

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: <i>It skims the ponds surface</i>	
Words & Phrases that evoke a <u>similar</u> image or feeling:	Words & Phrases that evoke a <u>different</u> image or feeling:

Word or Phrase from the poem: <i>Outspread wings blur with speed</i>	
Words & Phrases that evoke a <u>similar</u> image or feeling:	Words & Phrases that evoke a <u>different</u> 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: _____

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:

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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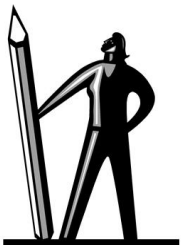
Free-Verse Poem Brainstorm (1st Topic)

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

Free-Verse Poem FINAL Draft



Title _____

By _____

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.

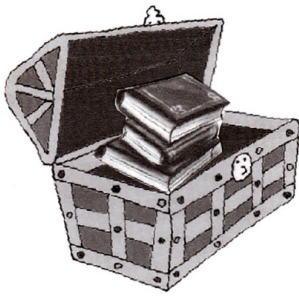
- *Here is my favorite “wow” line in my poem:*

- *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...*



Words & Phrases I Like

Directions: Keep track of powerful language in anything you read during this unit. Write the words or phrases below.
