

I have heard of a Land

Thomas, Joyce Carol

L'Allier – 2nd grade Books to Treasure – Floyd Cooper 2007

OK pass objectives, Standard 6: Literature

The student will read to construct meaning and respond to a wide variety of literacy forms.

3. Figurative language and sound devices – the student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

Supplies:

- Copies of the book, I have heard of a Land, for students.
- Chart or white board for lesson notes during discussion
- Pencils and note paper for students
- Thesaurus, rhyming dictionary, dictionary

✓ The teacher/librarian will read the poem aloud to students in group setting.
Using the first page of the book, a student will be called upon to read aloud.

Questions: What do those words say to you? Do you see where the illustrator, has used those phrases to describe the page with art? He has responded to the poem with his art.
We will do the same with words, starting each of our writings with, *I have heard of a land*.

Charting the phrases on the white board:

I have heard of a land

Where the earth is red with promises

Call on students to describe what that phrase means to them.

Reading the entire stanza,
ask again for descriptions of what the words bring to mind?

Using the words, *red earth, redbud trees and cottonwood trees*, explain to the students that those three things are part of the Oklahoma landscape.

EXTENSION:

✓ The students, working with a partner in groups of two, will be assigned one stanza of the poem for examination in a writing activity.

Example:

I have heard of a land

Where the pioneer woman still lives

Her possibilities reach as far

As her eyes can see

And as far as our imaginations

Can carry us