

I CAN CREATE A STOP AND START
POEM THAT CONNECTS TO MY
READERS BY CAREFULLY
INCORPORATING SENSORY IMAGES
AND WORD CHOICE TO

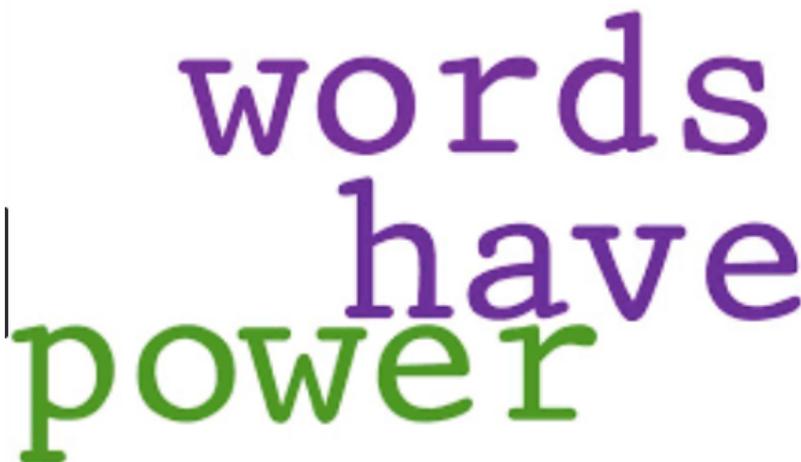


W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

I CAN CONNECT MY READERS TO MY WRITING BY COMMUNICATING FEELINGS, SENSORY IMAGES, EVENTS AND IDEAS THROUGH MY START AND STOP POETRY.

So what is a start and stop poem? The first line of these poems might be a single word, an interesting phrase or clause, or a short but complete sentence, but the goal of the poem is to circle back on itself.

We also want to make sure that we are being mindful of word choices that evoke strong emotions and strong images in the reader's mind.



words
have
power

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Today we are going to try and add feelings, sensory images, events, and ideas to the poetry we worked on the day before by creating a start and stop poem that incorporates a good deal of sensory imagery and figurative language. .



We definitely want to do our part to paint a picture in the reader's mind by communicating our feelings through sensory images, events and ideas. Let's read together the picture book, "Twilight Comes Twice" which is really a long poem and has so much beautiful descriptions and sensory images. Please follow along:

<https://www.tes.com/lessons/azytwz2kla4m8g/twilight-come-twice>

Notice the beginning: Twice each day a crack opens between night and day. Twice twilight slips through that crack....This paints a picture in my mind of something--a light-- slipping through a very small area of space.

In the summer, dusk hisses on the sprinklers. It flushes out millions of mosquitoes and armies of bats to eat them. Fireflies appear, swimming through the air, writing bright messages in secret code.

This paints a vivid image in my mind of a snake like sound, bright lights filling the air--the fireflies, swimming through the sky--like sprinklers in the lawn.

In the early morning a pale twilight touches the edge of the sky. It is called dawn. Dawn is like a seed that will grow into daylight. With invisible arms dawn erases the stars from the blackboard of night. Soon just the moon and a few stars remain.

I love this personification imagery of dawn with imaginary hands wiping out the stars from the sky--the blackboard of night. The stars dwindle to a precious few.

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Let's continue reading the poem. What is something special you notice about the way the author communicates his feelings through sensory imagery--describing the special event of twilight time? TURN AND TALK TO YOUR PARTNER.



Let's also consider some of Ralph Fletcher's word choices and imagery. Remember that good word choice in poetry is often not about choosing the "fluffiest sounding words"; rather, it is about choosing words that play off each other and that say interesting things in a limited amount of words.

Twilight comes twice.
It shines its light on the blackboard night sky,
Drinking the darkness, bringing new types of shadows
To daylight, which grows and thrives
The pale light returns at sunset
As the day halts and slows,
Tempting fireflies who love more than most that
Twilight comes twice.

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Another example: Notice the link between the first line and the last line as well as the poem's personification of a season. We also notice the author's use of personification to paint a picture in our mind's of "Old Man Winter."

In Winter

Outside my window
I notice Winter walking towards the house
His cane clacks the sidewalk like hailstones
His cloak casts such lengthy shadows
His beard leans into the chilly wind
And his arrival changes the world
That once grew and thrived
In greens and pinks
Outside my window.

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Writers, today I want you to create a poem for a special event. It can be a time of day or any other special occasion you wish to write about. I want you to really try to connect to your readers by using a lot of sensory imagery and emotions. You can also keep in mind line spacing and white space.

Options: You may choose a different season and to write a quick poem that personifies the season between the opening and closing lines "Outside my window..."

Or you may create your own "Twilight Comes Twice" poem that integrates excellent and exciting words and phrases. You will create a poem whose first and last line are exactly the same. To do this, it is important for you to choose a first/last line that is meaningful. There is little point to coming back to a first line if the first line is not very interesting.

Or choose a word, phrase, clause, or short sentence that is worth coming back to at the end. Subject of your choice. Here are student samples:

Chocolate
by Lauren, fifth grade poet

Chocolate is delectable
When you suck on it
It makes you wish you had more
chocolate in your mouth
is like heaven on your tongue
To eat it anyway you want
Everybody should know
Chocolate is delectable.



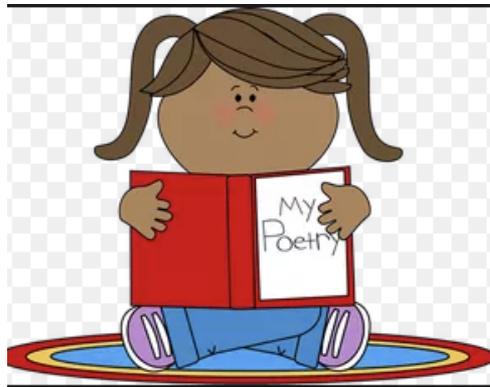
Chili
by Caitlin, fifth grade poet

Chili is delicious
When it has beans
It makes it tastier
Melted cheese is delightful
Especially when it's hot
Peppers make it better
Mixed with all the ingredients
Chili is delicious.

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Mid-workshop interruption: Point out a student or two who is experiencing a good deal of success with this activity.

SHARE: What did you do as a writer today? How did using strong images and words help you create a start and stop poem?



TEACHER PAGE: FOR MORE INFO: SEE THE FOLLOWING
LINK

 http://writingfix.com/Picture_Book_Prompts/Twilight_Comes_Twice3.htm