

Table of Contents

Introduction	3	Meeting the Pioneers	77
Standards for Writing	4	Telling It My Way	80
Standards Table	5	Pieces of the Quilt	83
Ideas and Content	6	Organization	86
Ideas and Content Poster	7	Organization Poster	87
Gathering Topics	8	Creating Order from Chaos	88
I'm an Expert!	12	Shuttle Flight 101	92
Personal Favorites	16	Elements in the Universe	95
Delicious Details	19	From One Planet to Another	98
Let Me Tell You About	22	Just Perfect	101
The Whole Piece	25	Conventions	104
Word Choice	28	Conventions Poster	105
Word Choice Poster	29	The Mark of a Citizen	106
What Am I?	30	Flying the Flag	109
Looking Closely	33	Red, White, and Blue	112
Action Adventures	38	America, a Great Place to Live	114
Natural Sounds	41	Proud to Be an American	118
It Sounds Like	44	My Proof of Citizenship	121
Fluency	47	Presentation	124
Fluency Poster	48	Presentation Poster	125
Wild Weather	49	Planning a Masterpiece	126
How's the Weather?	52	In Living Color	129
Experiencing the Elements	55	Designing Diagrams	132
A Developing Storm	58	Turn On the Light	134
What Will the Weather Do Next?	62	Confusing Chatter	137
Fair Weather, Foul Weather	65	Lights, Color, Action	140
Voice	68	Technology Resources	143
Voice Poster	69	Answer Key	144
The World of the Wagon Train	70		
Singing Along the Trail	74		

I Know That Food!

Name of Food	Sight	Sound	Touch	Smell	Taste

Experiencing the Elements

Objective

Given instruction in writing poetry, the students will use characteristics of Fluency and words previously gathered to write a weather poem.

Materials

- white board, overhead projector, or chart paper and marker
- a few published poems to read aloud (e.g., Shel Silverstein, Jane Yolen)
- student samples (page 56), one copy for display
- weather word bank generated in previous lessons
- weather pictures from previous lessons
- “Checking the Forecast” (page 57), one copy per student

Preparation

Enlarge the student samples (page 56) for display.

Opening

Ask the students how they would define *poetry*. You may want to list student responses on the white board. Read one or two published poems about weather to the class and discuss elements of poetry found in the poems. Tell the students the word *elements* can refer to the “components of a poem,” “its qualities,” or “various aspects of climate or weather.”

Directions

1. Continue the discussion of weather poems you read to the class. Point out that poetry often rhymes, but not always. Poems may not have complete sentences in narrative form; instead they may be composed of word phrases. Poetry often expresses feeling and uses descriptive words with strong visual imagery as the students practiced in the Word Choice unit.
2. Refer to the “Fluency” poster (page 48), specifically “natural rhythm and flow,” “different word patterns,” and “play with language.” Tell the students that poetry has rhythm even if it does not rhyme; explain that most song lyrics are written in poetry. Poets often arrange words in patterns. Poets may play with the language, putting words in an order the reader may not expect or by writing a silly poem.
3. Show the class the student samples (page 56). Ask the students to evaluate the poems using the elements of poetry you have discussed. You might want to list the elements of poetry you have covered and check each one that is incorporated in the sample poems.
4. Have the students use the word bank of weather words and weather pictures to write a poem about weather. Encourage them to be specific, use descriptive words and strong visual imagery, and express feeling in their writing.

Closing

Distribute “Checking the Forecast” (page 57). Have the students copy their poem onto page 57 in the box. Then instruct the students to critique their poetry using the checklist on the bottom of the page. Students may also read their poetry aloud to the class and receive positive feedback from classmates.

Extension

Have the students use a word processing program to create a class book of weather poems and donate it to the school library. Students may include original or computer-generated artwork in the book.