



Educator's Guide to

FINDING TREASURE:



A Collection of Collections

*Prepared by Michelle Schaub with consultation from Valerie Bresnahan, Ed.D, CDP.



About the Book: *When her class is assigned to bring in favorite collections for show and tell, our young narrator panics. She doesn't have a collection! In search of inspiration, she turns to family and friends. Mom collects buttons. Grandpa collects coins. Even the mailman has a collection. Is there time to start a new collection? Or find an abandoned one in the attic? Join the treasure hunt in this story told through poems.*

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Why Poetry in the Classroom?

Poetry is literacy's super food! Just as certain veggies are packed with antioxidants, poetry is loaded with rich content, nourishing literary devices, and brain-boosting vocabulary. In addition, poetry presents challenging text in a concise format. Students are not overwhelmed with an abundance of words as they grapple with the author's purpose and meaning. Poetry invites close reading and careful analysis within a succinct format. Use the poems in *Finding Treasure* to design lessons that challenge your students to become more engaged close-readers.

Poetry Reading Routine

Before Reading

Practice: Before presenting it to the students, read the selected poem a few times aloud to yourself so you can feel the rhythm and flow. Your practice will do much to facilitate your students' understanding and enjoyment of poetry.



Predict: Show the students the cover and back art for FINDING TREASURE. Read the title and subtitle. Ask students: *“What do you think this poetry collection will be about? Why do you think that?”*

Discuss: Explain to students that FINDING TREASURE is about a child who needs to bring in a collection for a class project, but she has a problem: she doesn't collect anything. The child investigates the collections of family, friends and neighbors for inspiration. Ask the following questions to get students thinking about the topic of collections:

“What do or would you like to collect?”

“Who else do you know that has a collection?”

“In what ways is collecting fun? Challenging?”

During Reading

Tell the students that you are going to read a poem to them. You want them to be still and listen to the words. Invite them to let the words form a picture in their heads. Explain that they will have a job to do when you have finished reading.

1st read: Read the poem aloud while students listen. (Do not let students see the text. Their job is to listen and picture.) After reading, ask students to record what they heard and pictured in their heads.

2nd read: Display the poem so all students can see the text and illustration. This time, have students read the text with you [unison read.] Alternatively, for emerging readers, read a line or two and have the students repeat the line(s) back to you until you have read the entire poem. Then ask: *“Now what did you notice?” “In what ways does the illustration match the picture you formed in your head?”*



The following standards-aligned prompts will help students dig into close, evidence-based analysis of each poem. These prompts can be discussed as a whole class. Alternatively, the class can be divided into partners or small groups and each giving a prompt to answer.

Craft and Structure:

- *Which words/phrases stand out to you? Why do you think the poet chose them?*
- *Where do you notice figurative language? Why do you think the poet used this language?*
- *What do you notice about the way the poet arranges the lines and stanzas of the poem? Why do you think the poet does this?*
- *Why do you think the poet began the poem the way she/he did?*
- *Why do you think the poet ended the poem the way she/he did?*

Key Ideas and Details:

- *How does the poem make you feel? Which words give you that feeling? Why do you think the poet chose those words?*
- *What theme/message do you think the poet was trying to communicate? What makes you think that?*

Connections:

- *What other texts or moments does this poem bring to mind? How are they similar? Different?*



Writing Activities

Finding Treasure presents a variety of poetry formats that provide great models for student writing. Here are several formats you can help young writers explore.

List Poem



- ✓ A list poem does exactly as its name suggests, it provides a list of people, places, or things. A list poem does not have to rhyme, but each word should be precise and descriptive.
- ✓ Both “Button Box” and “Meg’s Menagerie” are list poems. Read these poems to the students. Ask students to note the variety and number of items listed in each poem.
- ✓ Point out that both “Button Box” and “Meg’s Menagerie,” end with a twist. “Button Box” ends with a question. “Meg’s Menagerie” ends with a pun. List poems that end in a surprising way are sometimes called lists-with-a-twist.
- ✓ Brainstorm other types of collections. Write ideas on the board. For inspiration, you can show the students pictures from Michelle Schaub’s Pinterest board “Things People Collect.” <https://www.pinterest.com/MichelleBSchaub/things-people-collect/>
- ✓ Write a practice list poem as a class.
 - Select a type of collection from the brainstormed list.
 - Ask volunteers for words to describe the type, size, shape, texture, and color of items that would be found in this type of collection.
 - Combine the best ideas into a poem that lists items from this collection.
 - Think of a “twist” for the last line. Will it be a question, pun, or another type of surprise?
- ✓ Have students repeat the process to write their own list poem. They can choose a type of collection from the brainstormed list or come up with a new type of collection to describe with a list. Encourage students to end their poem with a twist.



Two-Voice Poem

- ✓ A two-voice poem is a dialogue between two people, places, or objects. It shows two different viewpoints on the same topic. A two-voice poem is usually arranged in two columns, one for each of the speakers. Sometimes the poet wants the speakers to say something at the same time. These words are bolded and written in between the columns. A two-voice poem is meant to be read aloud by two people.
- ✓ “My Brothers and Their Baseball Cards” is a two-voice poem. When sharing this poem with your students, enlist a partner so you can each read one of the voices. Read the words in bold at the same time. Have the rest of the student follow along, noting the format.
- ✓ Tell students that “My Brothers and Their Baseball Cards” is written as a dialogue between two people, but they will be writing a two-voice poem that is a dialogue between two objects.
- ✓ Brainstorm a list of things people collect. Add objects that are mentioned in the poems in *Finding Treasure* and other objects from students’ own collections.
- ✓ Write a practice two-voice poem as a class:
 - Select two objects from the brainstormed list that might enter into a conversation. (For example, two teapots waiting on a shelf to be chosen for tea time or two coins resting on a sidewalk.)
 - Ask the students the following questions:
 - *What does each object look like?*
 - *What is the function of each object?*
 - *How does each object feel about itself? The other object?*
 - *What are the objects’ goals, dreams, or fears?*
 - Use a Venn diagram to record students’ answers to the question, noting the similarities and differences between the objects.
 - Choose the best ideas from Venn diagram to include in the poem. Set up the poem in columns. In the first column write the words that first object will speak. In the second column, write the second object’s response. In between the columns, write words in bold that both objects will say at the same time.
 - Have two students perform the poem for the class.
- ✓ Individually or in partners, have them repeat the process to write their own two-voice poems.
- ✓ Ask for volunteers to perform their poems.



Personification Poem



- ✓ A personification poem writes about an object as if it had human qualities.
- ✓ “Granny’s Teapots” is a personification poem. Read the poem to your students.
- ✓ Define personification. (Giving human qualities to a nonhuman thing.) Ask students: “What human qualities does the author give the teapots?” (They are “prim and proper”, “adorned in party dresses”, “pose, one arm akimbo”, “waiting, patient”)
- ✓ Brainstorm a list of objects people collect. Add objects that are mentioned in the poems in *Finding Treasure* and other objects from students’ own collections. For inspiration, show the students pictures from Michelle Schaub’s Pinterest board “Things People Collect.” <https://www.pinterest.com/MichelleBSchaub/things-people-collect/>
- ✓ Write a practice poem as a class.
 - Choose an object from the brainstormed list.
 - Ask “If this object were human, what would it want? Fear? How would it feel? Act?”
 - Write down ideas.
 - Choose the best ones to combine in a personification poem.
- ✓ Have students repeat the process to write their own personification poem. They can choose objects from the brainstormed list or come up with a new object to personify.

Haiku



- ✓ A haiku is a Japanese poetry form of three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables. Traditionally, haiku are written about nature.
- ✓ “Aunt Nisha’s Nature Display” is a poem made up of a trio of haiku. Read this poem to your students.
- ✓ After reading, brainstorm other items that might be included in a collection of objects from nature. Seeds? Sticks? Acorns? Leaves? Pressed Flowers? Coral? Write ideas on the board.
- ✓ After reviewing the format for haiku, have students write a fourth haiku stanza for “Aunt Nisha’s Nature Display” about another item from nature.

Question Poem

- ✓ A question poem poses a series of questions on a specific topic. Sometimes the questions are answered in the poem, and sometimes the questions are left unanswered for readers to ponder their own answers.
- ✓ “Whose Forgotten Treasures” and “The Gist of Collecting” are both question poems. Read these poems with your students. Note the difference in format. “Whose Forgotten Treasures” asks several fanciful questions in a row. The questions not answered. Readers must imagine their own responses. “The Gist of Collecting” asks a fact-based question and then answers it before going on to the next fact-based question and answer.
- ✓ Brainstorm topics students might have questions about. List topics on the board in two columns, fanciful topics like “unicorns” and fact-based topics like “the solar system.” Choose one topic and model brainstorming a series of questions someone might ask about the topic. (An example of question for the topic “unicorns” might be “Where do unicorns live?” An example of a question for the topic “the solar system” might be “How many planets exist in our solar system?”)
- ✓ Write a practice poem as a class.
 - Include the best questions for the topic you brainstormed together.
 - Decide how to format the poem. Will it be modeled after “Whose Forgotten Treasures” and pose questions without providing an answer? Or will it be modeled after “The Gist of Collecting” and ask a question and provide the answer before moving on to the next question and answer?
- ✓ Have students repeat the process and write their own question poem from one of the brainstormed topics or another topic they have questions about.

