

A4L Notebook

Unit 5 *Words in Motion!*

Table of Contents

PAGE	COMPLETED
3	Unit Overview for Students
4	Word Exploration graphic organizer: “Dragonfly” <input type="checkbox"/>
6	Reflecting on Your Dancing Choices <input type="checkbox"/>
7	Reflecting on Your Peers’ Dancing Choices <input type="checkbox"/>
8	Word Exploration graphic organizer: “Sparklers” <input type="checkbox"/>
11	First TRAIL Marker <input type="checkbox"/>
13	Word Exploration graphic organizer: “clothesline” <input type="checkbox"/>
14	Word Exploration graphic organizer: _____ (<i>poem of choice</i>) . <input type="checkbox"/>
17	Second TRAIL Marker. <input type="checkbox"/>
20	Free-Verse Poem Brainstorm <input type="checkbox"/>
22	Free-Verse Poem Draft <input type="checkbox"/>
24	Free-Verse Poem FINAL Draft <input type="checkbox"/>
26	Choreography Preparation Chart <input type="checkbox"/>
29	Third TRAIL Marker. <input type="checkbox"/>
31	Words & Phrases I Like <input type="checkbox"/>

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UNIT OVERVIEW FOR STUDENTS

Words in Motion!

This is the path Unit 5 takes to create a *Words in Motion!* performance.

Part 1

Exploring words & phrases in poems through dance & vocal expression



Part 2

Writing free-verse poems and choreographing them into dances



Part 3

Sharing our *Words in Motion!* dances for an invited audience



“Dragonfly” Word Exploration

Directions: Write or draw words & phrases that might be used in place of those from the poem.

Word or Phrase from the poem: *It skims the ponds surface*

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Word or Phrase from the poem: *Outspread wings blur with speed*

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

“Dragonfly” Word Exploration

Continued

Word or Phrase from the poem: *It touches down*

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Word or Phrase from the poem: *Wings flicker and still*

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Reflect on *Your* Dancing Choices

Directions: Use these sentence starters to reflect on your dancing choices.

When I danced...

(Word/phrase from the poem)

My opening shape was...

(Describe what you did with your body)

My movement was...

(Describe your movement.)

My ending shape was...

(Describe what you did with your body)

I did this to show....

(What feeling or image were you trying to show?)

Reflect on Your *Peer's* Dancing Choices

Directions: Use these sentence starters to reflect on your peer's dancing choices.

When you danced...

(Word/phrase from the poem)

In your opening shape, I saw...

(Describe what the dancers did with their bodies)

In your movement, I saw...

(Describe the dancers' movement.)

In your ending shape, I saw...

(Describe what the dancers did with their bodies)

Your dance showed/made me feel....

(Describe the feeling or image you got from the dance)

“Sparklers” Word Exploration

Directions: Write or draw words & phrases that might be used in place of those from the poem.

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

“Sparklers” Word Exploration

Continued

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

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First TRAIL Marker

Reflecting on Reading and Dancing



Directions: Take a step back and reflect on the poetry reading you have done and the dances you've created. Talk with a partner about your decisions and then write about them here.

1. I'm thinking about when I danced...

(Word/phrase from the poem)

2. When I danced my beginning shape, movement, or ending shape, I...

(Describe one or more things you did with your body. If you need help, see the **Movement Chart**)

3. When I spoke my part or lines from the poem, I...

(Describe what you did with your voice. If you need help, see the **Vocal Qualities Chart**.)

4. I did this to show...

(What feeling or image were you trying to show?)

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“clothesline” Word Exploration

Directions: Circle the words or phrase that you are going to explore. Then write or draw words or phrases that you might use instead of the ones you circled in the poem. They evoke similar or different feelings and images from the words in the poem.

clothesline

By Ralph Fletcher

There's an orange towel and two white t-shirts pinned at the waist all trying to dry themselves in the breeze.

Filled with air the two t-shirts
puff up with sudden bodies
real and muscular which
vanish when the wind
dies.

The wind lifts the towel until
it lies horizontal as if trying
to screw up the nerve
to let go and
fly

Words & phrases that you might use instead of the ones you circled in the poem:

Word Exploration!

(Poem Title)

Directions: Write or draw words & phrases that might be used in place of those from the poem.

Word or Phrase from the poem: _____ _____	
<p>Words & Phrases that evoke a <u>similar</u> image or feeling:</p>	<p>Words & Phrases that evoke a <u>different</u> image or feeling:</p>

Word or Phrase from the poem: _____ _____	
<p>Words & Phrases that evoke a <u>similar</u> image or feeling:</p>	<p>Words & Phrases that evoke a <u>different</u> image or feeling:</p>

Word Exploration!

(Poem Title)

Continued

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

Word or Phrase from the poem: _____

Words & Phrases
that evoke a similar image or feeling:

Words & Phrases
that evoke a different image or feeling:

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Second TRAIL Marker

Reflecting on Reading and Dancing



Directions: Take a step back and reflect on the poetry reading you have done and the dances you've created. Talk with a partner about your decisions and then write about them here.

1. I'm thinking about when I danced...

(Word/phrase from the poem)

2. When I danced my beginning shape, movement, or ending shape, I...

(Describe one or more things you did with your body. If you need help, see the **Movement Chart**)

3. When I spoke my part or lines from the poem, I...

(Describe what you did with your voice. If you need help, see the **Vocal Qualities Chart**.)

4. I did this to show...

(What feeling or image were you trying to show?)

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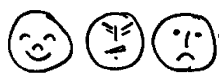
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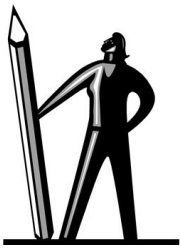
Free-Verse Poem Brainstorm (1st Topic)

Directions: Use the space on these pages to brainstorm ideas for two different poems. Write words and phrases you might use to evoke the five senses and convey emotions.

TOPIC:

Write one sentence below to focus your topic. What will you write about?







	Write words or phrases in the space below
 Images	
 Sounds	
 Smells	
 Tastes	
 Touch	
 Emotions	



Free-Verse Poem Brainstorm (2nd Topic)

TOPIC:

Write one sentence below to focus your topic. What will you write about?

	Write words or phrases in the space below
 Images	
 Sounds	
 Smells	
 Tastes	
 Touch	
 Emotions	

Free-Verse Poem Draft

Directions: Use this space to draft your poem.



Title _____

Free-Verse Poem Draft

Continued

[illegible]

Free-Verse Poem FINAL Draft



Title _____

By _____

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Free-Verse Poem FINAL Draft

Continued

[illegible]

Choreography Preparation Chart

Directions: Use the chart below to plan your dance. Include notes about how you plan to say the lines of the poem.

Section of the poem	Movement choices What shape are you making? What movements are you doing?	Name of group member(s) dancing this section

Choreography Preparation Chart

Vocal Choices How are you saying your lines?	Name of group member(s) saying this section

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Third TRAIL Marker

Reflecting on Reading and Dancing



Directions: Take a step back and reflect on the poetry reading and writing you have done and the dances you've created. Talk with a partner about your decisions and write about them here.

1. I'm thinking about when I danced...

(Word/phrase from the poem)

2. When I danced my beginning shape, movement, or ending shape, I...

(Describe one or more things you did with your body. If you need help, see the **Movement Chart**)

3. When I spoke my part or lines from the poem, I...

(Describe what you did with your voice. If you need help, see the **Vocal Qualities Chart**.)

4. I did this to show...

(What feeling or image were you trying to show?)

5. Look back at your poem.

- *Here is my favorite “wow” line in my poem:*

- *I like how I...*

6. Think about your favorite part of the unit. This can be a poem we read, dance concepts, writing your poem, working in your poetry writing groups, or choreographing dances.

- *Here is my favorite part of the unit:*

- *I liked it because...*



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Unit 5 Texts

Unit 5 *Words in Motion!*

PAGE

"Dragonfly"

2 Vocabulary Snapshot for "Dragonfly"

7 Text for "Dragonfly"

"Sparklers"

8 Vocabulary Snapshot for "Sparklers"

13 Text for "Sparklers"

"clothesline"

14 Vocabulary Snapshot for "clothesline"

17 Text for "clothesline"

"kitten"

18 Vocabulary Snapshot for "kitten"

21 Text for "kitten"

"hose"

22 Vocabulary Snapshot for "hose"

25 Text for "hose"

"A Writing Kind of Day"

26 Vocabulary Snapshot for "A Writing Kind of Day"

28 Text for "A Writing Kind of Day"



Vocabulary Snapshots

Dragonfly by Georgia Heard

This is **skims**.



Describe **skims**:

This is a **dragonfly**.



Describe **dragonfly**:

"Dragonfly" Vocabulary Snapshots - *continued*

This is a **gnat**.



Describe **gnat**:

This is a **mosquito**.



Describe **mosquito**:

This is **blur**.



Describe **blur**:

"Dragonfly" Vocabulary Snapshots - *continued*

This is **flicker**.



Describe **flicker**:

This are **flies**.



Describe **flies**:

These are **outspread** wings.



Describe **outspread**:

"Dragonfly" Vocabulary Snapshots - *continued*

This is a **dock**.



Describe **dock**:

This is a **stained-glass window**.



Describe **stained-glass window**:

"Dragonfly" Vocabulary Snapshots - *continued*

This is a **pond**. (A)



Describe **pond**:

This is a **pond**. (B)



Describe **pond**:

Dragonfly

By Georgia Heard

It skims the pond's surface,
Searching for gnats, mosquitoes, and flies.
Outspread wings blur with speed.

It touches down
And stops to sun itself on the dock.

Wings flicker and still:
Stained-glass windows
With sun shining through.



Vocabulary Snapshots

Sparklers

by
Mark Vinz

This is a **sparkler**.



Describe **sparkler**:

This is **twirling**.



Describe **twirling**:

"Sparklers" Vocabulary Snapshots - *continued*

These are **loops**.



Describe **loops**:

These are **grownups**.



Describe **grownups**:

These are **lawn chairs**.



Describe **lawn chairs**:

"Sparklers" Vocabulary Snapshots - *continued*

This is a glow.



Describe **glow**:

These are bare feet.



Describe **bare feet**:

"Sparklers" Vocabulary Snapshots - *continued*

This is slippery grass.



Describe **slippery grass**:

This is a porch light.



Describe **porch light**:

"Sparklers" Vocabulary Snapshots - *continued*

This is Independence Day.



Describe **Independence Day**:

Sparklers

By Mark Vinz

Twirling our frantic loops and circles,
We cried out *look!* to the grownups
Watching from their lawn chairs,
Afraid they'd somehow miss the
Giddy slash of every turn and leap
Until the last glow died and we went back,
Warned each time about burnt hands
And bare feet flying in slippery grass.
Again! We shouted, and ran as far
Beyond the porch light as we dared,
For this was Independence Day
And we were too busy to listen,
Writing our names in thin air.



Vocabulary Snapshots

clothesline

by
Ralph Fletcher

This is a clothesline.



Describe clothesline:

This is an orange towel.



Describe orange towel:

"clothesline" Vocabulary Snapshots - *continued*

This is **pinned**.



Describe **pinned**:

This is a **breeze**.



Describe **breeze**:

This is **puff up**.



Describe **puff up**:

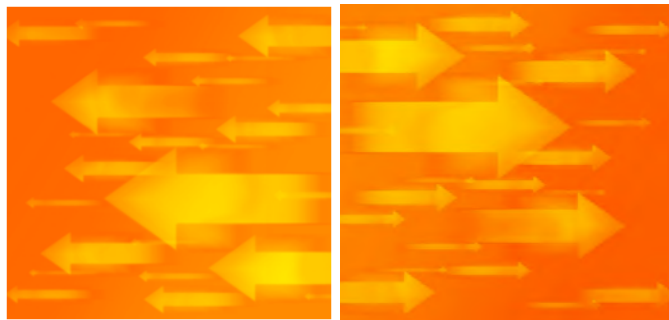
"clothesline" Vocabulary Snapshots - *continued*

This is the **wind lifting**.



Describe **wind lifting**:

This is **horizontal**.



Describe **horizontal**:

clothesline

By Ralph Fletcher

There's an orange towel and
two white t-shirts pinned
at the waist all trying to
dry themselves in the
breeze.

Filled with air the two t-shirts
puff up with sudden bodies
real and muscular which
vanish when then wind
dies.

The wind lifts the towel until
it lies horizontal as if trying
to screw up the nerve
to let go and
fly



Vocabulary Snapshots

kitten
by
Valerie Worth

This is a **kitten**.



Describe **kitten**:

This is **arched** stiff.



Describe **arched** stiff:

"kitten" Vocabulary Snapshots - *continued*

This is **leaps**.



Describe **leaps**:

This is **pounces**.



Describe **pounces**:

This is **nose level**.



Describe **nose level**:

"kitten" Vocabulary Snapshots - *continued*

These are **hind legs**.



Describe **hind legs**:

This is **cactus clawed**.



Describe **cactus clawed**:

kitten

By Valerie Worth

The black kitten,
Arched stiff,
Dances sidewise
From behind
The chair, leaps,
Tears away with
Ears back, spins,
Lands crouched
Flat on the floor,
Sighting something
At nose level,
Her eyes round
As oranges, her
Hind legs marking
Time: then she
Pounces, cactus-
Clawed, upon
A strayed
Strand of fluff:
Can anyone
Believe that she
Doesn't ask us
To laugh?



Vocabulary Snapshots

hose
by
Valerie Worth



This is a hose.



Describe hose:



This is squeeze water.



Describe squeeze water:

"hose" Vocabulary Snapshots - *continued*

This is a **silver rod**.



Describe **silver rod**:

This is **mud**.



Describe **mud**:

This is a **diamond chain**.



Describe **diamond chain**:

"hose" Vocabulary Snapshots - *continued*

This is a **rainbow**.



Describe **rainbow**:

hose

By Valerie Worth

The hose
Can squeeze
Water to
A silver rod
That digs
Hard holes
In the mud,

Or, muzzled
Tighter by
The nozzle,
Can rain
Chill diamond
Chains
Across the yard,
Or, fanned
Out fine,
Can hang
A silk
Rainbow
Halo
Over soft fog.



Vocabulary Snapshots

A Writing Kind of Day

by
Ralph Fletcher

This is **raining**.



Describe **raining**:

This is a **drop in a puddle**.



Describe **drop in a puddle**:

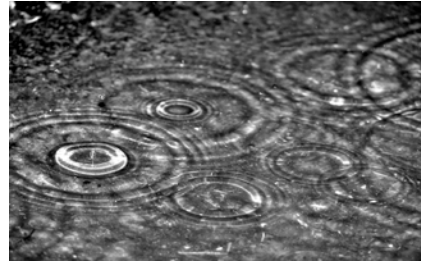
"A Writing Kind of Day" Vocabulary Snapshots - *continued*

These are **tiny circles**.



Describe **tiny circles**:

These are **ripples**.



Describe **ripples**:

A Writing Kind of Day

By **Ralph Fletcher**

It is raining today,
a writing kind of day.

Each word hits the page
like a drop in a puddle,
creating a tiny circle

of trembling feeling

that ripples out
and gathers strength
ringing toward the stars