

Grade 6 English Language Arts

Week of January 25 – January 29

Lesson 4: Where Will You Journey Today?

Do you have a favourite place?

- A place where you feel at peace or are amazed at the splendour?
- A place your family has traveled to?
- An Okanagan beach?
- A Rocky Mountain retreat?
- Camping in Parksville?
- A ranch in the Cariboo region of BC?
- Even a waterslide or waterfall would be great choices!

Do you fancy somewhere exotic?

- A beach on Hawaii?
- A hike to ancient ruins?
- A country you've read about in social studies or seen in a documentary?

1. When you know what poetic journey you'd like to take your audience on, if possible, find a picture of that place (or even visit it if it is in your neighbourhood).

You know your purpose: To take the reader on a journey to _____, so let's go!.

Record your purpose in your Learning Guide and then continue the prewriting process:

2. Brainstorm words that describe your chosen location.

Go to your Learning Guide now and follow the steps to unleash your creativity and "show, don't tell" abilities.

Poetry Writing Task One: A Free Verse Poem

Purpose: To take the reader on a journey to _____.

Brainstorm:

Brainstorm as many ideas as you can. You can use point form in a list or create a web.

- Can you add some sensory details V sights, hearing, touch, or even taste or smells?
- Have you used strong action verbs? Can you add them to any of your ideas to make phrases? (looms, winding, pedaled, sought, absorbed, lapping, hummed)
- Where can you enhance them with creatively applied adverbs. (menacingly, casually, reluctantly, seemingly)
- Where can you substitute more interesting nouns?
- Can you describe some of your nouns with tantalizing adjectives? (majestic, grass filled, endless, fairyland, gentle, peaceful, salty)



The next step is to put your ideas and your brainstorming together into a poem.

- Try to get all of your ideas down on paper and don't worry about making your first draft perfect.
- You may choose to write more than one "version" of a line or of the entire poem so you can choose your favourite to focus on.
- Make your poem similar in length to *Tofino*.

Revising

Make your revisions. When revising, check to see where you can make improvements in:

- I used or added specific details.
- I included some sensory details - sights, hearing, touch, or even taste or smells.
- I have revised to include stronger action verbs. Can you substitute, add, or remove any words? (looms, winding, pedaled, sought, absorbed, lapping, hummed)
- I enhanced some verbs with creatively applied adverbs. Can you substitute, add, or remove any words? (menacingly, casually, reluctantly, seemingly)
- I used interesting nouns.
- I described some nouns with tantalizing adjectives! (majestic, grass-filled, endless, fairyland, gentle, peaceful, salty)
- I showed personality with my writing voice.
- I enhanced ideas by adding, removing, or substituting words

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 develop some ideas or images in creative or unusual ways?
- ___ Have I used detail / language effectively to create strong descriptions, with strong action verbs, adverbs, and adjectives?
- ___ Do I use some imagery to engage the senses – sights, sounds, touch, smells, and maybe even taste.?
- ___ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?
- ___ Have I used correct basic spelling, punctuation, and grammar?