

The Crossover  
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4 Grade

English Language Arts Standards:

- CCSS.ELA-LITERACY.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-LITERACY.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

I would imagine creating and incorporating a poetry lesson toward the end of the school year because I feel that it can be used a enjoyable way to finish of the year. By the end of the year many students will be able to create poetry about themselves because throughout the year they've had different experiences and have also found new interest. The Crossover is a perfect book to use because it's written in a rap-like way that will keep students wanting to read more since it's different than the normal books and textbooks they've been accustomed to. The Crossover talks about many topics that everyone can relate to both positive and negative. With the activity I've created I hope to show students that they use poetry as a way to express themselves and talk about the experiences that have shape them into who they've become while motivating them to become who they aspire to be.

Major Ideas:

- Relationships
  - Love & Heartbreak
- Vocabulary
- Self identity
  - Nicknames
  - Sports

Ideas Connected the Major Ideas

- Family Relationships

- Josh and Jordan
- Josh and Dad/Mom
  - Questions (page 210)
- Josh and girls
- Vocabulary
  - Calamity
  - Patellar Tendinitis
  - Pulchritudinous
  - Hypertension
  - Ironic
  - Tipping Point
  - Profusely
  - Churlish
  - Estranged
  - Myocardial Infarction
  - Starless
- Self and Identity (Nicknames, Sports, & Self-Blame)
  - Basketball Rules (#1-10)
  - Filthy McNasty
  - Mom, since you asked, I'll tell you why I'm so angry (page 204)
  - I don't think I'll ever get used to (page 213)

Activities:

- Look and pay attention to unfamiliar vocabulary that's been used throughout the book. Select two of the new words then look at the definitions and use them in a sentence to describe yourself or an event that you've been faced with.
  - Use the book as reference. In the book they present the word and its definition then give sentences where they discuss the relation of the word to an event or themselves.

# ca·lam·i·ty

[KUH-LAM-IH-TEE] *noun*

An unexpected,  
undesirable event;  
often physically injurious.

As in: If JB hadn't been acting  
so silly and  
playing around,  
he would have cut  
one lock  
instead of five  
from my head  
and avoided  
this *calamity*.

- Select a sport/hobby that you are interested in and write a poem that incorporates aspects of yourself (nicknames, mood, behaviors, etc.) and your favorite sport/hobby.

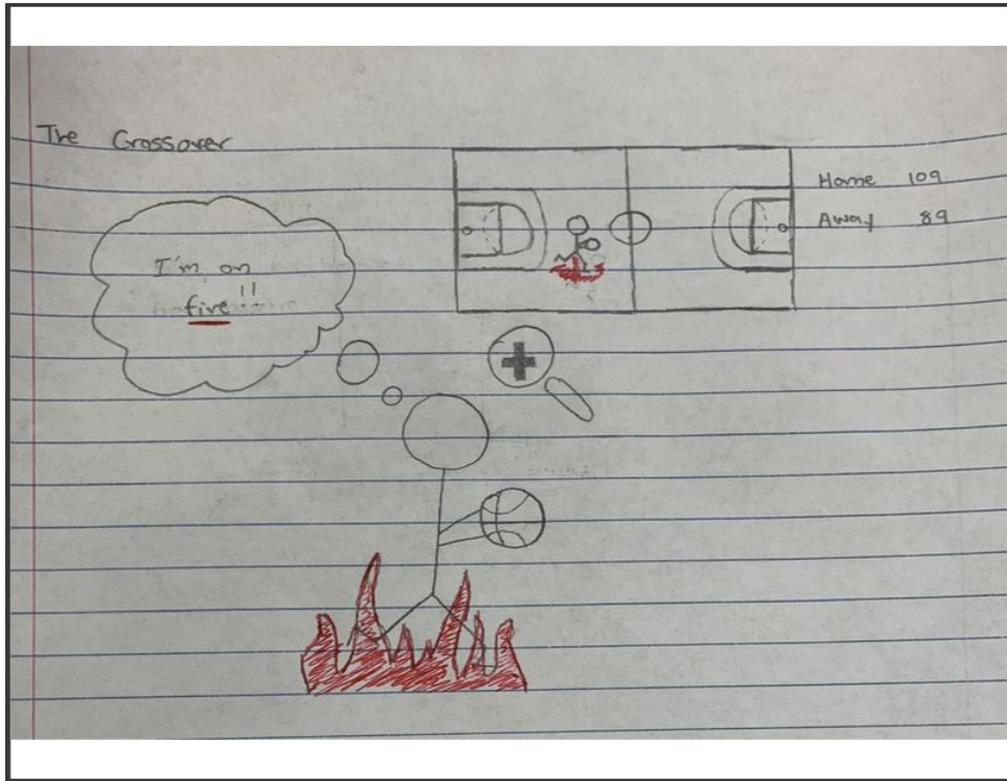
## Josh Bell

is my name.  
But *Filthy McNasty* is my claim to fame.  
Folks call me that  
'cause my game's acclaimed,  
so downright dirty, it'll put you to shame.  
My hair is long, my height's tall.  
See, I'm the next Kevin Durant,  
LeBron, and Chris Paul.

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*Remember the greats,*  
my dad likes to gloat:  
*I balled with Magic and the Goat.*  
But tricks are for kids, I reply.  
Don't need your pets  
my game's so  
fly.

- Select a line in the book that you like and draw an illustration that would represent what's being said in the book. You can select a line that's serious or a line that you think will be fun to bring to life.



#### Description & goals of the activities:

I created this activities with goal that students will gain an understanding, appreciation, and a belief that poetry can is form of writing that allows you to express yourself. Each activity is created with the idea that each one will offer student different perspective of what they are writing as well as writing. Two of the activities focus on the students writing ability but they are created in a way that is fun but it require them to have an understanding of how poetry can be written. They look at vocabulary and themselves with make the poetry lesson more about them and their experiences. The last activity is meant to be used a fun way to look at poetry, it shows students you can be serious or you can use poetry as an interesting writing topic. Each activity connects to the standards in the 4th grade level. They have students look at the bigger picture the story is telling. The only materials need is are copies of "The Crossover" and student imagination.