

HANDOUTS FOR DAVID HARRISON
ARA Conference, November 20, 2008

Frog Chorus
4 Voices

<i>(1st voice)</i>	<i>(2nd voice)</i>	<i>(3rd voice)</i>	<i>(4th voice)</i>
Greedeeep			
Greedeeep			
Greedeeep			
Greedeeep			Ker-plum!
Greedeeep			Ker-plum!
Greedeeep			
	Ribbet?		
	Ribbet?		
		Peep-peep	
			Ker-plum!
		Peep-peep	
	Ribbet?		
	Ribbet?		
		Peep-peep	
			Ker-plum!
Greedeeep	Ribbet?	Peep-peep	Ker-
plum!			
Greedeeep	Ribbet?	Peep-peep	Ker-
plum!			
Greedeeep	Ribbet?	Peep-peep	Ker-
plum!			
Greedeeep	Ribbet?	Peep-peep	Ker-
plum!			
Greedeeep			
	Ribbet?		
	Ribbet?		
Greedeeep			

Peep-peep
Peep-peep

Greedeep

Ribbet?

Ribbet?

Peep-peep

Ker-plum!

Greedeep

Ker-plum!

Greedeep

Greedeep

Greedeep

Greedeep

-- David L. Harrison, 3/09, *Falling Down the Page*, Edited by Georgia Heard. Roaring Brook Press. Reprinted in *Partner Poems for Building Fluency: 40 Engaging Poems for Two Voices with Motivating Activities That Help Students Improve Their Fluency and Comprehension*, 7/09, by Timothy Rasinski, David L. Harrison, and Gay Fawcett. Scholastic Professional Books.

Have it Your Own Way 2 Voices

(Student)

(Teacher)

Me and Sally are pals!

Sally and I are pals.

I didn't know you knew her!

I don't.

Then why did you say,
"Me and Sally are pals?"

Sally and I are pals.

You said it again!
You said,
"Me and Sally are pals!"

Sally and I are pals!

Have it your own way.
You and her are pals,
But I don't believe it

Choose something that interests you from any of the lists and write about it.

-- David L. Harrison with Kathy Holderith, 2003. *Using the Power of Poetry to Teach Language Arts, Social Studies, Math, and More*. Scholastic Professional Books.

Beginning with a Verb

Pick a verb; any will do. How about chew? Think about the act of chewing and make a list of scenes that come to mind. Here are a dozen to help you get started.

- 1 Dog chewing bone
- 2 Homeless man chewing Thanksgiving turkey
- 3 Children at breakfast table
- 4 Student chewing pencil during test
- 5 Puppy chewing toy
- 6 Man chewing tobacco
- 7 Friends chewing the fat
- 8 Eskimo woman chewing on leather
- 9 Baby chewing first
- 10 Baseball player chewing gum

-- David L. Harrison

SCRIPT

Sequence -- Have I arranged my points in the most effective order? Sometimes the pieces are all there, but they're not in the best sequence.

Mary had a little lamb,
 It fleece was white as snow,
 And the lamb was sure to go
 Everywhere that Mary went.

Content – Have I told my reader everything he needs to know? We know the message we're trying to tell but our reader may not. It's our job to provide the right details as well as the "big picture" of what we're trying to say.

Mary had a lamb
 With nice fleece
 That followed her

Rhythm – Have I chosen words, and combination of words, that flow naturally when they are read aloud? Whether we are writing verse, free verse, or prose there should be a rhythm to the way the lines flow. The words should fit like pieces of a puzzle. Try to use an inappropriate piece and we spoil the effect.

Mary had a small lamb,
 Its fleece was as white as snow,
 And wherever Mary went
 The lamb was always sure to go.

Interest – Have I written in such a way that my reader will care? What can I do to make this more fun, interesting, informative, sad, playful, surprising, or fresh?

There was this girl
 And she had a lamb.
 It was her pet.
 It followed her around.

Pet words and clichés – Beware of over-used, worn-out, tired, run-of-the-mill, everybody-uses-them, dull words and expressions! Out with them! Find something fresher!

Mary was so cool!
 She had this amazing lamb!
 Like he followed her around!
 Is that amazing or what?

Title – Sometimes the title tells part of the story or gives a good hint about the subject matter. Have I chosen my title with the reader in mind?

The Shepherd's Daughter
The Neurotic Lamb

-- David L. Harrison with Bernice E. Cullinan, 1999. *Easy Poetry Lessons that Dazzle and Delight*. Scholastic Professional Books.