THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas With IMPACT

idea packet

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Tissue Box Poetry

Tissue Box Poetry

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Goals & Objectives

1. The main goal of this project is to engage the students in an exciting, hands-on project involving use of poetry features and presentation skills that will effectively make the lesson unforgettable, and, therefore, enable students to achieve higher assessment results in the tough subject of poetry.

2. Students spark community engagement by reaching out to other teachers in the school and gifting them their tissue box project and providing encouragement with a teacher-appreciation note.

3. A final goal is to foster creative expression and understanding of a lesson concept that goes beyond traditional paper-pencil method.

Florida Standards

- LAFS.6-8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.6-8.SL.2.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- LAFS.6-8.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- LAFS.6-8.RL.1: Key Ideas and Details
- VA.6-8.F.1.1: Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- VA.6-8.F.1.4: Use technology skills to create an imaginative and unique work of art.

Course Outline

1. Students learn the elements of poetry through high-interest virtual and in-person lessons and assessments assigned on BrainPOP, Edgenuity, Kahoot.it, myON, and from the myPerspectives textbook.

2. After the concepts are learned, the goal is for students to apply their knowledge by choosing a fictional novel, and after having it teacher-approved, read it.

3. At a halfway point in their independent reading, a *Book Café* meeting is held, in which students share their opinions and updates about their books, and they show-and-tell what they are drinking and eating (symbolic choices relative to their book) at our café meeting.

4. Eventually, the students finish reading their books, take the A.R. quizzes, and then we move on to the final stage.

5. Students finally follow the *Project Guideline and Rubric* to create a tissue box poetry book report about their book. Each student has 5 minutes to record their presentation on Flipgrid for the class's viewing on the due date.

6. It is at the teacher's discretion to decide how many grades the project is worth; the "Rubric" is applicable no matter how many grades awarded.

7. Recommendation: assign extra credit 'A' to top projects, as chosen by the teacher.

8. The project can also be adapted beyond Language Arts. Any subject can have a Tissue Box Report on almost any content matter. For example, a historical event can be presented on all sides of the tissue box using the various forms of poetry.

Lesson Plan

Days 1-5:

1. Use PowerPoint lessons to teach Literary and Poetry Elements on the Promethean board, all while students reciprocate in discussion and take notes. Supplement the lesson with assignments on BrainPOP and Edgenuity. Day before quiz, review concepts on Kahoot.it. Day of quiz, assign teacher-created quiz on Goggle forms.

2. After the quiz results are reviewed in class with any follow-up questions answered, the students apply their new knowledge by choosing and reading a teacher-approved fictional novel, and keeping notes on how the literary and poetry elements can be applied in their book.

Days 6-7:

3. At a halfway point in the students' reading plan, a Book Café meeting is held in class, in which students share their opinions and updates about their books, and they show-

and-tell what they are drinking and eating as symbolized in their novels. For example, a student reading a modern Snow White story could eat an apple at our café meeting. (Fun stuff.)

Days 8-12:

4. Students follow the *Project Guideline and Rubric* to create a tissue box book report to represent the literary and poetry elements in the book. Meanwhile, other lessons take place in class.

Days 13-14:

5. Project due date: The class views each student's 5-minute Flipgrid presentation and the tissue boxes are turned in. Each student writes a note of appreciation for any school staff member of their choice and then gifts that person the box.

Materials:

- Students must supply themselves.
- Students may try a $10 budget in stores like Dollar Tree.

The teacher can also take a general survey of what supplies are needed and see if the teacher and students can donate items.

Project Guidelines

Tissue Box Poetry Project for Independent Novel

Objectives:

- Students will each create 5 poems based on the subject of his/her independent novel (characters, themes, scenes, etc.), and write a summary of the plot (use the 5 plot elements), as well as provide a star-rating system.
- Presentations will be done through Flipgrid and shown in class on the due-date.

Instructions:

- In the beginning of the school year, you began tracking the independent novels you've been reading by listing the title, brief summary, and your opinion/rating of each book. Choose one of those books to base this project on.
- Choose a cube or rectangular tissue box. Cover over all sides with colors and images representative of the novel. Do not cover the tissue-opening (cover *around* the opening).
- You will create 5 poems based on the subject of your novel (characters, themes, scenes, etc.), and write a summary of the plot (use the 5 plot elements), as well as provide a star-rating system. The 5 types of poetry will be reviewed in class, and samples are included in this document ("Special Forms of Poetry"). Please follow the requirements of each poem.
- There are 6 sides:
    - Side 1 = Concrete Poem (at least 5 lines)
    - Side 2 = Acrostic Poem (at least 5 lines)
    - Side 3 = Limerick Poem (5 lines exactly)
    - Side 4 = Tongue-Twister Poem (at least 5 lines)

- Top side = Haiku (3 lines exactly), & Student's Name & Class Period
- Bottom Side = Plot Summary & Star-Rating

- Presentation:
  - Create a Flipgrid video of your presentation. Time limit: 5 minutes.
  - Order:
    - State your name.
    - State title of novel and author.
    - Read the Exposition and Climax of the story.
    - Read 2 of the poems.
    - Show all sides of your box.

Rubric

	Completion & Accuracy (2 Grd.s)	Wow Factor/ Aesthetics (1 Grd.)	Presentation (1 Grd.)
A	All writing requirements met.	All decorative requirements met, and it looks awesome!	Order of presentation followed. Clear audio, visual, and verbal expression.
B	All, except 1-2, writing rules met but all poems and plot summary still included.	All decorative requirements met, and it looks satisfactory.	Order of presentation mostly followed. Mostly clear audio, visual, and verbal expression.
C	All, except 3-4, writing rules met, but all poems and plot summary still included.	Missing 1 or 2 noticeable décor requirements.	Order of presentation mostly or not followed. Audio, visual, and/or verbal expression are not clear.
D	Missing at least one poem, or the summary.	Missing too many décor requirements.	Like 'C,' but worse.
F	Missing at least 2 poems, including summary.	Almost no attempt made to decorate box.	No presentation made.

Resources

- Online platform for recorded classroom presentations:
  - https://www.flipgrid.com
- Create or Choose available interactive lessons:
  - https://www.brainpop.com
- Engaging teacher-approved online video lesson on literary elements:
  - "Literary Elements Rap" https://www.flocabulary.com/unit/fivethings/
- Engaging teacher-approved online video lesson on literary elements:
  - "Elements of Literature with Mr. Taylor (Part 1)" https://www.youtube.com/watch?v=9E6JJojgCew
- Engaging teacher-approved online video lesson on literary elements:
  - "Literary Elements Found in Songs.m4v" https://www.youtube.com/watch?v=eF0gyQ6V74Q
- Engaging teacher-approved online video lesson on literary elements:
  - "Literary Devices in Pop Culture" https://www.youtube.com/watch?v=U_pxfifB6Co
- Create fun interactive quizzes and polls:
  - https://kahoot.com/schools-u/
- Online library of videos, search for Poetry Elements:
  - https://www.youtube.com
- Non-personal text-messaging platform to send instant messages to students through cell phone or email:

- https://www.remind.com

Literary Elements

Student Name: _____

Fiction Title: _____ Author: _____ Genre: _____

Protagonist

- Draw and color the main character in the righthand box.
- Write 2 adjectives that describes this character's personality.
  - _____ & _____
- The sentences you choose should be evidence of the type of character he/she is:
  - Write a sentence from the book that the character thought:
    _____
  - Write a sentence that he/she said, and one that described something he/she did.
    _____

Setting

Place:_____ Time: _____

Draw and color the main setting in the box below.

Figurative Language

Copy a sentence from the book that exemplifies figurative language:

_____

_____

Identify the type of figurative language used in that sentence:_____

Copy another sentence from the book of figurative language:

_____

_____

Identify the type of figurative language used in that sentence:_____

Conflict

Describe the main conflict of the story.

_____

_____

_____

_____

_____

_____

_____

Vocabulary: Identify a new word that you learned from the story.

Definition:

Synonym:

Word:

Sentence:

Antonym:

Special Forms of Poetry

In a **concrete poem**, words are arranged in a shape that reflects the subject of the poem.

I
am
a very
special
shape I have
three points and
three lines straight.
Look through my words
and you will see, the shape
that I am meant to be. I'm just
not words caught in a tangle. Look
close to see a small triangle. My angles
add to one hundred and eighty degrees, you
learn this at school with your abc's. Practice your
maths and you will see, some other fine examples of me.

A **haiku** is a Japanese verse form with three lines. Line 1 has five syllables, line 2 has seven, and line 3 has five. Haiku often focus on nature.

"Awakening"

Silver dawn awakes
the new day is born again
innocent and fresh

"Seagulls"

Catching the sea breeze
white wings glide above the waves.
Seagulls soar... Freedom!

A **limerick** is a short, funny poem of five lines. The first, second, and fifth lines rhyme and have three beats, or stressed syllables. The third and fourth lines rhyme and have two strong beats.

There wás an old mán from Perú,	A	(3 beats)
who dreámed he was eáting his shóe.	A	(3 beats)
He awóke in the níght	B	(2 beats)
with a térrible fríght,	B	(2 beats)
and foúnd out that ít was quite trúe.	A	(3 beats)

An **acrostic** is a poem in which the first letter of each line spells out a word, message or the alphabet.

Rebellious, going against the grain

Oomph, you have a magnetic draw

Buoyant, abound with energy

Enchanting, a charming presence

Reassuring, a comforting presence

Trustworthy, your word is good as gold

Obliging, willing to accommodate

Tongue-twisters are short poems, sometimes even single sentences, which are hard to say because they contain the similar consonantal initial sounds (alliterations).

Betty Botter's Better Batter

Betty Botter bought some butter.
"But," she said, "the butter's bitter.
If I put it in my batter,
it will make my batter bitter.
But a bit of better butter--
that would make my batter better."

So she bought a bit of butter,
better than her bitter butter.
And she put it in her batter,
and the batter as not bitter.
So 'twas better Betty Botter
bought a bit of better butter!

The Two-Toed Tree-Toad

A tree-toad loved a she-toad
Who lived up in a tree.
He was a two-toed tree-toad,
But a three-toed toad was she.
The two-toed tree-toad tried to win

The three-toed she-toad's heart,
For the two-toed tree-toad loved the ground
That the three-toed tree-toad trod.
But the two-toed tree-toad tried in vain;
He couldn't please her whim.
From her tree-toad bower,
With her three-toed power,
The she-toad vetoed him.

The Woodchuck

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much as a woodchuck would
If a woodchuck could chuck wood.

Peter Piper

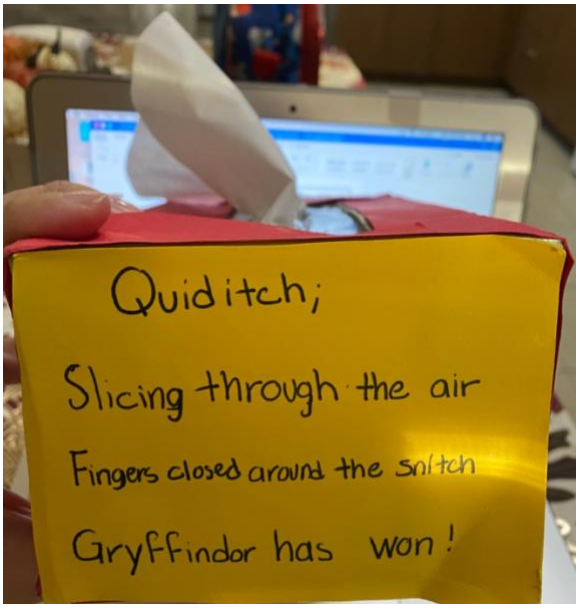
Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper Picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

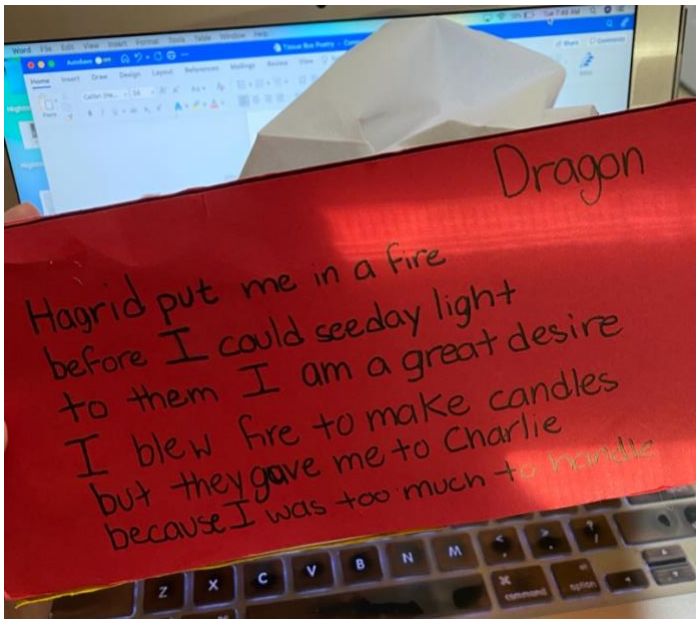
Sea Shells

She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

Student Samples

HARR
POTTER
GRYFIDOR


Quiditch;
Slicing through the air
Fingers closed around the snitch
Gryffindor has won!


Dragon
Hagrid put me in a fire
before I could seeday light
to them I am a great desire
I blew fire to make candles
but they gave me to Charlie
because I was too much to handle