

ODE TO IDITAROD

Developed by:

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Discipline / Subject:

Language Arts

Topic:

Poetry

Grade Level:

4th grade – can be adapted to other grades

Resources / References / Materials Teacher Needs:

1. The teacher should use the student-created ode poems from the post as examples. They can also read ode poems from sources such as:
<http://www.scholastic.com/teachers/book/red-sings-treetops#cart/cleanup>
<http://www.sasquatchbooks.com/book-search/?search=sea+star+wishes>
2. The teacher can review several resources online to understand ode poetry and how to write it. Below are some great examples:
<http://www.poetry4kids.com/poem-362.html#.VsC5PGCeDjR>
<http://www.powerpoetry.org/resources/writing-ode-poem>
http://www.scholastic.com/teachers/top_teaching/2011/04/explore-poetry-that-turns-the-ordinary-into-extraordinary-write-an-ode

Lesson Summary:

Students will learn about ode poetry and write an Iditarod-themed ode using figurative language, vivid verbs, and exaggerated expression.

Standards Addressed:

Common Core State Standards – CCSS

<http://www.corestandards.org/ELA-Literacy/>

CCSS.ELA-LITERACY.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Texas State Standards – TEKS

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, and patterns of verse).

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

Alaska State Standards – Language Arts

https://education.alaska.gov/akstandards/standards/akstandards_elaandmath_080812.pdf

2. Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___).

Learning Objectives:

1. Students will learn about the structure and language of ode poetry.
2. Students will read examples of ode poetry and the teacher will help them understand the characteristics of an ode in Writer's Workshop.
3. Students will write Iditarod-themed ode poems either individually or as a classroom whole group activity.

Assessment:

1. Teachers will assess if students followed the checklist sheet and added ode elements to their poem appropriately.
2. Students will edit their writing for mechanics and spelling.
3. Teachers can create a quick rubric online for scoring the poems:

<http://www.quickrubric.com>

Procedural Activities

1. The teacher will read ode mentor text examples to students.
2. The teacher will create an anchor chart of "noticings" from the students about ode poetry: figurative language, vivid verbs, ordinary objects written about in an extraordinary way, over-the-top expressions of gratitude, etc.
3. The teacher can have the class write one ode example together first as a practice.
4. The teacher should hand out the ode checklist to students. They will decide what ode characteristics they want to include in their writing and check it off the list.
5. Students will then choose an Iditarod topic or object for the subject of their ode poem.
6. Students will write a rough draft, and the teacher will edit it looking at the checklist and the anchor chart.
7. Students will write a final copy and illustrate it.
8. These odes can be put into one class book about Iditarod ode poems.

Materials Students Need:

1. Paper, writer's notebook
2. Markers, crayons, colored pencils

Technology Utilized to Enhance Learning:

1. The teacher can view several resources online to understand ode poetry and how to write it. Below are some great examples:
<http://www.poetry4kids.com/poem-362.html#.VsC5PGCeDjR>
<http://www.powerpoetry.org/resources/writing-ode-poem>
http://www.scholastic.com/teachers/top_teaching/2011/04/explore-poetry-that-turns-the-ordinary-into-extraordinary-write-an-ode
2. The Iditarod site is a great source for inspiration for writing. The teacher with an Insider subscription can watch Insider videos so students can better understand the race and write in a more meaningful way about it:
<http://iditarod.com/shop/insider-subscription-school-ultimate/>

Other Information:

Typical odes are very long poems, but for this activity, we are writing simple ode poems with one or two stanzas. The teacher should adjust their requirements for the appropriate grade.

Modifications for Special Learners/ Enrichment Opportunities:**Modified:**

1. The teacher should create a class anchor chart with phrases and words for the student to be able to access easily.
2. The teacher can write the first stanza as a class and then write the second one with guided assistance.

Enrichment:

1. Students can write odes from a different point of view: the musher, the dog, the sled, dog booties, checkpoints, etc.
2. Ode poetry takes ordinary things like drop bags, and makes them extraordinary. Challenge students to use their knowledge of the Iditarod in this way for their ode writing and choose an Iditarod theme with something ordinary, such as dog ointment or a veterinarian clipboard at a checkpoint.