

Planning Guide

Occasion Poem

I. Introduction – First stanza**

- A. The occasion (central idea, setting, series of happenings, or situation)
- B. Significant characters
- C. Set the stage, type of poem, and structure using figurative and sensory language

II. Stanzas*

- A. Identify the event or main idea
- B. Supporting details using figurative and sensory language
- C. Reflections or ideas that contribute to message

III. Final stanza and outcome

- A. Outcome that conveys the message of the poem
- B. Insight using figurative and sensory language
- C. Parting thought

*There is no set number of events or details. Poets may choose any creative structure to express message of the poem that builds on a theme.

**Consider the conventions of poetry

My Teacher Likes Vacations Too

By Alice Schellhorn Magrane

Illustrated by Catherine Garrant

The days were getting warmer;
The trees were getting leaves.
And little Julia thought she heard
Birds singing in the breeze.

- 5 At breakfast she asked her mother,
“When will school be out?”
And her mother answered smiling,
“You’ll hear all the children shout!”

- 10 The classes seemed so long that June,
They made poor Julia squirm;
She’d gaze out of the window,
And watch a robin catch a worm!

- Then on a day that was really hot
The teacher told the class,
15 “We’ve had a really wonderful year
And tomorrow’s day is the last.”

- It was a truly beautiful day,
So there really was no doubt;
That when the final school bell rang,
20 The children *did* run and shout!

They called to all their friends and pals
And laughed as they ran towards home;
But Julia standing near the classroom door,
Heard her teacher on the phone.

- 25 “I think my teacher called a friend,
Though I didn’t listen more,
I heard her say she couldn’t wait
‘Til they went down to the shore!”

- 30 “So, Mom, guess what I found out this year?
With everything we learned to do...
I learned that even teachers,
Love vacations too!”



Planning Organizer – Reverse Outline Occasion Poem

The “what” and the “who”	First stanza	Julia and its springtime with the days getting warmer because summer is getting close
	Occasion	
	Significant characters	
	Set the stage and structure	
	Second stanza	At breakfast she wants to know when school will be out
	Third stanza	The classes seemed so long in June
	Fourth stanza	Teacher tells that the school year is almost over
	Fifth stanza	Final school bell rang
	Sixth stanza	As kids leave, Julia hears her teacher on the phone
	Seventh stanza	Julia hears her teacher talk about going to the beach
	Final outcome	Julia learns that teachers like vacations too

Revision Checklist Occasion Poem

Occasion _____

Significant
characters _____

Set the stage _____

First stanza*

Identify _____

Support _____

Reflection _____

Second stanza

Identify _____

Support _____

Reflection _____

Final outcome

Occasion _____

Insight _____

Parting thought _____

Figurative and sensory language**	Conventions of Poetry	Specific details
_____	_____	_____

The poem should include:

An introduction that focuses attention on the subject and prepares the reader for what is to follow

Supporting details in a logical order that helps the reader understand the message

Transitions to give stanzas coherence

Conclusion that may restates the occasion in fresh words and states an insight or a lesson learned from the experience

*No set number of events or details

**Use tally marks each time figurative and sensory language or other conventions of poetry are used.