<table>
<thead>
<tr>
<th>Title:</th>
<th>Poem of the Week #1: Animals</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade:</strong></td>
<td>5th Grade</td>
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<tr>
<td><strong>Content:</strong></td>
<td>Science Themed Poetry</td>
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<tr>
<td><strong>Duration:</strong></td>
<td>15-20 minutes daily for one week</td>
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**Standard:**
- **RF 5.4:** Read with accuracy and fluency to support comprehension.
- **RF 5.4b:** Read poetry orally with accuracy, appropriate rate, and expression.
- **RL.5.4:** Determine the meaning of words as they are used in a text.

**Objective:**
- Students will practice reading fluency by reading poem aloud.
- Students will analyze language usage in poetry.
- Students will illustrate poems.
- Students will write their own poem.
- Students will perform poetry for an audience.

**Materials:**
  - Poem below
  - [https://www.poemhunter.com/poem/seal-4/](https://www.poemhunter.com/poem/seal-4/)
- Graphic organizer (below)
- Pencil (markers, crayons, colored pencils optional)

**Introduction Description:**
Students will explore a poem every day for a week to practice fluency and respond in a different way each day.

**Steps:**
- Use the graphic organizer below.
- Read poem aloud several times each day.
- Complete the task for each day of the week:
  - Day 1: What does this poem make me think of?
  - Day 1: Find adjectives.
  - Day 2: Find words to support the setting.
  - Day 3: Draw a picture to go with the poem.
  - Day 4: Perform the poem for an audience.
  - Day 5: Write and illustrate your own poem.

**Adaptations (optional):**
- Listen to someone else read the poem to you.
- Turn the poem into a song.
- Write the poem down on another sheet of paper- big or small.
- Write and illustrate your own poem on a poster or use technology.
- Record a video of you performing the poem.

**Finished Product:** Students will write a short personal response to the poem; illustrate poem; analyze language in poem; perform poem for an audience; write and illustrate their own poem.
Seal
by William Jay Smith

See how he dives
From the rocks with a zoom!
See how he darts
Through his watery room
Past crabs and eels
And green seaweed,
Past fluffs of sandy
Minnow feed!
See how he swims
With a swerve and a twist,
A flip of the flipper,
A flick of the wrist!
Quicksilver-quick,
Softer than spray,
Down he plunges
And sweeps away;
Before you can think,
Before you can utter
Words like “Dill pickle”
Or “Apple butter,”
Back up he swims
Past Sting Ray and Shark,
Out with a zoom,
A whoop, a bark;
Before you can say
Whatever you wish,
He plops at your side
With a mouthful of fish!
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by William Jay Smith

See how he dives
From the rocks with a zoom!
See how he darts
Through his watery room
Past crabs and eels
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Words like “Dill pickle”
Or “Apple butter,”
Back up he swims
Past Sting Ray and Shark,
Out with a zoom,
A whoop, a bark;
Before you can say
Whatever you wish,
He slaps at your side
With a mouthful of fish!

Every Day: Read poem aloud.
- Read together with someone else.
- Take turns reading a line.
- Read on your own.
- Read in a funny voice.
- Read in a whisper voice.
- What’s another way you could read it?

Day 1: What does this poem make you think of?

Day 2: Find all the adjectives in this poem.

Day 3: Draw a picture to illustrate the poem.

Day 1: What is the setting of this poem?
Which words let the reader know this?

Day 4: Perform the poem for someone else.
- Make eye contact with audience.
- Speak clearly.
- Use expression.
- Use appropriate volume.

Day 5: Write and illustrate your own poem about an animal on another sheet of paper.