Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer (**Collection 7 Resources**).
- Tell students that **reading a poem** involves two steps: reading for enjoyment and then re-reading for meaning.
- Model reading "Valentine for Ernest Mann" and adding the information below to the graphic organizer.

	Valentine for Ernest Mann
First reading:	I liked thinking about ordering poems like ordering tacos.
Second reading:	The speaker means that poems can't be written on demand. They must be "found" in life's moments.

- **Turn-and-Talk** Have students reread the last four lines of the poem and then discuss their meaning in pairs.

Think as a Reader/Writer

Find It in Your Reading Point out this example of a sensory image: "And the poems that had been hiding / in the eyes of skunks for centuries / crawled out and curled up at his feet." Tell students that poets choose words or phrases like this to engage readers' senses.

Use It in Your Writing Have students create another sensory image about an everyday object or experience.

Read with a Purpose Read this poem to find out where poems hide.

Valentine for Ernest Mann

by **Naomi Shihab Nye**

You can't order a poem like you order a taco.
Walk up to the counter, say, "I'll take two"
and expect it to be handed back to you
on a shiny plate.

Still, I like your spirit.
Anyone who says, "Here's my address,
write me a poem," deserves something in reply.
So I'll tell a secret instead:
poems hide. In the bottoms of our shoes,
they are sleeping. They are the shadows
drifting across our ceilings the moment
before we wake up. What we have to do
is live in a way that lets us find them. A

A **Literary Focus** **Lyric Poem** What idea is the poet exploring?

Vocabulary **spirit** (SPIHR iht) *n.*: courage; liveliness. **drifting** (DRIHF tihng) *v.* used as *adj.*: being carried along as if by a current of air or water.

Research to Practice

*Holt author **Kylene Beers** offers strategies for visualizing a poem.*

Poems, by definition, say more with less. With an economy of language they offer a distilled experience in a way that carries the reader from surprise or delight to wisdom—some sort of aha!

Because poets use fewer words than authors of prose use, each word counts. Each word, each phrase, should help readers visualize something that is happening. For that reason, readers have difficulty visualizing the poet's images in the poem, and much of the meaning may be lost.

Tell readers as they read these two poems that they should imagine each verse as a frame (or two) in a storyboard. As they read, they should stop at the end of each verse and sketch out in the frame what they see happening in the poem at that point.

For "Valentine for Ernest Mann," students might want to make several frames for the final verse—one for every five lines or so probably works fine. Have



Once I knew a man who gave his wife
two skunks for a valentine.
He couldn't understand why she was crying.
"I thought they had such beautiful eyes."
And he was serious. He was a serious man
who lived in a serious way. Nothing was ugly
just because the world said so. He really
liked those skunks. So, he re-invented them
as valentines and they became beautiful.
At least, to him. And the poems that had been hiding
in the eyes of skunks for centuries
crawled out and curled up at his feet.

Maybe if we re-invent whatever our lives give us
we find poems. Check your garage, the odd sock
in your drawer, the person you almost like, but not quite.
And let me know. B

B **Read and Discuss** How does the skunk story connect to the way the poet views the origins and development of poetry?

Vocabulary **re-invented** (ree ihn VEHN tihd) *v.*: created again, or made new.

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Tell students that it refers to poems that have not yet been written. Point out the key phrase "where poems hide," and ask students how this phrase explains poetic inspiration.

Comprehension

B Read and Discuss

Possible response: *The man who gave his wife skunks did so because he discovered beauty in them. Poems come when people see the unexpected in their lives, assign it a new quality, and teach readers to think about it in a new way.*

Analysis

A Literary Focus

Possible response: *The poet is exploring the idea that poetic inspiration can come from the most unlikely of sources.*

? Extend the Discussion

Interpreting How is this poem a valentine of sorts? ***Possible response:*** *Instead of giving Ernest Mann a poem, the speaker reveals to him the source of poetry. This "gift" can be considered a valentine, or token of love.*

students compare the images they created in their frames. Remind students that these are not works of art they are creating, so stick figures are just fine. They are showing in pictures what the poet has created in words.

Differentiating Instruction

English-Language Learners

After reading "Valentine for Ernest Mann," have students use the Save the Last Word for Me strategy. Tell students to write their favorite line from the poem on the front of an index card and why they liked it on the back. Then, have students share their quotations in small groups, allowing other group members to respond.

go.hrw.com *For more information about the Save the Last Word for Me strategy, see this page in your* ***Interactive Teacher's Edition.***

Review

Independent Practice

Reading Focus

Answers:

1. *Saving toads is important to Grampa. Poems hide in the world around us. Both poems suggest the value of everyday life.*
2. *Students will likely gain a deeper understanding of each poem and notice details such as word choice.*

Vocabulary Check

3. *c* **4.** *a* **5.** *b*

Literary Focus

Possible Responses:

6. *The poet uses a metaphor to compare toads to "live drops of rain."*
7. *Every life is important.*
8. *Poems hide and sleep. People can find them by changing how they perceive the world.*
9. *She compares poems to tacos and people. She says that poems cannot be created on demand; they need to come from inspiration.*
10. *The man found beauty in the skunks. Poems help people see familiar things in new ways.*
11. *Answers will vary based on students' experiences.*
12. *"Valentine" evokes the single idea that poetry is the beauty hidden in the ordinary world. "Birdfoot's Grampa" is short and evokes the single idea that all life should be valued.*

SKILLS FOCUS p. 688

Literary Skills
- Analyze a lyric poem.
- Analyze diction.

Reading Skills
- Use strategies to read and analyze a poem.

Writing Skills
- Write a lyric poem.
- Use sensory details.

Applying Your Skills

Birdfoot's Grampa / Valentine for Ernest Mann

Respond and Think Critically

Reading Focus

Read with a Purpose

1. What is important to Birdfoot's Grampa? What does "Valentine for Ernest Mann" say about where poems hide? What do both poems suggest is important in life?

Reading Skills: Reading a Poem

2. Complete the chart below if you haven't done so already. Then, describe what you noticed about each poem the second time you read it that you hadn't noticed in the first reading.

Birdfoot's Grampa	Valentine for Ernest Mann
First reading:	First reading:
Second reading:	Second reading:

Vocabulary Check

Match each Vocabulary word with its definition.

3. spirit	**a.** floating
4. drifting	**b.** created again
5. re-invented	**c.** liveliness

Literary Focus

Literary Analysis

6. **Analyze** To what is the speaker comparing the toads in the poem's first stanza? What figure of speech does Bruchac use to create that comparison?
7. **Interpret** What point is Grampa trying to convey to his passenger concerning the toads?
8. **Interpret** In the second stanza of "Valentine for Ernest Mann," what human things does the poet say poems do? What is the poet telling us by using this figure of speech?
9. **Analyze** What comparison is Nye making in the first stanza? the second stanza? What is she saying about poems by using these comparisons?
10. **Analyze** Why does the speaker tell us about the man and the skunks? (What do skunks have to do with poetry?)
11. **Extend** Many people, like Birdfoot's Grampa, believe that their actions can make a difference. Think of someone who has acted on that belief. What was the intent of the person's actions? Were the actions worth doing? Explain.

Literary Skills: Lyric Poems

12. **Classify** How do these poems fit the definition of lyric poetry? (See page 683.) Support your answer with details from the poem.

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Follow Nye's advice, and try to find a lyric poem in your life. Write a lyric poem that uses sensory images to help readers view something apparently ordinary in a new way.

What Do You Think Now?

Have the poems changed your idea of beauty? Do you see skunks and toads in the same way? Why, or why not?

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Students may struggle to write a lyric poem. Invite them to write a paragraph describing an ordinary object using sensory images that address all five senses.

What Do You Think Now?

Have students discuss how people normally view skunks and toads. Then, discuss how the speakers portrayed the creatures. Do students now agree that they can find beauty in skunks and toads? Why or why not?