

Grades 4-8 

Interactive
poetry
Notebooks
FREE Bonus Lesson

Sound
Devices

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 Includes Getting Started Guide

Interactive Poetry Notebooks

Lesson 2-1: Sound Devices

Poetic Sound Devices

alliteration

onomatopoeia

consonance

assonance



Interactive Poetry Notebooks

Lesson 2-1: Sound Devices

Poetic Sound Devices

tick-tock,
click, clack,
drip, drop,
sizzle

onomatopoeia

I have stood
still and
stopped the
sound of feet
~Robert Frost

alliteration

I must confess
that in my
quest I felt
depressed and
restless
~Thin Lizzy

assonance

all mammals
named Sam
must be
clammy

consonance



Interactive Poetry Notebooks

Lesson 2-1: Sound Devices

Purpose: Define and identify alliteration, onomatopoeia, assonance, and consonance.

Prerequisite(s):

None are required, but it is helpful if students are already familiar with alliteration before working with assonance and consonance.

Resources:

How to Rap: <http://www.youtube.com/watch?v=OVMjxenOKmg>

Figurative Language Rap:

<http://www.youtube.com/watch?v=qPiVfdwAsUg&list=PL83FFCE84757C8B58>

Procedures:

1. Review these concepts with one or both of the videos mentioned above.
Warning: This video is excellent for explaining assonance and consonance, but the definition for alliteration (given 3rd) is slightly wrong.
2. Color-code the definition tabs. Consonance: brown; assonance: pink; alliteration: purple; onomatopoeia: orange.
3. Glue the tabs onto the iPad. Remember to fold first, then glue the back of the tab only.
4. Write the definition for each device under its tab. See the notes below.
5. Glue the iPad in last. If you glue it in before writing the definitions, it may be difficult to write in areas with glue under them.

Notes for Writing Under Tabs:

alliteration – the repetition of initial consonant sounds in a series of words

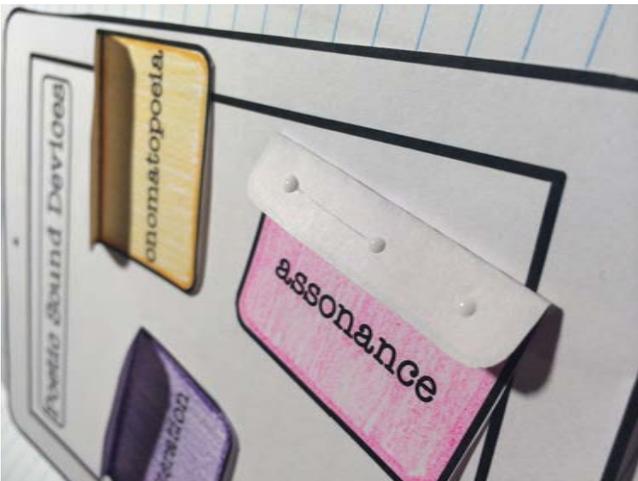
onomatopoeia – words whose sounds imitate their meaning

consonance – the repetition of the same consonant sounds among words (not limited to initial sounds)

assonance – the repetition of the same vowel sounds among words

Activity 2:

1. Outline each app in the appropriate color (in #2 above).
2. Cut out iPad.
3. Either write the name of the correct sound device under each example OR cut out and glue the words in the rectangles under the appropriate app.



Activity 3:

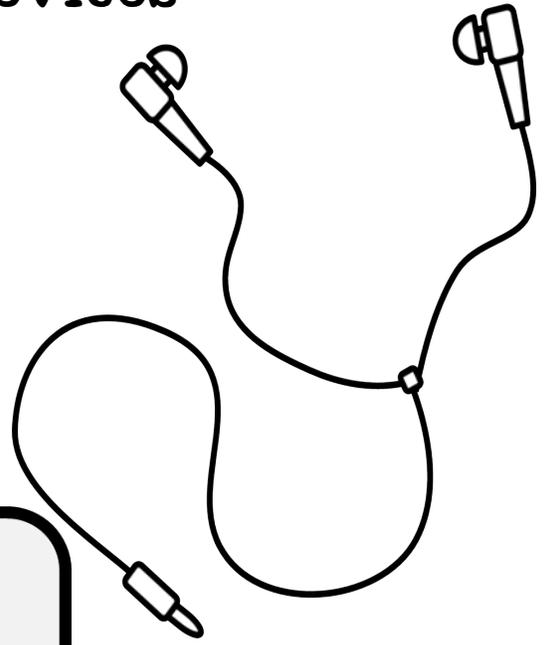
1. Read "Storm" and highlight in orange the examples of onomatopoeia.
2. Read "Eldorado" and find examples of assonance, consonance, and alliteration. Write each example in the appropriate app box.
3. Cut out each iPad and glue into interactive notebook.
4. A key is provided for each activity.

Interactive Poetry Notebooks

Lesson 2-1: Sound Devices

alliteration

onomatopoeia



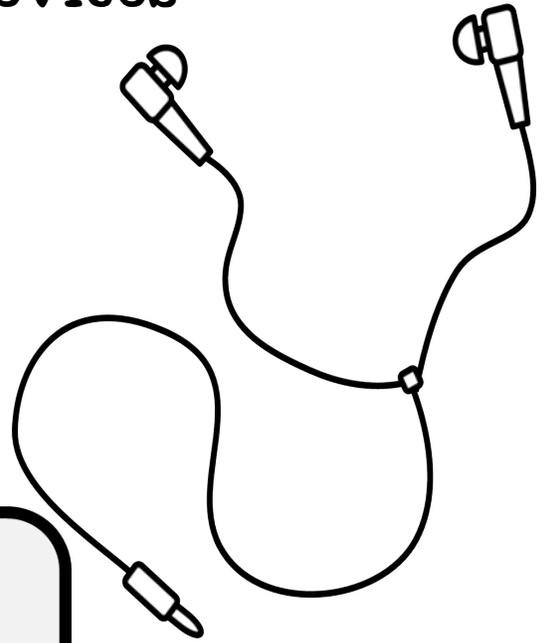
Poetic Sound Devices

assonance

consonance

Interactive Poetry Notebooks

Lesson 2-1: Sound Devices



Poetic Sound Devices

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onomatopoeia

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Interactive Poetry Notebooks

Lesson 2-1: Sound Devices BONUS

Storm

Booming and banging thunder in the air

Crashing and rumbling waves against wet rock

Booming and scraping, lighting the sky

Swishing and sloshing rain on a windscreen

Metallic thuds on a tin roof

Swishing and swooshing the flooding roads

Howling and moaning, wind attacking

Wavering, crashing, and sizzling

Power everywhere

Thudding and banging hail on every window

Slamming and echoing doors in the house

~Olisha Starr



Interactive Poetry Notebooks

Lesson 2-1: Sound Devices BONUS

Eldorado

Gaily bedight

A gallant knight

In sunshine and in shadow

Had journeyed long,

Singing a song,

In search of Eldorado

~ Edgar Allan Poe (excerpt)

(alliteration)

(assonance)

(consonance)



Interactive Poetry Notebooks

Lesson 2-1: Sound Devices BONUS

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Singing a song,

In search of Eldorado

~ Edgar Allan Poe (excerpt)

gaily, gallant

sunshine,
singing, song,
search

(alliteration)

bedight,
knight,
sunshine

(assonance)

sunshine,
shadow

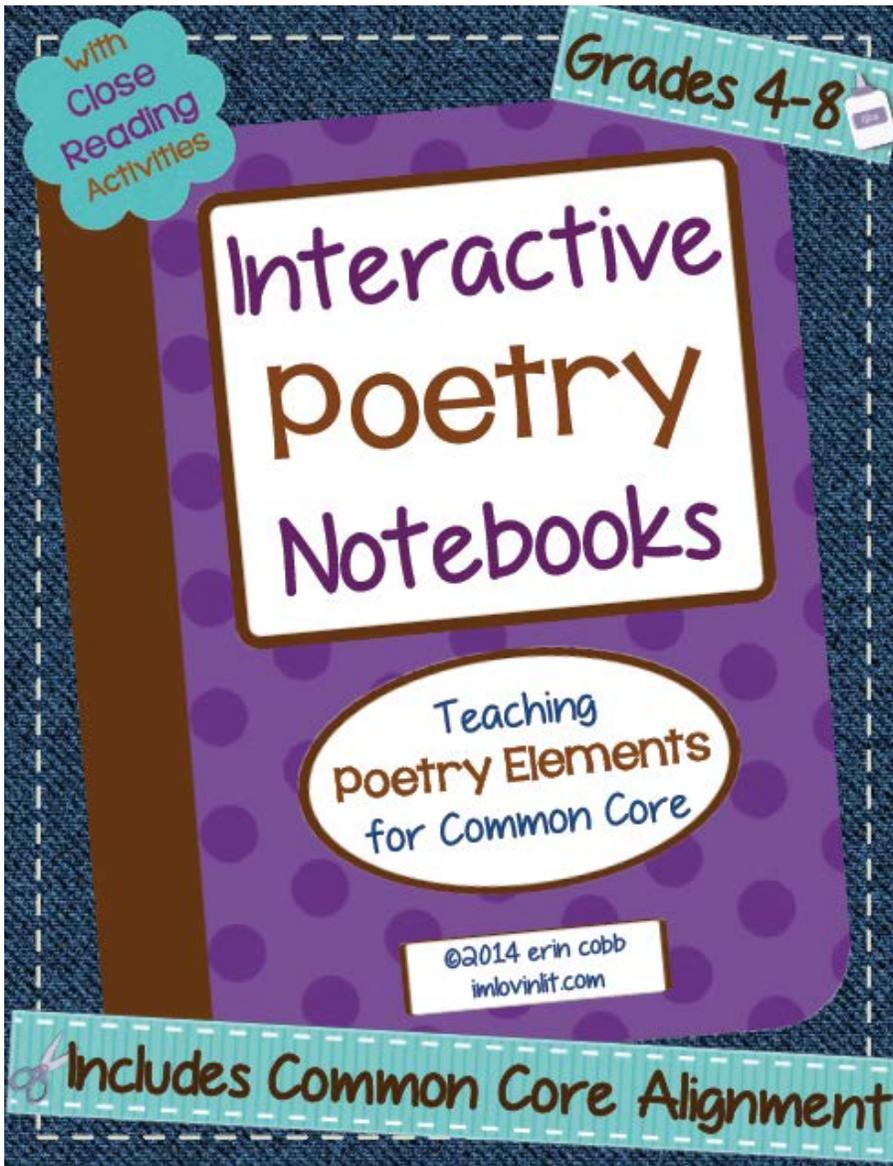
(consonance)



Interactive Poetry Notebooks

Lesson 2-1: Sound Devices BONUS

Purchase the full Interactive Poetry Notebook here:



Visit my blog:



<http://imlovinlit.blogspot.com>

Clip Art by Ashley Hughes and Graphics From the Pond
Fonts by KG Fonts and Hello Literacy

Interactive Poetry Notebooks Teacher's Guide/FAQ for Getting Started

Why should I use interactive notebooks when I'm already struggling to fit everything into my day?

Interactive notebooks should not be another thing added to your day on top of what you are already doing. Instead, change what you are already doing to accommodate interactive notebooks. As a middle school teacher, I was already having my students take notes into their notebooks anytime I taught new content (such as what is included in this packet). Interactive notebooking took the place of my giving notes. I consider the time it takes my students to construct their interactive notes as part of my explicit instruction time. And it is so much more meaningful than a lecture!

When students construct these 3D graphic organizers and then put the information they are learning into them, they are making connections and organizing these topics in their brains in a different and more meaningful way than they would be if I were simply lecturing this material or if they were simply taking notes. Furthermore, most of my interactive notes are organized in a way that students can study them like flashcards without having to go through the trouble of writing out flashcards.

Do I have to use composition notebooks?

Although teachers have successfully used spiral notebooks for interactive notebooking, composition books are truly better. They are more durable, less likely to fall apart, and the pages are far less likely to get torn out.

I first decided to use interactive notebooks after a summer workshop when school supplies had already been ordered. Since I have about 150 students, my school (mandates that students purchase pre-packaged supplies) had already purchased 150 Five Star spiral 3-subject notebooks for me. No way was I getting composition notebooks on top of that! So I waited for them to go on sale at Wal-Mart and Target for \$0.50 each and slowly purchased 150 of them, about 40 at a time. Some were also purchased (in limited quantities) at Big Lots and Walgreens for as low as \$0.20.

Now, you can still implement interactive 3d graphic organizers without ever putting them into a notebook if this works better for you. One teacher I met makes lapbooks for each of her social studies units. After she grades them and shows students their grades, she collects the unit lapbooks and files them. Then, she hands them all back before state testing so that students can study. If you're interested in compiling these into lapbooks, here's a great tutorial on constructing lapbooks:

<http://www.youtube.com/watch?v=t1inXbba3cg>

Interactive Poetry Notebooks Teacher's Guide, Page 2

Does the type of glue really matter?

Absolutely! You definitely need to use Elmer's school glue when gluing items into your interactive notebooks. Many students may purchase and use the glue sticks, but these are definitely not recommended for interactive notebooking. Yes, they're more convenient and less messy, but they will not bond the paper permanently. I always tell my students that we use liquid glue because it will stick "forever."

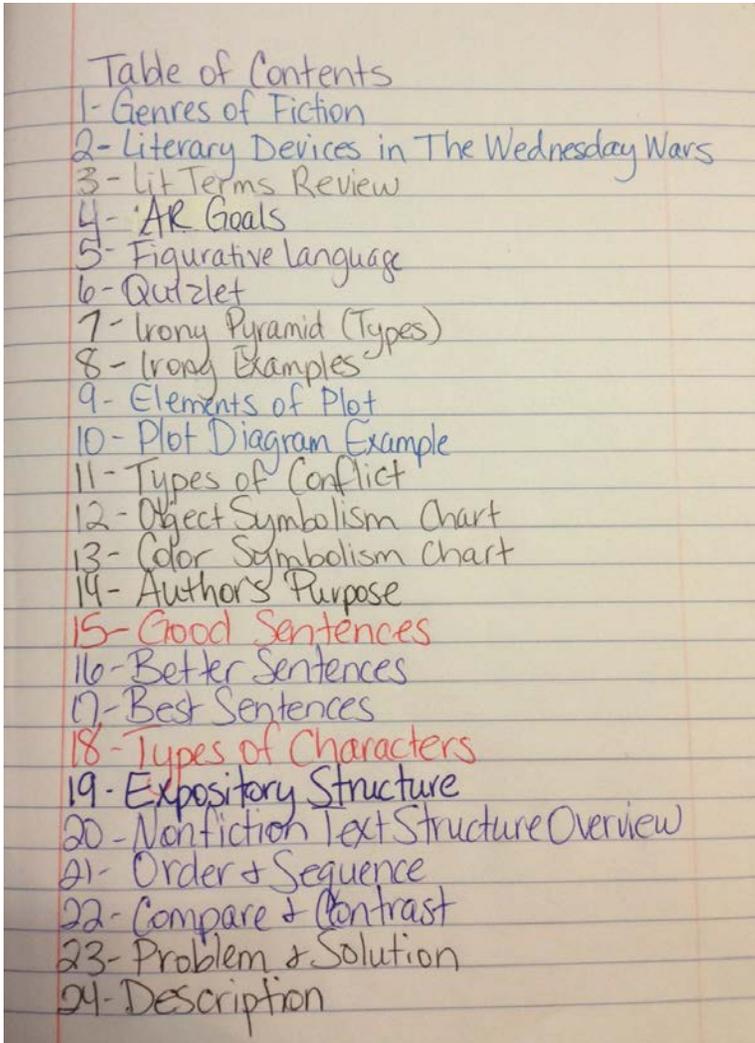
Not only does the type of glue matter, but the method of gluing matters also. Here's a tip I learned at a workshop: NO TOASTER STRUDELING! You know what I'm talking about, and your kids will LOVE this analogy. I even begin by putting an image of a yummy cream cheese toaster strudel up on my SmartBoard and asking my students if they've ever eaten one. Most of them have. Do you like putting on the icing? Most students will say it's their favorite part! Well, you will NOT be toaster strudelizing in my classroom! This analogy really works for reminding students of the correct method of gluing items into interactive notebooks. Toaster strudelizing will result in wavy pages and huge, sticky messes. So what's the proper way to glue? Use small dots (I call them baby dots) spread about 1 inch apart. That's it! The phrases I use with my students are "just a dot, not a lot" and "baby dots" and of course "NO toaster strudelizing!"

How should I organize my interactive notebooks?

Before interactive notebooks, my students' literature notebooks were a nightmare! Now, instead of students having a hodge-podge spiral notebook that contains many random things (and notes here and there), they have an organized reference book of everything I've taught them that makes it easy to study now and easy to save for future reference. During finals last year, I asked one 8th grade girl, "Where is your literature notebook? I told you to make sure it was in class today!" She responded "I left it at home. My brother is in 10th grade and he was borrowing it to study for his English final." Needless to say, the girl did not receive the usual 1 point off for not having her materials. It is my hope that the interactive notebooks my students take away from my class can serve as a valuable reference source for them in the high school years ahead (and beyond!).

When you begin using your interactive notebooks, be sure to leave about 3 blank pages at the beginning for your table of contents. Every time you make another entry, log it in your table of contents. What a great real-world lesson on this text feature! Here is an example of what one page of the table of contents looked like for my 7th grade notebook.

Interactive Poetry Notebooks Teacher's Guide, Page 3



A handwritten table of contents on lined paper, listing 24 items. Items 15 through 18 are written in red ink, while the others are in blue. The items are:

- 1- Genres of Fiction
- 2- Literary Devices in *The Wednesday Wars*
- 3- Lit Terms Review
- 4- AR Goals
- 5- Figurative Language
- 6- Quizlet
- 7- Irony Pyramid (Types)
- 8- Irony Examples
- 9- Elements of Plot
- 10- Plot Diagram Example
- 11- Types of Conflict
- 12- Object Symbolism Chart
- 13- Color Symbolism Chart
- 14- Author's Purpose
- 15- Good Sentences
- 16- Better Sentences
- 17- Best Sentences
- 18- Types of Characters
- 19- Expository Structure
- 20- Nonfiction Text Structure Overview
- 21- Order & Sequence
- 22- Compare & Contrast
- 23- Problem & Solution
- 24- Description

In what order should I teach the concepts in the Interactive Poetry Notebooks packet?

I have included many lessons and skills that I teach to my 6th, 7th, and 8th grade literature students. The order I presented them in this packet is close to the order in which I teach these skills. Still, they can be taught in any order or sequence that fits your classroom and the skills that you teach! You can skip some skills, dig into others more deeply, and mix and match them as you see fit. Take what works for you and modify it to fit your own classroom needs.

Furthermore, if you look closely at the table of contents, you will see that not everything in my students' interactive notebook is content. I also have students glue in their AR goals, records, and even instructions that I don't want them to lose, such as how to access my Quizlet site.

You recommend many Youtube video clips, but my school blocks Youtube on our network.

There are a couple of ways around that. First, you can create SafeShare.tv links from home by visiting <http://safeshare.tv> and entering in the Youtube video link I have provided. This will produce an ad-free (and comment-free!) video page that many schools allow on their network.

The second option and the option I use is <http://www.savetube.com>. You might be required to update your java, but after that you will be able to enter a Youtube video link and then download a .mp4 file (Mac) or a .wmv file (Windows) that you can bring to school on a flash drive, network drive, or stash in your Google drive. I like using this method because I can keep the video clips saved for next year, but it does require a level of technical proficiency and some users struggle with it.

Interactive Poetry Notebooks Teacher's Guide, Page 4

Do I need separate composition notebooks for poetry, reading literature, reading informational text, and/or writing?

NO! My students keep all of their ELA interactive activities in ONE notebook. I can imagine that using multiple notebooks would create a nightmare of having the right notebook at the right time and gluing the wrong template into the wrong notebook. I have come a little close, but I have never filled an entire composition notebook. If we happened to fill one, I guess we'd just get new notebooks and start over, keeping the old ones around for reference! As long as we're logging what we're doing in the Table of Contents, it will be easy enough to find what we need, even if it IS all in one notebook.

What about Bell Ringers and/or daily writing entries? Do you put those into the interactive notebook?

NO WAY! I never have my students "stick" random things into their precious interactive notebooks. These notebooks are sacred and no kind of daily work or jargon goes in there. Everything we put into our notebooks is useful in some way. I put things into the notebook that we will need to refer back to at some point, to help recall information, and as a record of the concepts, skills, and strategies we've learned. Don't junk up that notebook! I have another place for daily activities and free-write stuff.