

Grade 6 English Language Arts

Week of February 1 – February 5

Lesson 2: Another Wendigo

Wow! Can you picture the Wendigo (spelled "Windigo" this time) in the poem below? Good readers try to visualize what they are reading. This author makes visualizing easy!!!

You can sketch Sylvia Mark's Windigo, if you wish, as you read her Windigo poem. What literary device does it use? Read it for enjoyment.

Read the poem:

Windigo - By Sylvia Mark

Hair like burnt moose moss

Head like a meat ball

Eyes like burning red ashes

Nose like a pig nose

Mouth like a flaming red hoop

Lips like red circles

Voice like an angry moose call

Breath like the dump

Teeth like sharpened swords

Ears like potatoes

Neck like a bear's neck

Body like a giant

Heart like an iceberg

Arms like stretchy telephone wires

Hand's like bears' claws

Legs like ice tunnels

Feet like wieners

Toes like sliced apples.

(Source: Mark, S. (1988). Windigo. In *Tickle the Sun* (p. 278). Scarborough, ON: Ginn and Company.)

Your Writing Task:

Did you figure out what literary device was used throughout the last poem? It was full of similes so basically was a simile poem.

You will write a simile and metaphor poem about an emotion, a creature (real or mythical), an animal or pet, something you are passionate about, or even a poem about yourself (a poetic self-portrait).

Before beginning, let's watch three students present their simile and metaphor poems. Listen for the similes and metaphors! The first boy is a great presenter - he uses eye contact and gestures. The poem about soldiers is quite powerful!



Simile and Metaphor Poems: <https://youtu.be/8Z3JuPr3eyA>

Similes or Metaphors?

Frustration is like a viper squeezing my chest...

Frustration is a tornado ripping through a town...

Frustration is a red light...

Happiness is a smile spread across your face...

Happiness is like a cheer going through your soul...

Holding onto a weapon like it is a best friend...

In your Learning Guide, follow the steps to complete your poetry writing task.

Poetry Writing Task 2 – Simile and Metaphor Poem

1. Choose your topic:

- an emotion (like *Spring Storm*, or from the video: *Frustration* or *Happiness*)
- a creature (real or mythical like the Wendigo)
- an animal or pet
- even a poem about yourself (a poetic self-portrait) or someone special (a tribute - not a negative poem, please).

TOPIC: ***

2. Brainstorm ideas.

3. Expand some of your ideas (in number 2) so that they become similes and metaphors. If you start with a topic for which you can only think of a few ideas, you may need to change your topic.



Draft your poem. It may take more than one draft to get your poem the way you want it. That is normal! What is your teacher looking for?

- similes and metaphors
- your choice of rhyming or free verse
- your choice of stanzas or no stanzas
- minimum of ten lines

This is a first draft and it is OK to have words crossed out or even full lines crossed out. It is normal to need more than "one try". If you need to attach a paper AFTER the draft page in your Learning Guide, that is fine.

Revising

Copy your poem below. Then highlight each item on the list below as you use it to improve your poem:

- I tried a few versions of some of the similes, metaphors, and lines.
- I have three or more senses built into my poem – sight, sound, touch, smell, perhaps (but less likely) taste.
- I improved my use of imagery to create a more powerful word picture.
- I added specific details.
- I revised or expanded an idea or phrase into a simile, metaphor, personification, or to include alliteration or onomatopoeia.
- I revised to add or substitute stronger action verbs, creatively applied adverbs, more interesting nouns, or more tantalizing adjectives.

Editing

Patrol your writing for CUPS on your revised draft above.

_____ I checked if I capitalized all words correctly? (In poetry, you can be more creative with capitals, but you need to be consistent throughout your poem.)

_____ I checked my usage (grammar, matching nouns, and verbs, consistent tense)?

_____ I checked my punctuation? Remember, in poetry, the punctuation doesn't need to be at the end of every line. It guides the reader

_____ I checked if I spelled all words correctly?

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

___ Does my poem show originality and have a strong “voice”?

___ Do I use similes and metaphors to describe my topic?

___ Do I develop some ideas or images in creative or unusual ways?

___ Have I used sensory detail (at least two of: sight, sound, touch, feel, and possibly taste) / language effectively to create strong descriptions?

___ Does the poem include strong action verbs, creative adverbs, interesting nouns, and tantalizing adjectives to create original similes and metaphors?

___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?

___ Have I used correct basic capitals, usage (grammar), punctuation, and spelling?