

### Educator Information and Directions

#### Student Objectives

1. Define poetry
2. Define poetic devices
3. Define mood
4. Define theme
5. Identify which emotion a poem evokes

#### DAY 1

- Watch the **Video Lesson** and complete your **Guided Notes**.
- Complete the **Lesson Wrap-Up**.
- Complete the **Online Practice 1**.

#### DAY 2

- Complete the **Mood Mosaic: Part 1** and **Mood Mosaic: Part 2**.
- Complete **Online Practice 2** and **Online Assessment**.

#### Suggested Reward

Use your account to reward 100 Gold/\$coops for each worksheet completed in this packet.

### Extension Activities

#### Explore With a Themed Treasure

**Hunt:** Students find examples of poetry based on a particular theme (love, nature, loss, etc.) in different poems.

#### Analyze Your Favorite Characters:

Students may choose a favorite fictional character and either write or choose poetry based off of the emotions or mood of the character in a scene or chapter of a book.

**Play Poetry Matchmaker:** Students listen to different pieces of music and then search for or create poems that have a similar mood or theme.



Complete While Watching Video



Example



Student Practice



Write It Out!

# Day 1

## Guided Notes: Part 1

**Before the Video:** Read over the text below before watching the lesson video.



**Guided Notes:** While you are watching the video, fill in the information below as your notes.

**Poetry** - words that express \_\_\_\_\_ or \_\_\_\_\_, sometimes with specific meaning, sounds, or \_\_\_\_\_

**Lines** - the \_\_\_\_\_ of words in a poem

**Stanzas** - \_\_\_\_\_ of \_\_\_\_\_ that create the \_\_\_\_\_ of the poem

**Poetic devices** - used to create \_\_\_\_\_, add \_\_\_\_\_, and develop \_\_\_\_\_ in poetry

**Mood** - how a \_\_\_\_\_ makes you \_\_\_\_\_

**Themes** - \_\_\_\_\_ of the poem

**Figurative language** - poets can use \_\_\_\_\_, metaphors, hyperbole, and \_\_\_\_\_ to create \_\_\_\_\_

## Guided Notes: Part 2

**Guided Notes:** Watch the video lesson, and complete the work below when instructed by the video.



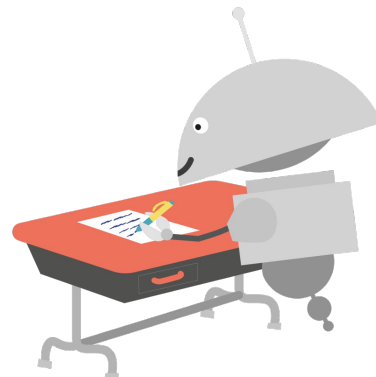
1. How many stanzas does this poem have?
2. How many lines does this poem have?
3. What emotion do you feel when you hear this poem?

“A Jelly-Fish”  
By: Marianne Moore

Visible, invisible,  
A fluctuating charm,  
An amber-colored amethyst  
Inhabits it; your arm  
Approaches, and  
It opens and  
It closes;

You have meant  
To catch it,  
And it shrivels;  
You abandon  
Your intent—  
It opens, and it  
Closes and you  
Reach for it—

The blue  
Surrounding it  
Grows cloudy, and  
It floats away  
From you.



# Lesson Wrap-Up

**DIRECTIONS:** Complete the response to the following questions after watching the video lesson and completing the Guided Notes.

1. Draw, share, or describe an image that summarizes what the word “poetry” means to you.

2. Write two questions that you have about the content of today’s lesson.

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3. Write three things you learned from today’s lesson.

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# Day 2

## Mood Mosaic: Part 1

**DIRECTIONS:** A mosaic is a decorative art form that consists of arranging small, colored materials to form a picture or pattern. You will be creating a mood mosaic based off of “Paris in Spring” by Sara Teasdale. Use the questions below to brainstorm what will be in the mosaic.

### Paris In Spring By: Sara Teasdale

The city's all a-shining  
Beneath a fickle sun,  
A glad young wind's a-blowing,  
The little shower is done.  
But the rain-drops still are clinging  
And falling one by one  
Oh it's Paris, it's Paris,  
And spring-time has begun.

I know the Bois is twinkling  
In a sort of hazy sheen,  
And down the Champs the gray old  
arch  
Stands cold and still between.  
But the walk is flecked with sunlight  
Where the great acacias lean,  
Oh it's Paris, it's Paris,  
And the leaves are growing green.

The sun's gone in, the sparkle's  
dead,  
There falls a dash of rain,  
But who would care when such an  
air  
Comes blowing up the Seine?  
And still Ninette sits sewing  
Beside her window-pane,  
When it's Paris, it's Paris,  
And spring-times come again.

**STEP 1:** What emotion or mood do you feel when you hear this poem?

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**STEP 2:** Highlight the lines of the poem that evoke this mood.

**STEP 3:** What color do you think best demonstrates the mood in this poem? Why do you think this color represents it?

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**STEP 4:** What images do you think best represent the mood of this poem? Why do you think these images or symbols represent the mood of this poem?

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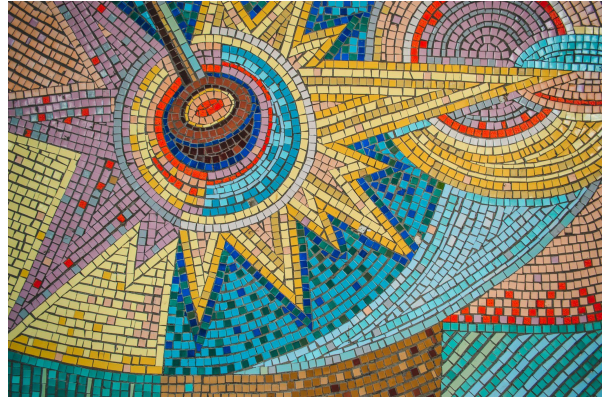
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## Mood Mosaic: Part 2

**DIRECTIONS:** Use the space below to create a mosaic or write a paragraph representing the mood of the poem “Paris in Spring” by Sara Teasdale. Make sure that your work includes the following in the checklist below. You may use colored paper, crayons, colored pencils, or other materials to create your mosaic. When you’re done, you may cut it out to hang it as a decoration.

### Checklist:

- Demonstrates the mood of the poem
- Uses the color that best represents the mood of the poem
- Uses images that best represent the mood of the poem



A large, empty rounded rectangular area with a dashed border, intended for the student to create their mood mosaic or write a paragraph.