

Teacher Guide

Pet Poems Plus

by Sean Petrie



PET POEMS PLUS

How to write poems about pets
(also not just pets)



by Typewriter Rodeo's Sean Petrie
& Amanda Hoxworth & YOU

grades 2-6

About the workbook

A companion to Petrie's award-winning *Pet Poems*, this workbook leads students through fill-in-the-blank exercises and craft activities to create their own poems about pets (also not just pets).

Starting from the idea that poetry is a mix of observation, play, and individual expression, students write a series of poems based on Hoxworth's full-color illustrations. Each chapter covers a different concept including personification, sensory details, metaphor & simile, repetition & rhyme, using vivid specifics, AI, revision, and more.

Students also explore ways to start and end poems and construct their own "poetry arsenal"—a Poetry Sword, Artist Monocle, Poetry Spaceship, and Poet's Heart.

Pet Poems Plus is a comprehensive poetry journey—and just plain fun!

About this guide

This guide contains time estimates, supply lists & tips, discussion questions, and Common Core alignments for each chapter.

For more information on this guide or to schedule an in-person or virtual author visit, contact info@burlwoodbooks.com.

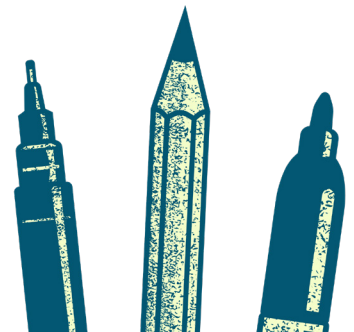


"Makes the craft of poetry fun and accessible to young and budding poets, and pet lovers of all ages!"

—Liz Garton Scanlon,
author of *All the World* (Caldecott honor) & literature professor

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Overall notes

- Each chapter has a [supplemental video](#)
- Most chapters list associated example poems from the [Pet Poems](#) book.
- Writing utensils (pens, markers, etc.) are needed for all pages. Additional supplies are noted by chapter.

Initial pages (author self-portraits)

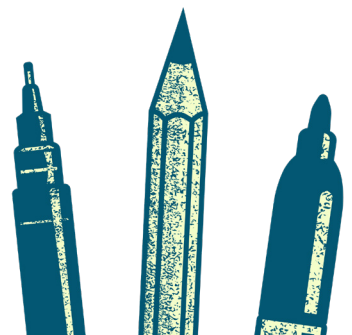
- **10 minutes**
- **Tips** – [stickers](#) can be a fun and quick way for some students to adorn self-portraits

Ch. 1 Name This Owl (personification & ekphrasis)

- **30 minutes**
 - 5 min. name the owl ... 5 min. draw its mission ... 10 min. fill-in-the-blank exercise ... 10 min. share & discuss
- **Tips**
 - Consider doing the fill-in-the-blank exercise as a group first: “Hey guys, look what we just did! Now, you try it on your own!”
 - Encourage volunteers to share a line they liked
 - Celebrate that the fill-in-the-blank they each did is a poem
- **Discussion questions**
 - What does a poem need to have?
 - What makes a “good” poem?
 - How does observing something help you write about it?
 - What else could you write an IMAGINE poem about?
 - Show/read the [“Old Ways” poem](#) about this same owl, from [Pet Poems](#). What do you think this owl is trying to say?
- **Further resources on personification & ekphrasis**
 - [“Ball is ALL”](#) in *Pet Poems* ([video reading](#))
 - [Dog Songs](#) by Mary Oliver
 - [Ish](#) by Peter Reynolds (there is no “right” way to write a poem)
- **Common Core**
 - CCSS RL 2.7, RL 4.2, RL 5.2, W 2.8

Ch. 2 Pick-a-Pet (quick activity)

- **5-10 minutes**
- **Tips**
 - There are extra Pick-a-Pet pages at the back of the workbook and at [PetPoemsPlus.com](#).
 - The dog and cat are reprinted again in Ch. 3; students can look at those images when doing the exercises in Ch. 3 instead of ripping out their dog/cat and bringing it with them (but the ripping and bringing is more fun!)
- **Discussion questions** – none, this is just a quick activity to set up Ch. 3



Ch. 3 Artist Monocle (observation)

- **45 minutes**
 - 20 min. to create Monocle ... 15 min. fill-in-the-blank exercise ... 10 min. share & discuss
- **Supplies**
 - markers, crayons, colored pencils, [stickers](#) ([gemstone stickers](#) are especially fun)
 - scissors; or, to avoid scissors, print out and pre-cut the [Artist Monocle designs](#), or have students rip out their Monocle as shown in the [Ch. 3 video](#)
- **Tips**
 - Don't reveal the terminology until after students have done their poems: "Hey all, guess what the fancy name is for what we just did?"
 - Have students get up and do the Poetry Leap – it gets some good energy for the discussion.
 - Encourage volunteers to share a line or more, right after the Poetry Leap.
- **Discussion questions**
 - What are two ways we've learned to start a poem?
 - Read/show this quote by Mary Oliver (from [A Poetry Handbook](#) p. 99):
 - » "The poet must not only write the poem but must scrutinize ... that part of the world he or she has taken for the subject. If the poem is thin, it is likely so not because the poet does not know enough words, but because he or she has not stood long enough among the flowers—has not seen them in any fresh, exciting, and valid way."
 - » How can the Artist Monocle help you see something in a "fresh" or "exciting" way?
 - Show/read "[Medusa](#)" from [Pet Poems](#) along with its cat illustration. Who is Medusa? What do you think this poem (or the cat) is saying?
- **Further resources on observation in poetry**
 - "[Praying](#)" by Mary Oliver
 - "[At the Library](#)" by Nikki Grimes
- **Common Core**
 - CCSS RL 3.4, RL 4.2, RL 4.4, RL 5.2, W 2.8

Ch. 4 Ask-a-Cat (question poems)

- **45 minutes**
 - 10 min. fill-in-the-blank exercise ... 15 min. poetry cupcake & writing poem about a pet ... 10 min. share & discuss ... 10 min. Poetry Dance Party
- **Supplies**
 - Artist Monocle
 - poetry snacks for each student (cupcakes, etc.)
 - fun song and speakers to play it on, for Poetry Dance Party
- **Tips**
 - The Dance Party works well to get student energy up for Poem-Formances in the next chapter.
- **Discussion questions**
 - Read/show "[Sloth Secrets](#)" from [Pet Poems](#). What is this poem's question? Does it get answered?
 - Can a poem have a question with no answer? Can a poem be nothing but questions?
 - Show video of "[One Boy Told Me](#)" by Naomi Shihab Nye. What is this poem about?
 - How long does a poem need to be?
 - Read/show this quote by Kurt Vonnegut (from [If This Isn't Nice, What Is?: Graduation Speeches](#))
 - » "Write a poem ... even a lousy poem. Do it as well as you possibly can. You will get an enormous reward. You will have created something."
 - » Do you agree that writing a poem "as well as you possibly can" gives you a reward? Who decides if a poem is "lousy"?
- **Further resources on question poems**
 - "The Toucan," in [Where the Sidewalk Ends](#), by Shel Silverstein
 - "[Traveler](#)" from [Pet Poems](#)
- **Common Core**
 - CCSS RL 4.2, W 2.8



Ch. 5 Poem-Formance (reading aloud)

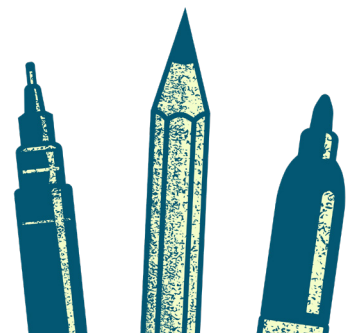
- **45 minutes**
 - 5 min. to select a poem ... 10 min. to practice “bad” techniques ... 25 min. for each student to perform a poem ... 5 min. discuss
- **Supplies**
 - optional – posterboard or large paper with “NOW PERFORMING” written on it and smaller pieces of paper with each student’s name; put performing student’s name up when they recite their poem; a [cinema lightbox](#) is a fancier option
- **Tips**
 - Have students do each “bad” thing as a group – this takes off the pressure, is a fun cacophony!
 - Do the same with the “real” poem-formance – have them do as a group first, each reciting their own poem all at the same time; then ask for volunteers to go individually.
 - Record these for students to see what they liked and ways to improve.
 - Have students pair up and practice together.
- **Discussion questions**
 - What differences did you notice about your poem when you read it out loud?
 - Did reading your poem aloud make you want to change anything about it?
 - Should all poems be read out loud?
- **Further resources on reading aloud**
 - [Videos of Poem-Formances](#) from [Pet Poems](#)
- **Common Core**
 - CCSS RF 2.4.b, RF 3-5.4.b

Ch. 6 Poetry Sword (craft activity)

- **15-20 minutes**
- **Supplies**
 - each student – pencil or [small stick](#)
 - shared – tape, aluminum foil, markers, stickers ([gemstone stickers](#) work great)
- **Tips**
 - The [Ch. 6 video](#) has tips on wrapping foil.
 - Students can use (hold) their Poetry Swords to give them a confidence boost when sharing any of their poems, or when doing a Poem-Formance.
- **Discussion questions** – none; this is just a fun activity to set up Ch. 7

Ch. 7 Break-a-Line (line breaks, revision)

- **30 minutes**
 - 5 min. to explain concept ... 15 min. to rip out and re-arrange lines ... 10 min. share & discuss
- **Supplies**
 - Poetry Sword
 - optional – camera to take photos of different line combinations; scissors
- **Tips**
 - Have students do multiple different line combinations; take photos of each to remember them; have students pick their favorite.
 - Tell students they can change the order of the words or lines.
- **Discussion questions**
 - How is poetry different from writing a story?
 - *discussion questions continued on next page...*

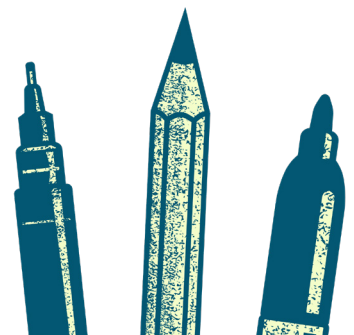


Ch. 7 Break-a-Line (continued...)

- **Discussion questions**
 - When you are reading a poem, what do you do at the end of each line? Do you pause?
 - What happened when you changed the placement of the words in your poem?
 - Read/show “[Responsibility](#)” from *Pet Poems*. What do you think this poem is about?
 - » Give students photocopies of “Responsibility.” Have them use their Poetry Sword to rearrange the words or break the lines in different places. Share and discuss how this may have changed the meaning of the poem.
 - Can you move where the line starts in a poem?
 - » Read/show “[Chicken](#)” from *Pet Poems*. Why do you think the start of the last line is moved in?
- **Further resources on line breaks and line placement**
 - “Dribbling” by Kwame Alexander, in *The Crossover* (poem available in “Read Sample” portion of Amazon paperback listing)
 - “[The Mouse’s Tale](#)” by Lewis Carroll, from *Alice in Wonderland*
 - “[Won’t You Celebrate With Me](#)” by Lucille Clifton, in *Poetry Speaks*
 - “[This is Just to Say](#)” by William Carlos Williams
 - “[Legacies](#)” by Nikki Giovanni, in *Poetry Speaks*
- **Common Core**
 - CCSS RL 3.5, W 2.5

Ch. 8 Make Some Sense (sensory details & imagery)

- **15-20 minutes**
 - 5 min. to rip out rabbit or lizard ... 10 min. for fill-in-the-blanks exercise ... 10 min. to write poem ... 10 min. share & discuss ... 15 min. to fill out vivid details chart
- **Supplies**
 - Artist Monocle, Poetry Sword
 - optional – strawberry (or other small object)
- **Tips**
 - The rabbit and lizard are reprinted again later in the chapter; students can look at those images when doing the fill-in-the-blank exercise and the poem, instead of ripping out their rabbit/lizard and bringing it with them.
 - For the chart, it can help to lead the students through as a group, then have them do on their own.
 - Also for the chart, it can help to give students prompts for slightly vivid details and then more vivid ones for each category. For example:
 - » For how your animal LOOKS, would you say it is colorful or dull? What is specific color is it?
 - » For how it FEELS, would you say it’s soft or rough? What is a specific thing it feels like?
 - » For how it SOUNDS, would you say it’s loud or quiet? What is a specific sound that it makes?
 - This group activity can also work well with a physical object brought to the classroom, like a strawberry, that students can actually see and touch.
- **Discussion questions**
 - How can you “paint a picture with words”?
 - What does being vivid mean?
 - Which is more vivid: “colorful” or “bright red”?
 - Which is more vivid: “a bright red strawberry” or “a ripe strawberry glistening in the morning sun”?
 - Show/read “[The Summer Day](#)” by Mary Oliver. What sensory details do you notice about the grasshopper? Can the way something moves be a sensory detail?
- **Further resources on sensory details & imagery**
 - “[The Ride](#)” from *Pet Poems*
 - “[The Real Prayers Are Not the Words...](#)” by Mary Oliver
- **Common Core**
 - CCSS RL 4.2, RL 5.2, W 2.8

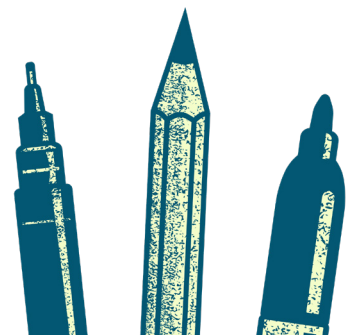


Ch. 9 The Power of “Like” (simile & metaphor)

- **50 minutes**
 - 5 min. pelican-beak blank ... 10 min. other simile blanks ... 10 min. discuss & share ... 10 min. metaphor blanks ... 5 min. watermelon blank ... 10 min. share & discuss
- **Supplies**
 - Artist Monocle
 - optional – small object from nature like a strawberry, acorn, feather, etc.
- **Tips**
 - If students are stuck on the fill-in-the-blanks, have them trace an outline of the animal then write what they think the outline looks like, other than the animal. Have them use their Monocle.
- **Discussion questions**
 - Give students the prompt, “Happiness is _____.”
 - » What emoji could you put in the blank, other than a smiley face?
 - » Is that emoji a metaphor for happiness?
 - » How could you say the same thing, using only words (not an emoji)?
 - Play [“What a Wonderful World”](#) by Louis Armstrong. Before the song, tell students to listen for images the song uses for happiness or joy. What images did you notice?
 - Bring in a small natural object, like a strawberry or acorn. What does this object remind you of? How does it make you feel? What time of year does it make you think of?
 - Read/show [“Phoenix Rising”](#) from [Pet Poems](#). What is a phoenix? What is the speaker trying to say here? What metaphors does the poem have? (E.g. phoenix flames for anger, tantrum; phoenix rebirth for calm, kindness after the tantrum.)
- **Further resources on simile & metaphor**
 - [“Fog”](#) by Carl Sandburg
 - [“Safety Pin”](#) by Valerie Moore, in [All the Small Poems](#)
 - [“Fund Drive”](#) by Terri Kirby Erickson
 - [“Missing the Boat”](#) by Naomi Shihab Nye
- **Common Core**
 - CCSS RL 3.4, CCSS RL 4.2, RL 4.4, RL 5.2, RL 5.4, W 2.8

Ch. 10 Starting a Poem

- **20 minutes**
 - 5 min. for puffin question ... 5 min. for other poem start ... 10 min. share & discuss
- **Supplies**
 - Artist Monocle, Poetry Sword
- **Tips**
 - If students are stuck, ask how they started other poems in the workbook. Have them use their Artist Monocle to examine the puffin, or their Poetry Sword for confidence to charge forward.
- **Discussion questions**
 - What are some ways you could start a poem other than those listed in this chapter?
 - Where could your puffin poem go next?
- **Further resources on poem starts**
 - [“Puffin Pride”](#) from [Pet Poems](#) (how author started puffin poem)
 - [“This is Just to Say”](#) by William Carlos Williams (title as the first line)
- **Common Core**
 - CCSS RL 3.5, W 2.8

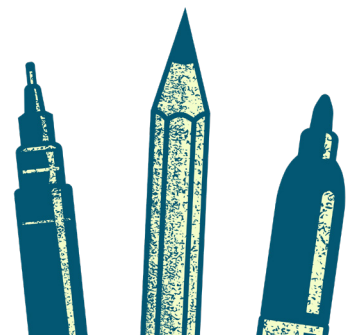


Ch. 11 Poem Middles

- **30 minutes**
 - 15 min. fill-in-the-blank poem ... 15 min. share & discuss
- **Supplies**
 - Artist Monocle, Poetry Sword
- **Tips**
 - If students are stuck for the drop-an-elephant part, tell them to start with: “Suddenly, an elephant appeared and said _____” And then fill in the last part themselves.
 - Sharing all the different elephant droppings that students come up with can be very fun!
- **Discussion questions**
 - What else could you drop into a poem besides an elephant?
 - What else you could do in the middle of a poem? (See list in Ch. 11 yellow box for examples.)
 - Show/read “[Valentine for Ernest Mann](#)” by Naomi Shihab Nye. Or show the [video](#) of her reading it. What gets “dropped” into this poem? Why do you think the poet dropped skunk eyes in?
 - » Play [the rest of Naomi’s video](#) (starting at 2:23), where she explains where she got the two different parts of the poem from, and why she combined them.
- **Further resources on poem middles**
 - “[Bird Dreams](#)” from [Pet Poems](#) (actual elephant is dropped in!)
 - “[Fear](#)” from [Pet Poems](#) (poem turn in the second half)
- **Common Core**
 - CCSS RL 3.5, RL 4.2, RL 5.2

Ch. 12 Ending a Poem

- **145 minutes**
 - 5 min. ending #1 (repeat) ... 10 min. ending #2 (answer) ... 10 min. ending #3 (cliffhanger) ... 5 min. share & discuss ... 20 min. make Poetry Spaceship ... 10 min. ending #4 (go big) ... 10 min. ending #5 (go small) ... 10 min. share & discuss ... 10 min. ending #6 (twist) ... 5 min. share & discuss ... 15 min. make Poet’s Heart ... 10 min. ending #7 (emotion) ... 10 min. ending #8 (whatever!) ... 10 min. share & discuss ... 5 min. review Poetry Arsenal
- **Supplies**
 - Artist Monocle, Poetry Sword
 - Poetry Spaceship – small rock for each student; paint, markers, stickers to decorate
 - Poet’s Heart – strip of paper for each student ([colored paper](#) works well)
- **Tips**
 - For the Poetry Spaceship, it can be fun to have the students go outside and find a rock.
 - For the Poet’s Heart, remind students that “negative” emotions like anger and fear are fine.
- **Discussion questions**
 - Which ending in this chapter was your favorite to write? Which was hardest?
 - Read/show “[In the Sun](#)” from [Pet Poems](#). How do you feel at the end of this poem?
 - Play [video of Mary Oliver reading “Wild Geese.”](#) What kind of ending does this poem have?
 - When a poem ends in a question, who answers it?
 - Are there ways to end a poem other than the ones in this chapter?
 - What does a poem ending need to have?
- **Further resources on poem endings**
 - “[Medusa](#)” from [Pet Poems](#) (repeat the start)
 - “[Sloth Secrets](#)” from [Pet Poems](#) (answer the start)
 - “[Dragon Sighting](#)” from [Pet Poems](#) (cliffhanger)
 - “[The Dance](#)” from [Pet Poems](#) (go big)
 - “[Beneath the Surface](#)” from [Pet Poems](#) (go small)
 - “[How Do I Look?](#)” from [Pet Poems](#) (twist)
 - “[Warmth](#)” from [Pet Poems](#) (with feeling)
 - “[Appreciate the Swallow](#)” from [Pet Poems](#) (whatever!)
- **Common Core**
 - CCSS RL 3.5, RL 4.2, RL 5.5, W 2.8

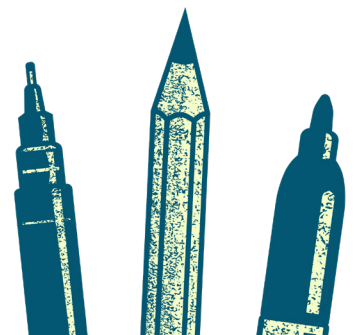


Ch. 13 Funtimes! (poem free-write)

- **20 minutes**
 - 10 min. write poem ... 10 min. share & discuss
- **Supplies**
 - Poetry Arsenal: Monocle, Sword, Spaceship, Heart
- **Tips**
 - Give students a time limit.
 - Encourage students to use the crafts from their arsenal: Monocle, Sword, Spaceship, Heart.
 - Display the Poetry Arsenal list on a screen.
- **Discussion questions**
 - Have volunteers share their poems.
 - For class: What parts of the Poetry Arsenal did that poem have?
 - For poets: What did you use in your poem from the Poetry Arsenal?
 - Does a poem always have to be “about” something? Does it have to make sense? To whom?
 - Read/show [“Appreciate the Swallow”](#) from [Pet Poems](#). What is this poem about?
- **Further resources**
 - [“Jabberwocky”](#) by Lewis Carroll, from *Alice in Wonderland*
- **Common Core**
 - CCSS RL 4.2

Ch. 14 Repetition, Rhyme, & Rhythm

- **110 minutes**
 - 10 min. fill-in-blank goat poem ... 10 min. share & discuss ... 10 min. fill-in-blanks for lines that repeat words & starting letters ... 10 min. share & discuss ... 10 min. fill-in-blank for penguin image ... 10 min. share & discuss ... 5 min. fill-in-blank for “good dog” rhyming word ... 5 min. share & discuss ... 15 min. set-up-a-sloth exercise ... 10 min. share & discuss ... 5 min. fill-in-blank for jellyfish BOOMba beat ... 10 min. share & discuss
- **Tips**
 - The “Set up a Sloth” exercise is complex; it can help to first do this together as a group.
- **Discussion questions**
 - Is repetition in a poem good or bad?
 - Show/read [“Fear”](#) from [Pet Poems](#). What is repeated in this poem? What do you think the speaker is trying to say about fear?
 - Play [“Here Comes the Sun”](#) by The Beatles. Ask students to listen for things being repeated. What was repeated in this song?
 - » Some examples: words (“Sun”), phrases (“Little darling”), lines (“Sun sun sun, here it comes”), first letters (“long cold lonely winter”), and rhymes (“years” and “here”)
 - Play Louis Armstrong’s [“What a Wonderful World.”](#) What images of joy are repeated?
 - What do poems and songs have in common? How are they different?
- **Further resources on repetition, rhyme, & rhythm**
 - [“Puffin Pride”](#) and [“The Dance”](#) from *Pet Poems*
 - [“When Dawn Comes to the City”](#) by Claude McKay
 - Songs – [“Yellow Submarine”](#) by The Beatles and [“Mr. Blue Sky”](#) by ELO
 - “Josh Bell” by Kwame Alexander, in [The Crossover](#)
 - [“At the Library”](#) by Nikki Grimes
 - [“Bleezer’s Ice Cream”](#) by Jack Prelutsky
 - All poems in [Where the Sidewalk Ends](#) by Shel Silverstein
 - [“Annabel Lee”](#) by Edgar Allan Poe
- **Common Core**
 - CCSS RL 2.4, RL 3.5, RL 5.2, RL 5.4, W 2.8



Ch. 15 Poems as Stories

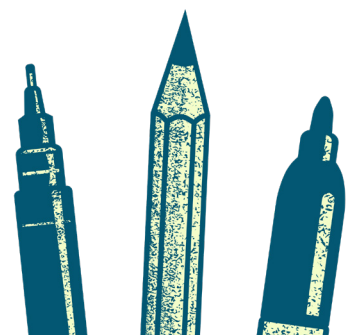
- **20 minutes**
 - 10 min. fill-in-the-blank ... 10 min. share & discuss
- **Tips**
 - This chapter can work well as a group, brainstorming ideas for the deer story.
- **Discussion questions**
 - What does a story need to have?
 - Can a poem tell a story?
 - What are some differences between a story and a poem?
 - Read/show [“Why-No-Sir”](#) from [Pet Poems](#). What is this poem about? What story is the speaker telling in this poem?
- **Further resources on poems as stories**
 - [“Annabel Lee”](#) by Edgar Allan Poe
 - [“True Story”](#) by Shel Silverstein, in [Where the Sidewalk Ends](#)
- **Common Core**
 - CCSS RL 2.5, RL 4.2, RL 4.5, RL 5.2, RL 5.5, W 2.8

Ch. 16 Poems as Plays

- **65 minutes**
 - 15 min. fill-in-the-blanks ... 10 min. share & discuss ... 20 min. write play ... 20 min. perform play
- **Supplies**
 - optional – props for students to use in performing plays
- **Tips**
 - This chapter is definitely best done as a group! Have students brainstorm different ideas for the fill-in-the-blanks, then, depending on class size, split them into groups of 5–6 and let each come up with their own play.
- **Discussion questions**
 - What does a play need to have?
 - What are some differences between a play and a poem?
- **Further resources**
 - [Turning a Poem Into a Play](#), Library of Congress article
- **Common Core**
 - CCSS RL 4.5, RL 5.5, W 2.3, W 2.8

Ch. 17 Draw-a-Poem (shaped poems)

- **30 minutes**
 - 10 min. write pelican poem ... 10 min. write dog poem ... 10 min. share & discuss
- **Tips**
 - If students are stuck, have them use a few lines from the poem they wrote about the dog or cat in Ch. 3 – e.g. the poem that includes, “When I am excited, this is what I SHOUT:_____”
- **Discussion questions**
 - Read/show [“The Mouse’s Tale”](#) by Lewis Carroll, from *Alice in Wonderland*. Why is the poem shaped this way?
 - How can the shape of a poem add to what the poem is about?
- **Further resources on shaped poems and word art**
 - [The Mysterious Disappearance of Leon \(I Mean Noel\)](#) by Ellen Raskin
 - [Types of Shape](#) by John Hollander
- **Common Core**
 - CCSS RL 4.2, W 2.8

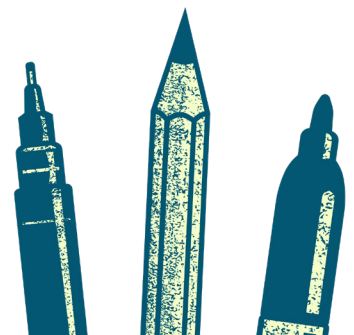


Ch. 18 Getting Help (using AI & other research tools)

- **40 minutes**
 - 10 min. thesaurus discussion ... 10 min. rhyming dictionary ... 20 min. AI
- **Tips**
 - It can help to have a document camera (print books) or computer screen projection, for students to follow along with the discussion questions below.
- **Discussion questions**
 - What are some other words for “bold”? Make a list from student responses, then use a thesaurus to add to the list.
 - If you use a word from a thesaurus in your poem, is it still your poem?
 - What rhymes with “bold”? Make a list, then use a rhyming dictionary to add to the list.
 - If you use a word from a rhyming dictionary in a poem, is it still your poem?
 - What does a sloth remind you of? Make a list, then ask AI the same thing and add to the list.
 - What do sloths and slides have in common? Make a list, then use AI to add to it.
 - What are some sensory details for a sloth? Make a list, then use AI to add to it.
 - What questions could you ask a sloth? Make a list, then use AI to add to it.
 - If you use anything from these AI results in your poem, is it still your poem?
 - Give students 5-10 minutes to write a poem “about a bold sloth.” Then ask AI to write a poem about the same thing.
 - » What do you think of the AI poem?
 - » Are there any parts of the AI poem you like?
 - » Are there any parts you would change?
 - » Are there are parts that don’t seem to make sense?
 - » If you add parts of this AI poem to your poem, is it still your poem?
 - What is something you could ask AI to write a poem about? If AI writes that poem, and you don’t change anything about it, who wrote the poem?
- **Common Core**
 - CCSS RL 3.4

Ch. 19 Revision

- **100 minutes**
 - 5 min. change title ... 10 min. share & discuss ... 5 min. end poem earlier ... 10 min. share & discuss ... 5 min. harvest new poem title ... 5 min. share & discuss ... 10 min. delete words ... 5 min. share & discuss ... 10 min. add something new ... 10 min. share & discuss ... 15 min. move words around ... 10 min. share & discuss
- **Supplies**
 - optional – photocopies of students’ earlier workbook poems; scissors
- **Tips**
 - For the revision exercises, have students use a poem they’ve already written for the workbook. Two poems that that work well for this are their Funtimes! poem in Ch. 13 and their owl poem in Ch. 1. Or give them “[Friends?](#)” from [Pet Poems](#) and have them use that for the revision exercises.
 - Ideally make multiple photocopies so students have different copies for each exercise.
- **Discussion questions**
 - What is the purpose of a poem title?
 - Read/show “[Party of One](#)” from *Pet Poems*. Why does the poem have this title? What are some other titles it could have?
 - Are poems better if they are shorter or longer?
 - When do you know you are “done” with a poem?
- **Common Core**
 - CCSS RL 5.2, W 2.5



Ch. 20 Advice for Poets

- **20 minutes**
 - 10 min. discuss filling poetry well & practicing ... 10 min. Official Certified Poet ceremony
- **Tips**
 - Print or rip out the [Official Poet certificates](#) and have a ceremony presenting them to the students, playing fun or graduation-sounding music.
 - Have students pick one time a week that they'll spend 10 minutes writing poems.
 - Have students pick one time a week that they'll spend 10 minutes learning something new.
- **Discussion questions**
 - What is something that you want to know more about? How could you learn about it?
 - Can you spare 10 minutes a week to learn something new?
 - Can you spare 10 minutes a week to write poems?
 - What is the thing you most want to write a poem about?
- **Further resources**
 - [Awakening the Heart](#) by Georgia Heard

