of the seven types of poetry: onomatopoeia, alliteration, personification, limerick, haiku, cinquain, and diamente. Make a copy of the poems or retype the poem and include them in your anthology. Give credit to the author (including Anonymous). Write a short reflection on each piece of poetry using the reflection sheets in this unit. On the reflection sheet, write the title of the poem you chose, the name of the author, and a short reflection on why you chose that poem. After each poem page, include your personal reflection page.
2. Research a famous poet or an author of your favorite poem. Search the web for the Academy of American Poets. Compose a mini biographical sketch by completing one of the following projects: make a picture book, draw a history time-line of the poet's life, give a speech from the author's point of view, act out a scene in the life of the poet, create a journal or diary about the author's life, or write a biography using the biography sheet in this unit.
3. Design a book cover for your anthology. (See unit appendix for cover ideas) Present anthologies at a "Poetry Program". Read some poems and memorize your favorites. Use the invitation and the program sheet in this packet to invite siblings, parents, and grandparents. Display completed anthologies in the library.
4. Anchor Activity: Read and reflect about the mysteries and wonders of surviving in nature: On the Edge of Survival from Literature and Thought. In your journal, answer the reflection questions included in this unit.

## Introduction to Poetry

Before we begin our poetry unit, let's brainstorm the topic of poetry. With a partner discuss the following questions, or work independently and jot down some ideas in your journal.

1. What is a poem?
2. What is the first poem you remember hearing as a child?
3. Did you like the poem? Explain why or why not.
4. What are some poems or rhymes that you say aloud when you're playing games?
5. Name a poem that makes you laugh.
6. Name a poem that makes you think or wonder about something.
7. Name a poem that makes you look at something in a new way.
8. Who is your favorite poet? Why?
9. Have you written your own poems? Tell about one you wrote.
10. What are some ideas or subjects you could write a poem about?

Write about an observation or any experience you've had. Have fun! Some examples are people, animals, nature, science, history, community concerns, athletics, problems, feelings, friendships, stories about heroes, or a new way of looking at something.

Try funny creative ideas such as a funny incident, a school lunch, a fish in an aquarium, a pair of sneakers, a substitute teacher, a missing glove, a water fountain, a new student, a school bus, a stray dog,

### What is a poem?

Maybe it rhymes and maybe it does not.  
Words fit together and often have a ring.  
I feel something new when I read a poem.  
A feeling of happy, sad, or the need to sing.

Poems tell stories:

A bat flies, the sun sets, a man finds a fly in his stew.  
It could happen to me or you.  
In a poem, it makes you see things freshly,  
A poem is always new.



# Introduce Yourself

## WRITE A POEM BY YOU ABOUT YOU

Write a poem about yourself. This is an excellent activity for readers to learn about you, the author. To introduce yourself as the author of your anthology book, include this poem in your anthology book. (See next page for an example)



I AM

### FIRST STANZA

I am (two special characteristics you have)

I wonder (something you are actually curious about)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem repeated)

### SECOND STANZA

I pretend (something you actually pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that really bothers you)

I cry (something that makes you very sad)

I am (the first line of the poem repeated)

### THIRD STANZA

I understand (something you know is true)

I say (something you believe in)

I dream (something you actually dream about)

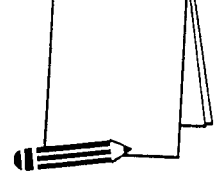
I try (something you really make an effort about)

I hope (something you actually hope for)

I am (the first line of the poem repeated)

## Example of I AM:

I am a carefree girl who loves horses.  
I wonder if there ever was a horse that could fly.  
I hear the stomping of a hundred mustangs on the desert.  
I see a horse with golden wings soaring into the sunset.  
I want to ride swiftly over a green meadow.  
I am a carefree girl who loves horses.

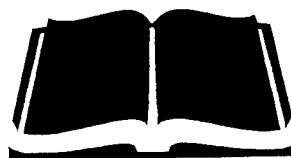


I pretend to be an Olympic jumper.  
I feel the sky pressing down on me as I ride along a sandy shore.  
I touch the clouds on a winged horse.  
I worry that I'll fall off and become paralyzed.  
I cry when a colt dies.  
I am a carefree girl who loves horses.

I understand that I will not be able to ride every day of my life.  
I say, let all horses roam free.  
I dream about the day when I have a horse of my own.  
I try to be the best rider in the world.  
I hope to ride all my life.  
I am a carefree girl who loves horses.  
--ELLY TATUM

## Seven Types of Poetry to include in your Anthology Book

- I. **Onomatopoeia:** Using words to imitate sounds is known as onomatopoeia, from a Greek word meaning "name-making." Onomatopoeia is used to describe or imitate a natural sound or the sound made by an object. Some examples of onomatopoeia are hiss, zoom, pop, and scratch.



## Poem 1, Part 1: Create an Onomatopoeia Poem

**Poem 1, Part 2:** Find an example of an Onomatopoeia Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

### Examples of Onomatopoeia Poems:

Joey

Joey Joey took a stone  
And knocked  
Down  
The  
Sun!

And whoosh! It swizzled  
Down so hard,  
And bloomp! It bounced  
In his backyard,  
And glunk! It landed  
On his toe!

And the words was dark,  
And the corn wouldn't grow,  
And the wind wouldn't blow,  
And the cock wouldn't crow,  
And it always was Night,  
Night,  
Night.  
All because  
Of a stone  
And Joe.



## Weather



Dot a dot dot dot a dot dot  
Spotting the windowpane.  
Spack a spack speck flick a flack fleck  
Freckling the windowpane.

A spatter a scatter a wet cat a clatter  
A splatter a rumble outside.  
Umbrella umbrella umbrella umbrella  
Bumbershoot barrel of rain.

Slosh a galosh slosh a galosh  
Slither and slather and glide  
A puddle a jump a puddle a jump  
A puddle a jump puddle splosh  
A juddle a pump a luddle dump a  
Puddmuddle jump in and slide!

## Clock



This clock  
Has stopped,  
Some gear  
Or spring  
Gone wrong-  
Too tight,  
Or cracked,  
Or choked  
With dust;  
A year  
Has passed  
Since last  
It said  
Ting ting  
Or tick  
Or tock.  
Poor  
Clock



**II. Alliteration:** Sometimes poets bring sound to poetry by repeating the beginning sounds of words, like "smooth seams." The repetition of an initial sound, usually a consonant, is called alliteration. The tongue twister "Peter Piper picked a peck of pickled peppers" is a form of alliteration.

In the Macmillan/McGraw-Hill reading textbook, read Why Frogs and Snakes Never Play Together on pages 152-165. Note how the author uses alliteration. The following is an example from the story:

"He looked forward to fun with Frog, and he looked forward to finishing the fun with a feast of his fine frog friend."

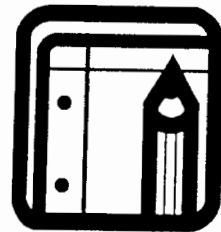


### Poem 2, Part 1: Create an Alliteration Poem

Select a verb with the same beginning sound as your first name to complete a sentence starting with the name; for example: John jumps, Mary munches, Debra dances, etc. Create an animal alliteration with the predetermined sequence of speech parts.

**Poem 2, Part 2:** Find an example of an Alliteration Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

### Example of Alliteration Poem:



*(noun) Mary*

*(noun, verb) Mary marches*

*(noun, verb, adverb) Mary marches merrily*

*(adjective, noun, verb, adverb) Meritous Mary marches merrily*

*(adjective, noun, verb, adverb) Meritous Mary marches merrily*

**III. Personification:** The writer is using personification when an animal or an object speaks or acts as if it were a person. The object or animal takes on human characteristics, qualities, and/or actions.

The following is short example from Owl and The Pussycat by Edward Lear. It is an excellent example of the use of Personification.

The Owl and the Pussycat went to sea  
In a beautiful pea-green boat.  
They took some honey, and plenty of money,  
wrapped up in a five-pound note.

The Owl looked up to the stars above,  
And sang to a small guitar,  
"Oh to my lovely Pussycat, my love,  
What a beautiful Pussycat you are!"

Pussycat said to the Owl, "You elegant fowl!  
How charmingly sweet you sing!  
O let us be married! Too long we have tarried-  
But what shall we do for a ring?"



### Poem 3, Part 1: Create a Personification Poem

**Poem 3, Part 2:** Find an example of a Personification Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.



- IV. **Limerick:** The limerick is a funny five-line story told in verse that has a particular pattern of rhyme and rhythm. The first English verse in something like limerick form is the jingle "Hickory, Dickory, Dock," of which the earliest printed version dates from 1744.

### The Elements of Limericks

There are five lines.  
Rhyming scheme (a a b b a)  
Lines 1, 2, and 5 rhyme  
Lines 3 and 4 rhyme.

Examples of Limericks:

Pig Limerick



There was a young pig whose delight  
Was to follow the moths in their flight.  
He entrapped them in nets,  
Then admired his pets  
As they danced on the ceiling at night.

### Mystery Limerick

There was a young fellow named Chet  
Who swam out to sea on a bet?  
Did he win? I don't know:  
That was two months ago  
And we haven't caught sight of him yet.

Poem 4, Part 1:

Choose either Limerick A or B to complete.

Poem 4, Part 2: Find an example of a Limerick Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

- A. **Name Limericks.** Choose a name of a person, a place, an object, or an event. Then brainstorm - create a rhyme map around the name- all the words you can think of that rhyme with this name. If necessary, you can create a nonsense word if you can't come up with a rhyme. Then write into a Limerick. For example:

*There was a Young Lady of Norway,  
Who casually sat in a doorway;  
When the door squeezed her flat,  
She exclaimed, "What of that?"  
This courageous Young Lady of Norway.*

- B. **Calendar limericks.** Write a limerick using the names of the months in the first line. Use these limericks along with illustrations to decorate each page of a calendar. Here is an example for a January limerick:

*January brings with it the snow,  
Makes our feet and fingers glow,  
Thin ice it can crack  
You'll fall on your back,  
Off to the hospital you'll go.*



- V. **Haiku:** Haiku's are three-line verses that Japanese poets used for expressing feelings and pictures about nature and especially about seasonal variations. The poems are just 17 syllables that pattern in three lines: consisting of 5 - 7 - 5 syllables.

## Haiku

Line one- Where it happens  
Line two-What is happening  
Line three-When it occurs



The following Haiku example is from the Macmillan/McGraw-Hill textbook, page 167.

An old silent pond...  
A frog jumps into the pond,  
Splash! Silence again.



The old, plump bullfrog  
Held his ground and stared at me-  
With a sour face!

### Examples of Haiku:

In freezing weather,  
Little snowflakes start falling.  
Catch them on your tongue.



The pink swamp flower  
Has a beauty of its own  
a heavy fragrance.

### Poem 5, Part 1: Create a Haiku Poem.

With permission from your teacher, find a quiet spot outside. Find a nature scene and look for the essential quality within this nature scene to write about. It could be the sky, a sunset, a tree, a flower, or any other choice. Take some notes about what you see, hear, taste, touch, or smell. Then create a Haiku poem using your descriptions.

**Poem 5, Part 2:** Find an example of a Haiku Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

**VI. Cinquain Poem.** The Cinquain consists of 5 lines that follow a 2, 4, 6, 8, 2 syllable pattern for a total of 22 syllables.

### Poem 6, Part 1: Create a Cinquain Poem

**Poem 2, Part 2:** Find an example of a Cinquain Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

## Cinquain

- Line 1: Title (One word)
- Line 2: Description of title (Two words)
- Line 3: Action about the title (Three words)
- Line 4: Feeling about the title (Four words)
- Line 5: Synonym for title (One word)

### Examples of Cinquain Poems:



Squirrel  
deftly scampers  
up our big Birch tree  
to hide his acorn treats  
from me.



Apples  
Red fruit  
Crunchy to bite  
Awakens sweet taste buds  
Delicious

**VII. Diamante.** Create a Diamante. A Diamante is a relatively structured poem comprised of seven lines that contain a contrast or two nouns that are opposite of each other.

### Poem 7, Part 1: Create a Diamante

**Poem 7, Part 2:** Find an example of a Diamante Poem in a poetry book. Include a copy of your chosen poem and write a reflection on why you chose that poem.

## Diamante

**First Line:** a noun (A word that names an object or an idea)

**Second Line:** two adjectives that describe the first noun

**Third Line:** three verbs, with -ing or -ed endings, associated with the first noun.

**Fourth line:** four nouns, two referring to the noun in line one and two referring to the noun in line seven.

**Fifth Line:** three verbs that are associated with the noun given in line seven.

**Sixth Line:** two adjectives that describe the noun in line seven

**Seventh Line:** a noun that is the opposite of the one given in the first line

### Example of Diamante:

SUCCESS  
enthusiastic, optimistic  
praying, striving, growing  
worker, friend, victim, loser  
crying, lying, dying  
antagonistic, pessimistic  
FAILURE

## Anchor Activity

### THEME: POETRY AND THE MYSTERIES AND WONDERS OF NATURE

#### Literature and Thought

Nature is filled with mysteries and wonders. This Literature and Thought book uses literature to develop a deeper understanding of risk-taking and the will to survive the mysteries and wonders of nature.

Each story contains a summary, a list of vocabulary words, and reflection questions. Prior to reading the stories, develop background knowledge by reading the summary. To have a better understanding of the literature, review the vocabulary words. Finally, read the story and answer the reflection questions in your journal.

**Cluster One:** 1. Wilding (Pages 13-22)

2. Search and Rescue (Pages 24-31)

**Cluster Two:** 1. Contents of the Dead Man's Pockets (Pages 40-56)

2. Appetizer (Pages 57-67)

**Cluster Three:** 1. Battle of the Breadfruit Tree (Pages 75-83)

2. The Man in the Water (Pages 84-87)

**Cluster Four:** Into the Wild (Pages 121-142)





## Cluster One: 1.) Wilding (Pages 13-22)

### Summary:

In this futuristic story, Zena and her teenage friends go out for a night of "Wilding"-a popular and potentially dangerous sport in which human DNA is temporarily manipulated to transform people into animals, either predator or prey to survive the wonders of nature. To impress her friends, Zena chose not to wear her collar, which helps to protect her in dangerous situations out in the wilderness, it takes all her human will power, and a team of park rescuers, to save her.

### Vocabulary:

*Begrudging*: giving in with annoyance

*Disdain*: scorn, to consider unworthy of notice

*Embellished*: decorated or improved upon

*Nuance*: a small detail or subtle change

*Propaganda*: publicity intended to convince people of something

### Questions to Answer in Journal:

1. What is Wilding?
2. Why do you think Zena and her friends like to go Wilding?
3. Why does Zena survive the serial killer's attack?
4. How does her fight for survival change Zena?



## Cluster One: 2.) Search and Rescue (Pages 24-31)

### Summary:

Mr. Cahill, a Search and Rescue worker in the mountains near Yellowstone Park, share reminiscences about his experiences rescuing people lost in the wilderness. His essay begins and ends with an account of the plan to rescue a lost hunter, who ultimately finds his way to safety. Cahill weaves into this story details of past successful and unsuccessful rescue attempts. He includes details about survival skills and about the motivations, tasks, thoughts, and feelings of those who enjoy the wilderness.

### Vocabulary:

*Calibrate:* to correct the measurements on a gauge

*Disoriented:* confused; having lost your bearings

*Frenetically:* wildly; in an agitated manner

*Hypothermia:* condition caused by subnormal body temperature

*Novice:* a beginner, inexperienced

*Precipitously:* abruptly; quickly

*Terrain:* the natural features of a stretch of land

*Topography:* the features of a place

### Questions to Answer in Journal:

1. According to the author, what are backpackers likely to do differently from hunters when lost at night?
2. What are the symptoms for hypothermia, as described by Cahill?
3. How did the lost hunter fund his way to safety?
4. What did you learn about survival from this story?



## Cluster Two: 1.) Contents of the Dead Man's Pockets (Pages 40-56)

### Summary:

When an important paper accidentally blows out the window of his eleventh-story apartment, Tom Benecke follows it onto the narrow ledge and into a terrifying ordeal that dramatically changes his views of what's important in life.

### Vocabulary:

*Absurd*: ridiculous; foolish

*Deftness*: skill; ability to handle things capably

*Imperceptibly*: slightly; in a manner that is hardly noticeable

*Interminable*: endless; without bounds

*Loom*: appear; threaten

*Protruding*: sticking out

*Reveling*: taking delight in; rejoicing

*Spasmodic*: sudden; violent; resembling a spasm

*Unimpeded*: not prevented; free

### Questions to Answer in Journal:

1. How many stories above the street is the Beneckes' apartment?
2. Why does Tom think it's important that he works on his plan this night?
3. Why does Tom go after the piece of paper?
4. How does his experience on the ledge change Tom?



## Cluster Two: 2.) Appetizer (Pages 57-67)

### Summary:

In this first-person story, a fly fisherman has a close encounter with a hungry bear out in the wilderness. While the tone is humorous, his danger and fears are very real. An amusing turn of events results in his escape.

### Vocabulary:

*Arduous*: difficult

*Bereft*: deprived

*Consternation*: great surprise

*Furtively*: secretly

*Implore*: beg, ask

*Liable*: legally responsible

*Nostalgia*: longing for something from the past

*Raptly*: with extreme pleasure

*Remnant*: a remaining trace of something

*Replete*: completely filled

*Superfluous*: more than is necessary

*Vertigo*: dizziness

### Questions to Answer in Journal:

1. Why did the narrator go on this fishing trip in the wilderness?
2. Explain the meaning of the title.
3. Describe the relationship between the narrator and Ms. Bear.
4. This piece is written as a humorous story. Did the fisherman believe he was in real danger?



## Cluster Three: 1.) Battle by the Breadfruit Tree (Pages 75-83)

### Summary

Two nature videographers witness an epic struggle between a hungry leopard and a mother baboon out in the wilderness.

### Vocabulary

*Agility*: nimbleness; quickness

*Disembowel*: cut in a way that removes the intestines

*Doleful*: sad, mournful

*Incisors*: sharp-edged front teeth

*Procure*: obtain; get by careful effort

*Squall*: a harsh cry; scream

*Talons*: sharp claws

*Trekkers*: workers who haul loads

*Veldt*: open grassland in southern Africa

*Weals*: welts

### Questions to Answer in Journal:

1. Which animal has the advantage in the fight?
2. Why does the baby baboon survive?
3. How do the photographers react to the battle?
4. What does this article say to you about survival?



## Cluster Three: 2.) The Man in the Water (Pages 84-87)

### Summary:

When Air Florida Flight 90 plunged into the icy Potomac River in 1982, one survivor put the lives of five others ahead of his own. His selflessness cost him his life, but inspired a nation.

### Vocabulary:

*Aesthetic*: artistic

*Anonymity*: unidentified

*Chaotic*: confusion

*Emblemized*: symbolized

*Extravagant*: excessive

*Flailing*: waving

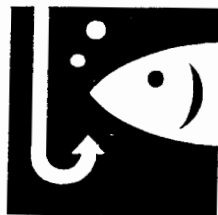
*Implacable*: unstoppable

*Invested*: empowered

*Stunning*: shocking beauty

### Questions to Answer in Journal:

1. How many people did "the man in the water" save?
2. How does the anonymity of the man in the water affect people's reaction to his story?
3. Do you agree that "...we do not even really believe that the man in the water lost his fight"?
4. "The man in the water" did not survive. Why do you think his story was included in an anthology about survival in nature?



## Cluster Four: Into the Wild (Pages 121-142)

### Summary

"Alex" McCandless, an extremely intense and idealistic young man, embarked on a series of increasingly lengthy, remote, and dangerous adventures in search of moral rigor, peril, and renunciation of the evils of civilized life. This piece relates his final journey into the Alaskan wilderness, which cost him his life.

### Questions to Answer in Journal:

1. How long did Alex manage to survive in the Alaskan wilderness?
2. Does Alex's biographer believe that Alex meant to die in the wilderness?
3. Explain your opinion about how Alex died?

## References

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**Reading Alternate Activities**  
**Grade 4 - Unit 4**  
**Pitch In!**

**THEME: WE'RE ALL RESPONSIBLE FOR PRESERVING  
OUR PLANET AND PROTECTING ITS CREATURES**

**Central Concept:**

- Young people can make a difference in the environment.

**Rationale:**

This unit of study is one of quality because it differentiates content, process, and product. Content is differentiated from the regular curriculum because it has an intense study on the environment and environmental issues. Process is also differentiated because students are given choices for final products that require in-depth research. It not only ties into the regular curriculum, but through out the unit it is rigorous, has cross-disciplinary focus, and contains activities that foster higher level thinking skills. Reading, writing, technology, and research are all incorporated. Both cognitive and affective goals and varied assessments are included. The unit is flexible and promotes self-reliance on the students' part.

**Objectives:**

**Cognitive:**

- Students will share their insights gained from gathering research through a self-selected visual display in their culminating projects.
- Students will research an environmental issue or concern and present their findings to the group.
- Students will gather information, compose, and conduct a survey on reducing, reusing, and recycling.
- Students will conduct a study of community litter and share survey findings through a self-selected product.
- Students will research an endangered species using selected Internet sites.

- Students will read the novel: Morgan's Zoo, make a "Word Bank", and a Venn Diagram.
- Students will compose a business letter to the U.S. Senators and Representatives on their view for the protection of endangered species.
- Students will research websites for information on Rachel Carson and an other environmental activists.

**Affective:**

- Students will develop an awareness on the importance of reducing, reusing, and recycling.
- Students will learn how people's behaviors have an effect on the environment and endangered species.
- Students will develop an understanding for importance of conserving the environment.

**Post Assessment:**

After each project, students will be evaluated using a rubric included at the end of this unit.

**Time Requirement and Process:**

These lessons are designed so that students can work independently or with minimal assistance. It is, however, desirable and more beneficial if students work with the classroom teacher, TAG facilitator, or another adult instructor. The lessons are related to the core curriculum and each other and are designed to take approximately six weeks, the estimated time for Macmillan/McGraw-Hill Units. Lessons may be modified or omitted.

**Optional Activities:**

- Students will invite members of the local council or county board to the class to discuss their solid waste management plans.
- Students will visit the Dubuque Recycling Center and Landfill to develop an awareness for the importance of reducing, recycling, and reusing.

**Reading Alternate Activities**  
**Grade 4 - Unit 4**  
**Pitch In!**

**THEME: WE'RE ALL RESPONSIBLE FOR PRESERVING  
OUR PLANET AND PROTECTING ITS CREATURES**

**To the Student**

**Before beginning this unit, you must:**

1. Complete the "Contract" and have both your teacher and your parents sign it. (See unit appendix)
2. Make certain you have copies of the "Work Log" and that you complete it every day. Your teacher will tell you when and how often he/she will check your log. (See unit appendix)
3. Make certain that you have copies of the "Research Organizer." (See unit appendix)
4. Have available a pocket folder. Keep all unit materials and assignments together in this folder, so that your teacher can check your work periodically.
5. Have available a notebook to use as your journal.
6. Find out how much time your teacher has allotted to you for the work. Then read through the entire unit, choose a project to complete, and determine how you will budget your time to complete it. Make a **time management** guide for yourself and put it in your folder so that you can pace yourself.

**Reading Alternate Activities**  
**Grade 4 - Unit 4**  
**Pitch In!**

**THEME: WE'RE ALL RESPONSIBLE FOR PRESERVING  
OUR PLANET AND PROTECTING ITS CREATURES**

**In this unit you will:**

- read the book Morgan's Zoo, make a "Word Bank", and a Venn Diagram;
- explore the meaning of "Saving the Environment" and develop a broader understanding through a project of your choice to present to your group;
- compose a research project on *The Importance of Reducing, Recycling, and Reusing*;
- evaluate the school and their efforts for reducing and recycling by formulating a survey. Present and display the information to the class;
- research websites for information on Rachel Carson and an other environmental activists;
- evaluate the community or school on their efforts of recycling liter;
- compose a business letter to the U.S. Senators and Representative about the importance of protecting endangered animals;
- present your final projects in a school display;
- be evaluated on your final project with the rubric included in this unit.

**Optional Activities:**

- Invite members of your local council or county board to your class to discuss their solid waste management plans.
- Visit the Dubuque Recycling Center and Landfill to develop an awareness for the importance of reducing, recycling, and reusing.

**Post Assessment:**

After each project, you will be evaluated using the rubric included at the end of this unit. (See unit appendix)

**Unit Outline:**

- I. Project 1: Read Novel: *Morgan's Zoo*  
    With a word bank and Venn diagram
  
- II. Project 2: Environmental Project (Choose one to complete)
  - Project 2A: Endangered Animals
  - Project 2B: Environmental Issue
  - Project 2C: Environmentalists
  - Project 2D: Community Litter
  
- III. Project 3: The Importance of Reducing, Recycling, and Reusing with a Survey
  
- IV. Project 4: Write a persuasive business letter to the U.S. Senator or Representative
  
- V. Project 5: Culmination Activity
  
- VI. Optional Activities

**Culmination Activity**

The culmination activity of this unit is to present a visual display for the entire school to view. It can either be on poster board, a classroom bulletin board, or a project board display. The display will include the following information composed throughout this unit.

1. A Venn Diagram comparing and contrasting an animal's point of view to a person's point of view on animals captivity in a zoo.
2. An Environmental Research Project
3. A Recycling Survey and the Survey Results
4. A Persuasive Business Letter
5. Culmination Project

## Reading Alternate Activities Grade 4 - Unit 4

THEME: WE'RE ALL RESPONSIBLE FOR PRESERVING  
OUR PLANET AND PROTECTING ITS CREATURES

### I. Anchor Activity Project #1

Novel: Morgan's Zoo by James Howe

#### History Background:

Zoo is short for zoological park or garden. Zoology is the study of animals. On July 1<sup>st</sup>, 1874, the first zoo in the United States, located in Philadelphia, opened. Early zoos usually had only one animal from each of several species. The animals lived alone in concrete boxes with tile floors and iron bars. Unfortunately, many of the animals did not live long under these conditions. Zoos in the United States have changed greatly since then. Now most animals live in natural habitats. Many zoos today also work at preserving endangered species through special breeding programs.

#### Book Summary

The Chelsea Park Zoo is a small zoo, and so run down that people have stopped coming. Clarence the chimpanzee and William the pigeon hear that their lifelong home, the Chelsea Park Zoo, will close soon. Even the zoo's manager, Rollo Hackett, seems anxious to get rid of the animals. But to twins Andrew and Allison, it's their favorite place in the world. To the animals that live there, it's their home. And to the kindly, gentle zookeeper, Morgan, it's his life. So when the city announces the zoo will be shut down and the animals shipped to zoos all over the country, the twins -- and the animals -- spring into action with surprising--and entertaining--results to save Morgan's Zoo. The animals soon discover they have a chance to do more than save their home -- they have a chance to become heroes. The twins enlist the aid of their mother, a newscaster, and her news crew to film a story about the zoo in hopes of raising public support. Instead the news crew covers a rash of jewelry thefts. When the twins' mother finally brings her news crew to the zoo, everyone learns that the jewel

thieves were hiding out there and were in fact, Rollo Hackett's accomplices in the robberies. The stolen jewels are uncovered and the unlucky thieves are caught. When a victim of the jewel thieves donates money to the zoo in gratitude, Morgan and his friends know that their zoo has been saved.

## Anchor Activity Project #1 Morgan's Zoo Novel Activities

1. Read the novel Morgan's Zoo.
2. Throughout the novel, complete all three activities.
3. *Activity #1: Word Bank in your notebook.*  
As you read Morgan's Zoo, keep a "word bank" of any unfamiliar and interesting words in your notebook. The following is a list of words you might find unfamiliar or interesting that may be included in your word bank. If you are not sure of the word, look it up in the dictionary for the definition.

### Chapter One

admonition  
melancholy  
unsympathetically  
stammered  
trudging

### Chapter Two

astounded  
peered  
constitutional

### Chapter Three

doggedly  
fiercely  
frantically  
resemblance  
determination

### Chapter Four

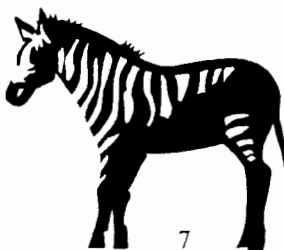
constituents  
fidgeted  
pronouncement  
mannerisms  
atrabilious  
inspirations

### Chapter Five

compassion  
demonstrative  
salutary  
exasperation  
crimson  
fortuitous

### Chapter Six

scowling  
consumptive  
veterinarian  
regretted  
jubilant  
reminisce



Chapter Seven

amoebas  
 anxious  
 terrace  
 hunched  
 resolutely  
 dungarees  
 harpooned  
 venerable  
 plaintively

Chapter Eight

rejuvenated  
 festooned  
 marred  
 hovered  
 agitation  
 heralding  
 unfurled  
 bewildered  
 papooses

Chapter Nine

constitutional  
 kneaded  
 amiable  
 empathy  
 befuddled  
 admonished  
 demolition  
 lapel

Chapter Ten

sentimentality  
 dolefully  
 lugubrious

Chapter Eleven

melancholy  
 bolstered  
 delirium  
 ferociously  
 cohorts

Chapter Twelve

ecstatic  
 serenity  
 bunions  
 admonition

4. **Activity #2: Perspective/Point of view of an illustrator.** Point of view means the way a person sees things—their attitudes and ideas. If the narrator of a story says I, me, or mine then the story is being told in the first person. If the narrator says he, she, they, and so fourth, then it is being told in the third person. The point of view of the person who is telling the story affects what happens. For fun, look at the book titled: Zoom by Istvan Banyai. Notice the author's perspective/point of view in each picture.
5. **Activity #3: Venn Diagram.** Remember the theme of this unit: "We're all Responsible for Preserving our Planet and protecting its Creatures." The animals in Morgan's Zoo have very human qualities. They can talk to each other, solve problems, and make decisions. The animals also have hopes and dreams, just as people do. Decide how the individual animals might feel, knowing they are captive in a zoo. Compare and Contrast the animals' point of view with people's point of view on holding animals captive for the public to view.



## II. Environmental Project #2

For the Environmental Project, you will choose one of four projects to complete. Each project contains research and a choice of a final product. Meet with your teacher for approval and to develop your project. For a culminating activity, present a visual display for the entire school to view. It can either be on poster board, a classroom bulletin board, or a project board display. The display will include the following information composed throughout this unit:

1. A Venn Diagram comparing and contrasting an animal's point of view to a person's point of view on animals captivity in a zoo.  
(From Activity Project #1)
2. An Environmental Research Project
3. A Recycling Survey and the Survey Results
4. A Persuasive Business Letter



Choose one of the four projects to complete:

Project 2A: Endangered Animals

Project 2B: Environmental Issue

Project 2C: Environmentalists

Project 2D: Community Litter



## ***Project #2A: Endangered Animals***

Research a classification group of endangered animals by visiting the suggested websites for information and/or by using all other available resources. At the end of this unit, you will include your project in a display.

Choose one of the following projects to present your research:

1. Compose a detailed essay with specific details on an endangered animal.
2. Design a scrap book; with pictures and information on an endangered animal
3. Prepare a public service announcement to present on national television.

Include the following information in your project:

- What classifies a species as "endangered"?
- Why did this animal become endangered?
- How have humans impacted the habitat of this animal? How do the needs or desires of humans sometimes conflict with the survival of animal species?
- What actions have been taken toward the conservation of various species?
- What is the importance of "legally listing" an animal as an endangered species?

### **Websites:**

- Websites for Endangered Species <http://www.bagheera.com>,  
<http://library.thinkquest.org/25014/english.index.shtml>,  
<http://www.fws.gov/r9endspp/endspp.html>
- The U.S. Fish and Wildlife Service to conserve, protect, and enhance wildlife: <http://www.fws.gov>
- Frogland. Save Our Frogs:  
<http://allaboutfrogs.org/weird/strange/brooding.html>

- Some Threatened Species:  
<http://allaboutfrogs.org/infor/save/endangered.html>
- Pesticide Information:  
<http://members.aol.com/rccouncil/ourpage/samples.htm>

### **Evaluation/Assessment:**

Students will be evaluated by using a rubric to evaluate the essay, scrap book, or public service announcement. The project should include thorough and accurate research on an Endangered Species with a visual or oral presentation. (See unit appendix)

### ***Project #2 B: Environmental Issue or Concern***

Research an Environmental Issue or Concern. Find data, give background history, critique the situation, and decide on possible courses of action to either solve or improve the issue. At the end of this unit, you will include your research on a display.

Choose and research an environmental issue or concern that has occurred or is occurring. Some possibilities are: an oil spill, water contamination, hazardous and/or waste sites, deterioration of the ozone layer, pollution, etc. For environmental issues, visit the website: <http://members.aol.com/rccouncil/ourpage/samples.htm>

Complete a project and present your information on a display. Your display may include documents, such as a collection of articles from different sources that deal with the same issue or documentation videos/photographs.

Choose one of the following projects:

1. Compose a detailed essay with specifics on an issue or concern.
2. Draw a map showing the effected area and extent of damage.
3. With Microsoft excel; create a spreadsheet or a legend to show the rate of damage.
4. Debate with a partner. Each person represents each side based on your research. Such as conservationist vs. people responsible.

Include the following information in your research:

- Where and when did the event occur?
- Give the causes and background for the event.
- What effect did the issue, or events have on the community, environment, or world?
- Who is involved in the issue?
- What are your beliefs on attitudes about the event?
- Does this issue present enough evidence to demand a course of action for a solution?
- What courses of action could be taken to solve this issue? List at least three possible courses of action to either solve or improve the issue. (political, legal, consumer, personal, persuasive or other direct/indirect methods).
- Select the course of action you believe is the most effective one available. Consider the legal, social, and economic consequences of that action.

### **Evaluation/Assessment:**

Students will be evaluated by using a rubric to evaluate the project. The project should include thorough and accurate research on an Environmental Issue or Concern with a visual or oral presentation. (See unit appendix)



## ***Project #2 C: Environmentalist Research***

In Unit 4 of Macmillan, there is a special emphasis on Rachel Carson, known as the Mother of the Modern Environmental Movement. She was recognized in the National Women's Hall of Fame for her strong environmental efforts. Visit the website

<http://www.lkwdpl.org/wihohio/cars-rac.htm> for information on new on Rachel Carson.

Choose an environmentalist, such as James Freeman, Aldo Leopold, David Brower, John Muir, Marjory Stoneman Douglas, Annie Dodge Wauneka, Dr. Sylvia A. Earle, or choose another activist that made a difference for the environment. Choose a project and present your information with an oral or visual presentation.

Choose one of the following projects:

1. Write a short biography of an environmentalists and what contributions that person made.
2. Compose a speech given by that person based on research about them.
3. Create a timeline of significant contributions and events that occurred in the environmentalist's life.
4. Make a picture book, titled: "The Life of\_\_\_\_\_". Include events, contributions, and important information about an environmentalist.
5. Compose a Journal or Diary. Write contributions or thoughts from the environmentalist's point of view.

### **Evaluation/Assessment:**

Students will be evaluated by using a rubric to evaluate the project. The project should include thorough and accurate research on an Environmentalist with a visual or oral presentation. (See unit appendix)

## ***Project #2 D: Community Litter***

Evaluate the school and/or Dubuque Community on their efforts to reduce and recycle. Take an inventory of the amount of litter at different locations in your school or community. When completed, compile your data and present a project to your class.

Choose one of the following projects:

1. Compose a detailed essay with specifics on the school's efforts on reducing and recycling. Present your findings with a graph on a creative poster display.
2. Compose a detailed essay with specifics on the school's efforts on reducing and recycling. Present your findings using a Power Point Presentation or Hyper Studio.

Include the following information in your essay:

- Which locations yielded the most litter and why?
- Can any of the littered items be recycled or used in some other way?
- By examining the types of litter, can it be determined which age group may be most responsible for the problem?
- Does the school or community have rules or laws against littering? If so, are the rules or laws enforced? What penalties are involved? If not, what would be a good consequence for students or people that litter?
- How is litter managed at your school or community?
- Can your school or community receive money for recycled materials?
- How can the amount of littering be reduced?

### **Evaluation/Assessment:**

Students will be evaluated by using a rubric to evaluate the project. The project should include thorough and accurate research on the school or community's effort to reduce and recycle with a visual or oral presentation. (See unit appendix)



### ***III. Project #3: The Importance of Reducing, Recycling, and Reusing***

Each of us generates on average 4.4 pounds of waste per day, which is 1606 pounds each year. Every year Americans throw away office and writing paper to build a wall 12 ft. High, stretching from Los Angeles to New York city. One ton of recycled paper saved 17 trees. You can make 20 cans out of recycled material with the same amount of energy it takes to make one new one. Enough energy is saved by recycling one aluminum can to run a TV set for 3 hours or to light one-watt bulb for 20 hours.

Recycling is a simple task that can make the world cleaner and save energy as well. To make recycling a success, everyone must contribute, kids and adults alike.

Conduct the "Recycling Survey" on Reducing, Recycling, and Reusing. Write and administer the survey to a classroom. Gather your survey results and display your information for the class to see. Include some ideas for students to make a difference at home, school, or the community by reducing, recycling and reusing. Visit the website: <http://www.obviously.com/recycle/guides/common.html> for information regarding this topic. Such as questions about the cryptic markings on the bottoms of plastic containers or what to do with used motor oil or batteries.

#### **Recycling Survey**

1. Think about surveys you may have participated in or read in newspaper or magazines.
2. Read the "Survey Research Skills" sheet in your packet.
3. Staying with the theme of this unit, "We're all Responsible for Preserving our Planet and Protecting its Creatures." Decide what you want to include in your research. Brainstorm a list of questions to ask others about recycling.
4. Design survey questions. Keep in mind your target population.

5. Assemble the questions selected into a logical order and an easily presentable format. Allow sufficient space for answers. Use a one page survey and limit it to ten or fewer questions.
6. Duplicate the survey form and distribute one or several forms to each student. Allow several days or a weekend for the survey.

Questions you may want to consider for your survey:

- Do you know the meaning of the term "recycle"?
- Do you recycle? Why? Or Why not?
- How do you recycle?
- Where do you recycle?
- What materials do you recycle?
- What is the importance of recycling?
- Can you get paid for recycled materials?
- How much time is devoted to recycling each day or week?
- Do you think you could recycle more?



### Administering the Survey

1. Get permission to introduce and administer the survey to a classroom in your school.
2. Engage your group in a discussion on the subject of recycling.
3. Ask your group to determine whether any students assist in a family recycling effort, or recycle on their own.
4. Ask for descriptions of how recycling is accomplished and what materials are recycled. Why do they recycle? Have any students visited a recycling center?
5. Suggest to the class that it would be interesting to discover how students feel about recycling by completing a survey.
6. Invite the class of students to take a survey and interview students in other classes, teachers, neighbors, friends, or relatives.
7. Collect the survey forms. List the questions or numbers of the questions on the chalkboard and compile the results. Develop percentages for each response.
8. Gather information and display your survey results. Present your findings to your school through your display.





**Evaluation/Assessment:**

Students will be evaluated on composing a survey, distributing the survey, gathering the results, and presenting the results through a visual presentation. (See unit appendix)

**IV. Letter Writing Project #4**

*Persuasive Business Letter  
Endangered Animals*



Write a persuasive business letter to your U.S. Senators and Representative, the people who are in charge of the Endangered Species Act, the U.S. law that protects endangered species. Write in your own words how you feel about endangered species and why you think it is important to protect them. You can use information on the endangered species web pages for ideas. In your letter, you might select a species that is of particular interest to you and discuss why you feel so strongly about that species. Be sure to address your letter properly. See business letter format on the next page for instructions on how to write a business letter. Ask an adult or call the Carnegie Library to find out the name of your U.S. Senators or Representative.

**Addresses:**

To a Representative:

The Honorable (name)

U.S. House of Representatives

Washington, DC 20515

To a Senator:

The Honorable (name)

U.S. Senate

Washington, DC 20510

**Evaluation/Assessment:**

Students will be evaluated by using a rubric for an accurately written persuasive business letter to the U.S. Senator or Representative on an Endangered Species and display on board. (See unit appendix)

**THEME: WE'RE ALL RESPONSIBLE FOR PRESERVING  
OUR PLANET AND PROTECTING ITS CREATURES**

**V. Culmination Activity**

The culmination activity of this unit is to present a visual display to put in the school library for the entire school to view. It can either be on poster board, a project board display, a classroom bulletin board, or in a display case. The display will include the following information composed throughout this unit.

1. A Venn Diagram comparing and contrasting an animal's point of view to a person's point of view on animal's captivity in a zoo.
2. An Environmental Research Project
3. A Recycling Survey and the Survey Results
4. A Persuasive Business Letter



**VII. Optional Activities**

**A. Council Members as A Guest Speaker**

Invite members of your local council or county board to your class to discuss their solid waste management plans. Prepare questions in advance to ask the board members.

**B. Dubuque Recycling Center and Landfill Field Trip**

Visit the Dubuque Recycling Center and Landfill to develop an awareness for the importance of reducing, recycling, and reusing. Upon returning from the field trip, journal on what you saw and the effects that had an impact on you.

## References

- Banyai, I. (1995). *Zoom*. New York, NY: Viking.
- Kingore, B. (1999). *Assessment*. 2<sup>nd</sup> ed. Austin, TX: Professional Associates.
- Howe, J. (1996). *Morgan's zoo*. New York, NY: Aladdin Paperbacks.
- Winebrenner, S. (1992). Teaching gifted kids in the regular classroom. Minneapolis, MN: Free Spirit Publishing, Inc.

## Websites

- Cheng, H. (2000). Endangered Species of the Next Millennium [Online]. Available: <http://library.thinkquest.org/25014/english.index.shtml> (2001, February 15).
- Dorota, J. (1999). Frogland. [Online]. Available: <http://allaboutfrogs.org/info/save/endangered.html> (2001, January 17).
- Dorota, J. (1999). Frogland. [Online]. Available: <http://allaboutfrogs.org/weird/strange/brooding.html> (2001, January 17).
- Evergreen Industries. (1997). Commonly Recycled Materials [Online]. Available: <http://www.obviously.com/recycle/guides/common.html> (2001, February 15).
- Kasnoff, C. (2000). Bagheera. [Online]. Available: <http://www.bagheera.com> (2001, January 24).

Lear, L. (1998). Rachel Carson [Online]. Available: <http://www.lkwdpl.org/wihohio/cars-rac.htm> (2001, February 15).

Rachel Carson Council. (1999). Basic Guide to Pesticides: Their Characteristics and Hazards [Online]. Available: <http://members.aol.com/rccouncil/ourpage/samples.htm> (2001, February 15).

Savannah, R. (2000). U.S. Fish & Wildlife Service [Online]. Available: <http://www.fws.gov> (2001, February 12).

Savannah, R. (2000). U.S. Fish & Wildlife Service [Online]. Available: <http://www.fws.gov/r9endspp/endspp.html> (2001, February 12).

# **Unit Appendix**

# CONTRACT FOR READING ALTERNATE ACTIVITIES

I agree to follow the guidelines below:

1. I will stay on task at all times.
2. I will not interrupt the teacher while she/he is working with other students.
3. If I need to leave the classroom to work in another location, I will move quietly to that location and follow the directions of the adult in charge.
4. If I am working with a group, we will use "6 inch voices" or voices that cannot be heard 6 inches away.
5. If I need help when the teacher or adult in charge is busy, I will ask other students who are also working on alternate activities. If they cannot help, I will move on to another part of the activity or read my novel until help is available.
6. I will never boast about this opportunity to work on alternate activities.
7. I will keep a careful log of all the work that I do and I will share the work and the log with my teacher as directed.
8. I will keep my work and my log all together in a unit folder and make it available to my teacher upon request.
9. I will not distract other students or call attention to myself by inappropriate behavior.
10. I understand that independent, advanced work is a privilege. I know that if I violate these rules, I will lose the privilege of working on an alternate unit and will have to rejoin the class for teacher-directed instruction.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

I have looked over the alternate unit made available for my child. I will encourage my child to develop independent learning skills by monitoring the unit work.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Ideas adapted from:

Winnebrenner, S. (1992). Teaching gifted kids in the regular classroom. Minneapolis, MN: Free Spirit Publish

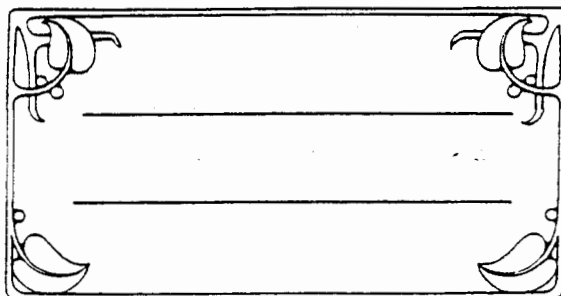
## Work Log - Reading Enrichment Units

(Keep this log in the folder with your work from the unit. Share your work with your teacher, as directed, and have him/her sign the teacher check)

NAME: _____		UNIT: _____	
DATE	TOTAL TIME	WORK COMPLETED TODAY	TEACHER CHECK

---

proudly  
presents



\_\_\_\_\_

\_\_\_\_\_

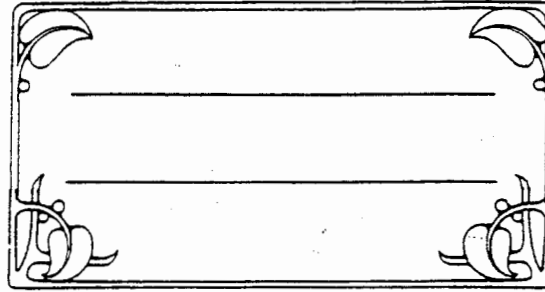
Join us to hear original poetry  
written by our class this year.

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Please join us!





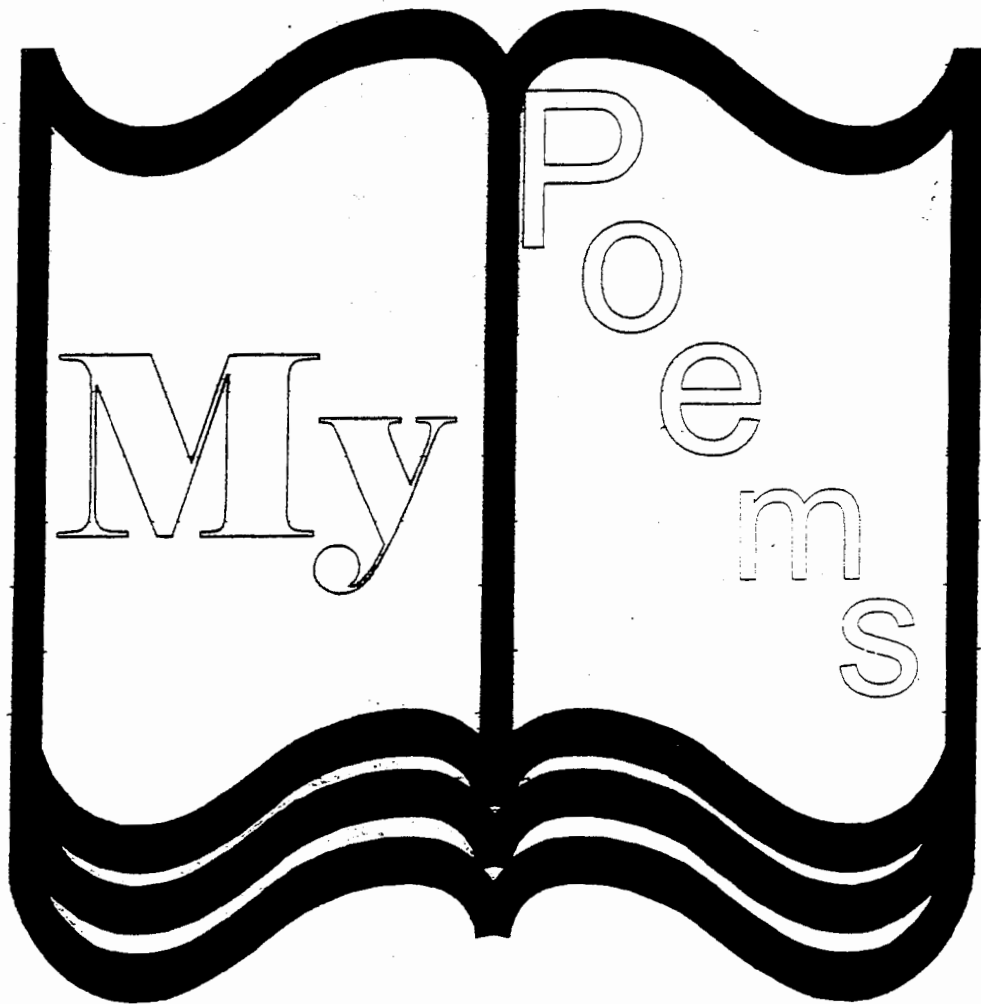
presented by \_\_\_\_\_

poem

author

recited by

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____



by \_\_\_\_\_





















# KidzPage

## Guidelines For Submitting Poems

To submit a poem, just e-mail it to me, Emmi Tarr, at: [veeceet@aimnet.com](mailto:veeceet@aimnet.com)

1. Please include a **working return e-mail address** so that I may contact you. Don't assume that the return button gives me the correct address - I have some beautiful poems that I cannot publish because I have no way to reach their authors.
2. Please include the **author's name** - at least the first name. I will not publish anonymous (author unknown) poems.
3. Send the poems in simple, plain text. Avoid fancy formatting - it can make the poems unreadable!
4. Poems may be on any subject, but avoid swear words. Young children will be reading these poems.
5. No racial, ethnic, religious or other slurs will be accepted.
6. I welcome poems from different cultures and faiths. You are welcome to express your love for your own beliefs. But please don't use the poems to attempt to convert or ridicule others.
7. I maintain the right to reject any and all poems for any reason whatsoever, though I rarely do so.

## Schools

I'll be happy to create pages for your students. But I would appreciate if you follow a few simple guidelines:

1. Give me a working e-mail address so I can reach you if I have questions!
2. Send me the poems in plain, simple, text format. A MS Word attachment is also acceptable...just avoid multiple columns and fancy formats, they don't convert well.
3. Include the name of your school and the grade, or age, of the students.
4. Be sure to include at least the first name of each student.
5. If possible, I would like you to tell me something about your students that will allow me to personalize the page for them. Do they have any favorite colors? School mascot? Favorite subject?, etc. This makes it easier to design the page.
6. You are also welcome to create a Web page yourself as a class project and send the whole thing to me. I'll put it on the Web for you.

Thank you!  
Emmi Tarr

● [Return to KidzPage](#)

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# Discussion #\_\_ Assessment Rubric

Ideas adapted from:  
Winnebrenner, S. (1992). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing, Inc.

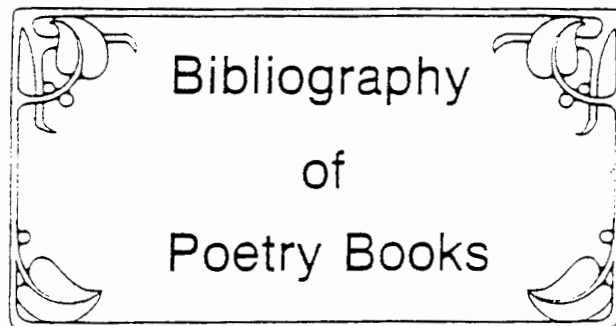
0	1	2	3
<p>Student did not speak at all during discussion.</p>	<p>Student made irrelevant comments during discussion and/or participated, but was easily distracted. Student interrupted while others were speaking.</p>	<p>Student made relevant comments during discussion, actively participated, and used appropriate turn-taking skills.</p>	<p>Student made relevant comments and took on a leadership role to encourage discussion. Appropriate turn-taking skills were used.</p>

## General Standards and Criteria for Project Evaluation

Apply those standards that fit the specific project. Some standards might not be used.

Standards	Criteria			
<i>Areas of Assessment</i>	<i>High</i>	<i>Very Good</i>	<i>Adequate</i>	<i>Needs Work</i>
<b>Research and Preparation</b> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Evidence</li> <li>• Deadlines</li> <li>• Use of Time</li> </ul>	<input type="checkbox"/> used a variety of challenging, reliable, and appropriate resources <input type="checkbox"/> used appropriate evidence and examples <input type="checkbox"/> met all deadlines <input type="checkbox"/> used any extra time to extend research	<input type="checkbox"/> used several reliable, appropriate resources <input type="checkbox"/> made effort to use evidence and examples <input type="checkbox"/> met deadlines <input type="checkbox"/> used preparation time well	<input type="checkbox"/> used minimum number of resources for basic information <input type="checkbox"/> used some evidence and examples <input type="checkbox"/> needed encouragement to meet deadlines <input type="checkbox"/> spent minimal time on preparation	<input type="checkbox"/> used few resources <input type="checkbox"/> used little evidence and few examples <input type="checkbox"/> didn't meet all deadlines <input type="checkbox"/> spent little time on preparation
<b>Content</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Organization</li> <li>• Audience Appeal</li> <li>• Information</li> <li>• Sources</li> </ul>	<input type="checkbox"/> creatively fulfilled purpose <input type="checkbox"/> used logical, easy-to-follow order <input type="checkbox"/> created and maintained high audience interest <input type="checkbox"/> covered topic with outstanding information <input type="checkbox"/> credited sources	<input type="checkbox"/> completely fulfilled purpose <input type="checkbox"/> used easy-to-follow order <input type="checkbox"/> kept audience's attention <input type="checkbox"/> covered topic with appropriate information <input type="checkbox"/> credited sources	<input type="checkbox"/> fulfilled purpose <input type="checkbox"/> used order that was confusing at times <input type="checkbox"/> lost audience's attention at times <input type="checkbox"/> covered the basics <input type="checkbox"/> credited sources	<input type="checkbox"/> did not fulfill purpose <input type="checkbox"/> used hard-to-follow order <input type="checkbox"/> created little audience interest <input type="checkbox"/> omitted important information <input type="checkbox"/> provided incomplete credits
<b>Visual Elements</b> <ul style="list-style-type: none"> <li>• Audience Appeal</li> <li>• Purpose</li> <li>• Effectiveness</li> <li>• Effort</li> </ul>	<input type="checkbox"/> were highly interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas clearly <input type="checkbox"/> showed outstanding effort	<input type="checkbox"/> were interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas <input type="checkbox"/> showed effort	<input type="checkbox"/> were somewhat interesting <input type="checkbox"/> were related to purpose <input type="checkbox"/> generally supported main ideas <input type="checkbox"/> showed fair effort	<input type="checkbox"/> were messy, disorganized, hard to understand <input type="checkbox"/> were unrelated to purpose <input type="checkbox"/> didn't support main ideas <input type="checkbox"/> showed little effort
<b>Written Elements</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Revision</li> <li>• Details</li> </ul>	<input type="checkbox"/> had few errors <input type="checkbox"/> were thoroughly proofread and revised <input type="checkbox"/> supported main ideas with rich details	<input type="checkbox"/> had few errors <input type="checkbox"/> were proofread and revised <input type="checkbox"/> supported main ideas	<input type="checkbox"/> had several errors <input type="checkbox"/> needed more proofreading and revision <input type="checkbox"/> weakly supported main ideas	<input type="checkbox"/> had many errors <input type="checkbox"/> needed to be proofread and revised <input type="checkbox"/> didn't support main ideas
<b>Oral Presentation</b> <ul style="list-style-type: none"> <li>• Delivery</li> <li>• Props</li> <li>• Eye Contact</li> </ul>	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used engaging gestures and props <input type="checkbox"/> maintained excellent eye contact	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used gestures and props <input type="checkbox"/> maintained good eye contact	<input type="checkbox"/> could develop more expression <input type="checkbox"/> used few or awkward gestures and props <input type="checkbox"/> attempted to maintain eye contact	<input type="checkbox"/> was difficult to hear <input type="checkbox"/> used few or distracting gestures and props <input type="checkbox"/> made little attempt to maintain eye contact

NOTE: There are dozens of wonderful poetry books available today. Select those most appropriate for your class. This bibliography lists some of our favorites.



Bibliography  
of  
Poetry Books

*A Light in the Attic* by Shel Silverstein; Harper & Row, 1981.

*Cricket Songs* translated by Harry Behn; Harcourt, Brace, and World Inc., 1964 (Haiku).

*don't tell the scarecrow* by Issa, et al.; Four Winds Press, 1969 (Haiku).

*Feathered Ones and Furry* by Aileen Fisher; Thomas Y. Crowell, 1971.

*Hiawatha* by Henry Wadsworth Longfellow; Dial Books for Young Readers, 1983.

*Knock At a Star* by X. J. Kennedy & Dorothy M. Kennedy; Little, Brown & Company, 1982.

*Mother Goose* by Michael Hague; Holt, Rinehart and Winston, 1984.

*My Own Rhythm* by Ann Atwood; Charles Scribner's Sons, 1973 (Haiku).

*Oh, A-Hunting We Will Go* by John Langstaff; Atheneum, 1974 (Couplets).

*Paul Revere's Ride* by Henry Wadsworth Longfellow; Greenwillow Books, 1978.

*Pigericks* by Arnold Lobel; Harper & Row, 1983 (Limericks).

*Poetry on Wheels* selected by Lee Bennett Hopkins; Garrard Publishing Company, 1974.

*Ring of Earth* by Jane Yolen; Harcourt Brace Jovanovich, 1986.

*Stopping By the Woods on a Snowy Evening* by Robert Frost; E. P. Dutton, 1978.

*The Moon's the North Wind's Cooky* selected by Susan Russo; Lothrop, Lee & Shepard Company, 1979.

*The Oxford Book of Children's Verse in America* edited by Donald Hall; Oxford University Press, 1985.

*The Random House Book of Poetry for Children* selected by Jack Prelutsky; Random House, 1983.

*Think of Shadows* by Lillian Moore; Atheneum, 1980.

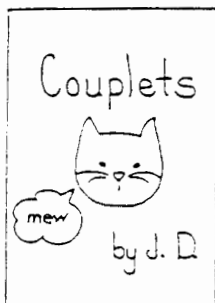
Evans, J. and Moore, J. (1988). Writing poetry with children. Monterey, CA: Evan-Moor Corp.

# Making Poetry Books

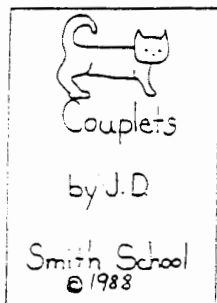
One of the best ways to motivate your students to write poetry is to provide many opportunities for sharing their finished works. Putting books written and illustrated by your students into a class library is one excellent way for this sharing to take place. You will find students reading and re-reading their own poems as well as those created by their classmates. These books can contain the whole class' efforts to create poems in one style or on one topic or can be individual books containing all of one child's favorites.

Putting a book together:

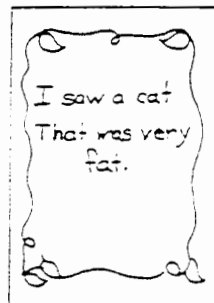
## 1. Create pages —



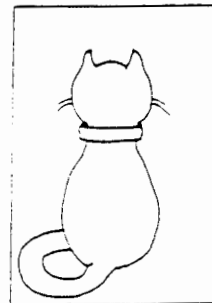
front cover



title page



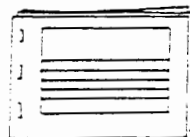
poem pages



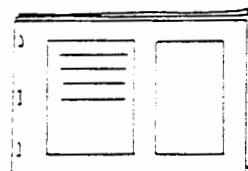
back cover

## 2. Attach poem pages —

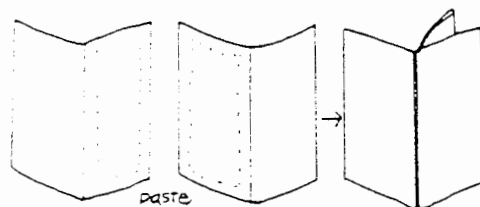
Pages may be stapled together before being put into a cover.



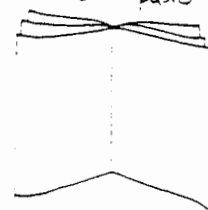
Pages may be glued to a backing of construction paper, then stapled together and put into a cover.



Pages may be folded in half, then glued back-to-back.



Pages may be folded and then stitched down the center. Stitching may be done by machine or by hand with darning needles.



## 3. Covers —

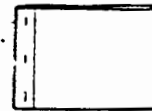
Covers can be made from many different materials:

mat board  
construction paper  
tag board

cardboard  
wallpaper  
cloth

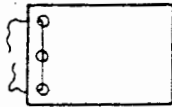
• **Quick and easy covers** — These covers require little time to create.

a. Staple cover to pages. Cover the staples with a strip of tape.

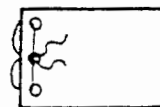


b. Punch holes through the cover and pages. Put together with metal rings. Or tie with shoelaces, yarn, or string.

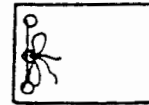
1. down through end holes



2. up through middle holes

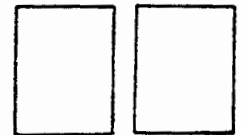


3. tie on top

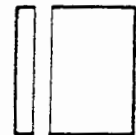


• **Hinged covers**

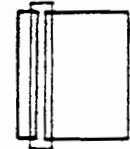
Cut two pieces of tag, cardboard, etc. slightly larger than the poetry pages.



Cut 1/2" strip from the left-hand side of the front cover.



Tape the strips together on the inside. Leave an 1/8" space open between the two strips.



Staple the cover and poetry pages together. Cover the front hinge and staples and the back staples with a 1 1/2" piece of tape.



• **Accordion books**

Cut tag to the desired shape. Cut as many pieces as you need.



Tape the tag pieces together. Put tape front and back.



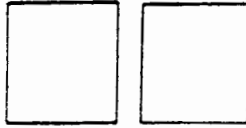
Cut paper the same shape as the cover. Write poems and glue into the book.



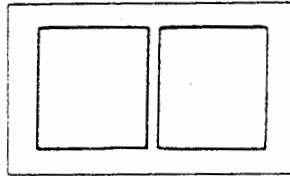


## • Cloth covers

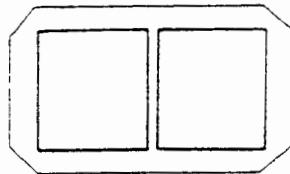
Cut two pieces of cardboard slightly larger than the poetry pages.



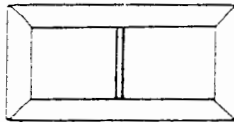
Place the cardboard on a piece of cloth 1 to 1 1/2" larger than the cover. Leave a small space in between the cover pieces.



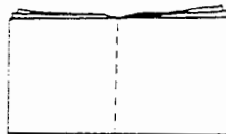
Miter the corners of the fabric.



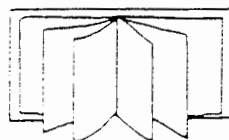
Place diluted white glue on the cloth and fold over the cover. (Place waxed paper inside the book and place a heavy object on top of the cover as it dries.)



Poetry pages should be cut almost the length of the cover. Stitch 46 pages together down the center with a darning needle and thread or on a sewing machine.



Leave the first and last pages empty to serve as end pages. Write and illustrate the poems. Paste the end papers to the cover to complete the book. (Place waxed paper between the end papers and the poetry pages while the glue is drying.)



# **Unit Appendix**

# CONTRACT FOR READING ALTERNATE ACTIVITIES

I agree to follow the guidelines below:

1. I will stay on task at all times.
2. I will not interrupt the teacher while she/he is working with other students.
3. If I need to leave the classroom to work in another location, I will move quietly to that location and follow the directions of the adult in charge.
4. If I am working with a group, we will use "6 inch voices" or voices that cannot be heard 6 inches away.
5. If I need help when the teacher or adult in charge is busy, I will ask other students who are also working on alternate activities. If they cannot help, I will move on to another part of the activity or read my novel until help is available.
6. I will never boast about this opportunity to work on alternate activities.
7. I will keep a careful log of all the work that I do and I will share the work and the log with my teacher as directed.
8. I will keep my work and my log all together in a unit folder and make it available to my teacher upon request.
9. I will not distract other students or call attention to myself by inappropriate behavior.
10. I understand that independent, advanced work is a privilege. I know that if I violate these rules, I will lose the privilege of working on an alternate unit and will have to rejoin the class for teacher-directed instruction.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

I have looked over the alternate unit made available for my child. I will encourage my child to develop independent learning skills by monitoring the unit work.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Ideas adapted from:

Winnebrenner, S. (1992). Teaching gifted kids in the regular classroom. Minneapolis, MN: Free Spirit Publishing In

## Work Log - Reading Enrichment Units

(Keep this log in the folder with your work from the unit. Share your work with your teacher, as directed, and have him/her sign the teacher check)

NAME: _____		UNIT: _____	
DATE	TOTAL TIME	WORK COMPLETED TODAY	TEACHER CHECK

# Persuasive Business Letter

**Heading:** (Your address)

Street Address

City, State Zip Code

Date

**Inside Address:**

Name of person to whom you are writing

Business Name

Street Address

City, State Zip Code

**Salutation:**

Dear \_\_\_\_\_, (name of person)

**Body:**

**1<sup>st</sup> Paragraph:** Introduction about yourself

**2<sup>nd</sup> Paragraph:** Introduction of letter (state the purpose of the letter)

**3<sup>rd</sup> Paragraph:** Give 3 or 4 facts to persuade the reader to do what you are asking

**4<sup>th</sup> Paragraph:** Thank the reader for considering doing what you asked

**Closing:** (Sincerely,)

Closing is respectful

**Signature:**

Your first and last name

## Prewriting for Persuasive Business Letter

Your address:

---

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Inside address:

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---

---

---

Salutation: Dear \_\_\_\_\_,

Introduction: (introduce yourself)

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---

---

---

---

Introduction of letter:

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Prewriting for Persuasive Business Letter (con't.)

Facts:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

Conclusion

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing: \_\_\_\_\_,

Signature

Name \_\_\_\_\_

Date \_\_\_\_\_

## Business Letter Proofreading

**Directions:** Initial each box after you and your partner have completed the proofreading of that part of your letter.

### You

“CUPS”	Heading	Inside Address	Salutation	Body: Para. 1	Body: Para. 2	Body: Para. 3	Closing	Signature
“C”								
“U”								
“P”								
“S”								

### Your Partner

“CUPS”	Heading	Inside Address	Salutation	Body: Para. 1	Body: Para. 2	Body: Para. 3	Closing	Signature
“C”								
“U”								
“P”								
“S”								

**Reminder:** Did you remember your **commas**?

- Heading:**
1. Between the city and state
  2. Between the day and the year

**Inside Address:** 3. Between the city and state

**Closing:** 4. After the closing

**Reminder:** The **Salutation** needs a **colon ( : )** after it.





### Revision of Business Letter

#### Heading

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 3 lines
3. \_\_\_\_\_ 1<sup>st</sup> line: street address
4. \_\_\_\_\_ 2<sup>nd</sup> line: city, state zip code
5. \_\_\_\_\_ 3<sup>rd</sup> line: date

#### Inside Address

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 4 lines
3. \_\_\_\_\_ 1<sup>st</sup> line: name of person to whom you are writing
4. \_\_\_\_\_ 2<sup>nd</sup> line: name of the business
5. \_\_\_\_\_ 3<sup>rd</sup> line: street or P.O. Box address
6. \_\_\_\_\_ 4<sup>th</sup> line: city, state zip code

#### Salutation

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 1 line
3. \_\_\_\_\_ Dear \_\_\_\_\_,
4. \_\_\_\_\_ Name of person (people)

#### Body

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 3 paragraphs
3. \_\_\_\_\_ 1<sup>st</sup> paragraph: Introduction—purpose of the letter
4. \_\_\_\_\_ 2<sup>nd</sup> paragraph: Gives \_\_\_\_\_ facts to persuade the reader to do what you asked.
5. \_\_\_\_\_ 3<sup>rd</sup> paragraph: Thank the reader for considering to do what you asked.

#### Closing

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 1 line
3. \_\_\_\_\_ Closing is respectful

#### Signature

1. \_\_\_\_\_ Line up along the left, red margin—not indented
2. \_\_\_\_\_ 1 line
3. \_\_\_\_\_ Your first and last name

*Cursive*

# Discussion #\_\_ Assessment Rubric

0	1	2	3
<p>Student did not speak at all during discussion.</p>	<p>Student made irrelevant comments during discussion and/or participated, but was easily distracted. Student interrupted while others were speaking.</p>	<p>Student made relevant comments during discussion, actively participated, and used appropriate turn-taking skills.</p>	<p>Student made relevant comments and took on a leadership role to encourage discussion. Appropriate turn-taking skills were used.</p>

## General Standards and Criteria for Project Evaluation

Apply those standards that fit the specific project. Some standards might not be used.

Standards	Criteria			
<i>Areas of Assessment</i>	<i>High</i>	<i>Very Good</i>	<i>Adequate</i>	<i>Needs Work</i>
<b>Research and Preparation</b> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Evidence</li> <li>• Deadlines</li> <li>• Use of Time</li> </ul>	<input type="checkbox"/> used a variety of challenging, reliable, and appropriate resources <input type="checkbox"/> used appropriate evidence and examples <input type="checkbox"/> met all deadlines <input type="checkbox"/> used any extra time to extend research	<input type="checkbox"/> used several reliable, appropriate resources <input type="checkbox"/> made effort to use evidence and examples <input type="checkbox"/> met deadlines <input type="checkbox"/> used preparation time well	<input type="checkbox"/> used minimum number of resources for basic information <input type="checkbox"/> used some evidence and examples <input type="checkbox"/> needed encouragement to meet deadlines <input type="checkbox"/> spent minimal time on preparation	<input type="checkbox"/> used few resources <input type="checkbox"/> used little evidence and few examples <input type="checkbox"/> didn't meet all deadlines <input type="checkbox"/> spent little time on preparation
<b>Content</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Organization</li> <li>• Audience Appeal</li> <li>• Information</li> <li>• Sources</li> </ul>	<input type="checkbox"/> creatively fulfilled purpose <input type="checkbox"/> used logical, easy-to-follow order <input type="checkbox"/> created and maintained high audience interest <input type="checkbox"/> covered topic with outstanding information <input type="checkbox"/> credited sources	<input type="checkbox"/> completely fulfilled purpose <input type="checkbox"/> used easy-to-follow order <input type="checkbox"/> kept audience's attention <input type="checkbox"/> covered topic with appropriate information <input type="checkbox"/> credited sources	<input type="checkbox"/> fulfilled purpose <input type="checkbox"/> used order that was confusing at times <input type="checkbox"/> lost audience's attention at times <input type="checkbox"/> covered the basics <input type="checkbox"/> credited sources	<input type="checkbox"/> did not fulfill purpose <input type="checkbox"/> used hard-to-follow order <input type="checkbox"/> created little audience interest <input type="checkbox"/> omitted important information <input type="checkbox"/> provided incomplete credits
<b>Visual Elements</b> <ul style="list-style-type: none"> <li>• Audience Appeal</li> <li>• Purpose</li> <li>• Effectiveness</li> <li>• Effort</li> </ul>	<input type="checkbox"/> were highly interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas clearly <input type="checkbox"/> showed outstanding effort	<input type="checkbox"/> were interesting, easy to see and understand <input type="checkbox"/> supported purpose <input type="checkbox"/> communicated main ideas <input type="checkbox"/> showed effort	<input type="checkbox"/> were somewhat interesting <input type="checkbox"/> were related to purpose <input type="checkbox"/> generally supported main ideas <input type="checkbox"/> showed fair effort	<input type="checkbox"/> were messy, disorganized, hard to understand <input type="checkbox"/> were unrelated to purpose <input type="checkbox"/> didn't support main ideas <input type="checkbox"/> showed little effort
<b>Written Elements</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Revision</li> <li>• Details</li> </ul>	<input type="checkbox"/> had few errors <input type="checkbox"/> were thoroughly proofread and revised <input type="checkbox"/> supported main ideas with rich details	<input type="checkbox"/> had few errors <input type="checkbox"/> were proofread and revised <input type="checkbox"/> supported main ideas	<input type="checkbox"/> had several errors <input type="checkbox"/> needed more proofreading and revision <input type="checkbox"/> weakly supported main ideas	<input type="checkbox"/> had many errors <input type="checkbox"/> needed to be proofread and revised <input type="checkbox"/> didn't support main ideas
<b>Oral Presentation</b> <ul style="list-style-type: none"> <li>• Delivery</li> <li>• Props</li> <li>• Eye Contact</li> </ul>	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used engaging gestures and props <input type="checkbox"/> maintained excellent eye contact	<input type="checkbox"/> spoke audibly and expressively <input type="checkbox"/> used gestures and props <input type="checkbox"/> maintained good eye contact	<input type="checkbox"/> could develop more expression <input type="checkbox"/> used few or awkward gestures and props <input type="checkbox"/> attempted to maintain eye contact	<input type="checkbox"/> was difficult to hear <input type="checkbox"/> used few or distracting gestures and props <input type="checkbox"/> made little attempt to maintain eye contact

## Reading Alternate Activities Evaluation

Unit \_\_\_\_

Directions: Teacher and student should complete this evaluation separately. Circle all that apply to the completed project with 1 being low and 5 being high.

Quality Project	Teacher	Student
1. Completed all components	1 2 3 4 5	1 2 3 4 5
2. Focused on task during independent time	1 2 3 4 5	1 2 3 4 5
3. Fulfilled policies of contract for alternate working conditions	1 2 3 4 5	1 2 3 4 5
4. Produced quality work	1 2 3 4 5	1 2 3 4 5
5. Probed for detail in responses	1 2 3 4 5	1 2 3 4 5
6. Presented to class or other audience	1 2 3 4 5	1 2 3 4 5
7. Demonstrated depth of thinking	1 2 3 4 5	1 2 3 4 5
8. Demonstrated logical thinking skills	1 2 3 4 5	1 2 3 4 5
9. Demonstrated creative thinking skills	1 2 3 4 5	1 2 3 4 5

What did you get out of this project opportunity? Any specific benefits?  
Explain your answer.

What can you do now that you couldn't do before?

What do you know now that you didn't know before?

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## CONCLUSIONS AND RECOMMENDATIONS

### CHAPTER FOUR

Developing these reading alternate activities required a great amount of time, effort, and evaluation. However, I felt this graduate project was an excellent opportunity to produce a differentiated alternate curriculum. I felt this needed project was very successful, beneficial, and valuable for myself as a fourth grade teacher, for the Dubuque Community School District, and for the M.A.E.: Education of the Gifted Program at the University of Northern Iowa.

Cheryl Werner, Carolyn Wieszork, and I were each responsible for creating, designing, and composing two units. All the units contain an anchor activity, along with differentiation throughout the units. The units provide student options for the research and projects. For a completed alternate fourth grade reading unit, we will bind all six units together.

For an evaluation of the units, I enlisted the help of three talented and gifted (TAG) facilitators, the Dubuque Community School District's TAG coordinator, and three fourth grade teachers for critical comments and feedback. Throughout the writing process of the units, they offered ideas on research, culminating activities, and student choice projects.

Prior to using them in the units, I previewed the novel, student anthology, and teacher's manual. I field-tested the books by implementing them into my reading curriculum with a group of TAG students. The students really enjoyed the books and

recommended them to other students. Therefore, I incorporated them into my alternate reading units.

During the 1999-2000 school year, an alternate curriculum for the Dubuque Community School District's sixth grade reading program was written and tested. It has been implemented this year and has proven to greatly enhance the learning opportunities for the advanced readers. Teachers at other grade levels have requested the alternate curriculum to be written for their grade level. Therefore, I know TAG facilitators and classroom teachers will be willing to implement this unit into the curriculum to help meet the needs of gifted students.

These units are designed so that students can work with minimal assistance or independently. However, it is strongly recommended for a classroom teacher, Gifted and Talented facilitator, and/or guidance counselor to interact with the students during the units. The units were to be long enough to occupy the student productively for a period of six weeks, but flexible enough to be shortened if necessary. They can be implemented into the regular classroom or in a pull-out program.

As a teacher working towards a M.A.E. in Education of the Gifted, I feel I have great amount of background knowledge, resources, and experience in this area. I have devoted many hours in designing this curriculum to include a quality curriculum that includes differentiation in content, process, and product. I am confident this reading alternate unit will be successful.

After completing this project, I have become more aware of the importance and value of providing gifted students with an alternative curriculum. As a classroom teacher, I will make a commitment to differentiate other subject areas in the curriculum.

The units have been reviewed and accepted by Dorothy Gibbs, the DCSD director of curriculum. Dorothy has agreed to order and purchase the supplemental materials necessary for the reading alternate units as soon as possible. We will bind all six units together, make and distribute copies to the schools, and implement them for the 2001-2002 school year.

For a future project development, we would like to get a start on my questions for revising the sixth grade alternate reading curriculum. This unit lacks quality in differentiating content, process, and product. Another future project development may be designing an alternate reading curriculum for the third grade.

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