

Lesson 8: You Come Too

☐ Getting Started

Today you will follow Jack on his journey as he reads and writes poetry. See if you notice a change in Jack's tone as you read the next section in the book.

Stuff You Need

- *Love that Dog* by Sharon Creech
- *R is for Rhyme: A Poetry Alphabet* by Judy Young
- a variety of catalogs and magazines
- colored pencils
- glue
- scissors

Ideas to Think About

- In what ways do poets relate to readers and affect their emotions?

Things to Know

- When words show you a picture, a writer is using visual imagery.
- A picture or shape poem is written in the shape of the subject of the poem.

☐ Reading and Questions

Read page 22-45 of *Love That Dog*. Answer the questions below.

1. Did Jack write a poem about his dog on p.37 of the book? How do you know?

2. Read the letter "N is for Narrative" in *R is for Rhyme*. Are any of the poems Jack writes in this section narrative poems? How do you know?

3. Where did Jack get the title "YOU COME TOO?"

4. List any onomatopoetic words on pages 31-34.

Activities

☐ Activity 1: "The Red Wheelbarrow"

Jack says, "Maybe the wheelbarrow poet was just making a picture with words..." Poets specialize in visual imagery. Reread "The Red Wheelbarrow" on p. 91 and draw a colorful picture of what you see.

☐ Activity 2: Pictures with Words

Poets try to relate to the reader in some way, as if they are helping them see or feel something. Jack realizes that poets are like painters, but they make their paintings with words rather than on canvas.

Practice making pictures with words. Cut out three pictures from catalogs or magazines. Make sure at least one picture is of something in nature. Glue each picture on a sheet of paper. On a separate sheet of paper, write words to describe each picture to someone who is not looking at it. Do not use sentences, but group words and phrases together. Now put the words and phrases together to make a poem. The poems do not need to be long. Copy your poems onto the pieces of paper where you glued the pictures.

☐ Activity 3: Picture Poem

Read "P is for Picture Poem" in *R is for Rhyme*. In this section of *Love That Dog*, Jack's teacher shares a picture poem with the class. Sometimes these poems are called shape poems or concrete poems. Read "The Apple" at the back of the book and reread Jack's shape poem, "My Yellow Dog." Pick a simple object and write a shape poem with the object as the subject of the poem.

Wrapping Up

Review what visual imagery is and think about how you would describe a shape poem to someone who has never seen one. Poetry is a type of art, but instead of paint, the poet uses words.

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⦿ Skills

- Use concrete sensory details in writing. (LA)
- Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. (LA)
- Describe structural differences of various forms of writing. (LA)
- Listen to, enjoy, and appreciate written language. (LA)

Introducing the Lesson

Explain to your child that today she is going to read and analyze some of the same poems Jack is reading in class. Ask your child if she likes the novel so far and to explain why or why not.

Reading and Questions

1. Did Jack write a poem about his dog on p.37 of the book? How do you know?

The dog is the subject of the poem, and the words work together to form images and affect the emotions of the reader.

2. Read the letter "N is for Narrative" in *R is for Rhyme*. Are any of the poems Jack writes in this section narrative poems? How do you know?

Yes, because they tell a story.

3. Where did Jack get the title "YOU COME TOO?"

From "The Pasture" by Robert Frost

4. List any onomatopoeic words on pages 31-34.

Clash, flash, shriek, whisp, meow, swish

Activities

Activity 1: "The Red Wheelbarrow"

Ask your child to explain her illustration and the words from the poem that helped her draw it.

Activity 2: Pictures with Words

Encourage your child to read her poems to you. Do not look at the pictures she chose. Describe what you see when you hear the poem and check to see how close your image was to the actual picture.

Activity 3: Picture Poem

Check to see that your child's picture poem is done in the shape of the subject and that the words accurately reflect the subject of the poem.

Wrapping Up**Questions to Discuss**

- Why do you think Jack decides to let his teacher put his name on his poem?
- Is Jack's attitude toward poetry changing? (yes) How do you know? (He is writing more poems and becoming interested in the poems he is reading in class.)
- In what ways are poetry and visual art similar and different? (Answers will vary.)

Things to Review

Review the idea that poems use words to create pictures in the minds of readers. Nouns, interesting adjectives, and action verbs help create these images. Figurative language, such as metaphors and personification, also make poems more effective.