BEFORE READING – think about the quote below...

“Endings are beginnings, and beginnings are ours to turn into something good.” Elizabeth Chandler

1. Write a note to yourself about the end of this school year, including your hopes as you begin next year in 8th grade.

DURING READING - read the poem below carefully and the questions below to help you analyze the poem.

Advice for Eighth Grade
(that I would give myself if I could travel back through time)

by Jennifer Dignan

one
when you go to use
your beloved dopkeep
and realize it’s missing
  don’t waste your time searching
  you are never going to find it

two
when you have the chance
to harillumdum
but you’re not sure you will succeed
  try it anyway—or be prepared to spend the next eight months
  wishing that you had

tree
when Blickity Blap
tells you sha-la-la-la-la
and you feel upside down and inside out
  take a very deep breath and repeat:
  “this is going to be okay” (which it will)

four
when you and Zap Dapper
get in a fight and
you burn with indignation
  apologize, forgive; do not allow the end
  of such a long and valuable friendship

five
when you are tempted
to karffle-pring
sure that nothing too bad could happen
  don’t try it
  just trust me on this one, okay?

Go to Scope Online to hear the poet read her poem aloud.
AFTER Reading:
Respond to the following questions.

1. Who is the speaker of this poem? Who is the speaker talking to?

2. Why is the title an important part of the poem?

3. Complete the chart below.

Describe the structure of the poem – in other words, the way it is organized-- by answering the questions below.

<table>
<thead>
<tr>
<th>a. How many stanzas are there?</th>
<th>b. Does each stanza contain advice about one situation or more than one situation?</th>
<th>c. What do all of the stanzas have in common in terms of their structure? (Look at the number of lines, any repeated words or phrases, etc.)</th>
<th>d. In each stanza, how are the first three lines related to the last two lines?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How do the nonsense words and silly names affect the meaning, emotion, and tone of the poem? (To answer, it might help to think about how the poem would be different if the nonsense words were real words and if the silly names were regular names.)

5. Complete the chart below.

Think of at least one idea for what each of the nonsense words could be standing in for. For example, what would make sense to replace “dopkeep” with? Jot down your ideas below.

<table>
<thead>
<tr>
<th>dopkeep:</th>
<th>harillumdrum:</th>
<th>sha-la-la-la-la:</th>
<th>karfaffle-pring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. On one level, the advice in the poem is for one very specific person: the speaker’s younger self. On another level, how could the advice in the poem be for anyone reading it? Explain.

7. Would you want to read advice from yourself at an older age? Why or why not?

8. Choice Board – select ONE task to complete.

| Make a list for each of the following: | Choose one of your favorite characters from a novel. Then fill out the four lists from the box directly left of this one, but from the perspective of that character. | Write your own “Advice for ____” poem, in which you are the speaker, looking back and giving advice to your younger self. It could be for this past school year, for a particular experience, for a certain activity, or for anything else you want. | Write your own “Advice for ____” poem. Then: Draw yourself holding it in front of you, using Dignan’s poem as a model. or Create a similar look holding your poem up in front of you and have someone take a photo. or Come up with a new concept design completely! |
| Times I should have really treasured: | Times I wish I’d had some encouragement: | Times I wish I’d been warned about something: | Times I wish I’d known something sooner: |
| Record yourself reading Jennifer Dignan’s poem aloud and send it to a friend or family member. | Consider the advice in the fourth stanza. Imagine what might have happened between the speaker of the poem and his or her friend. Now write a letter from the point of view of the speaker to the friend, making things right. | Turn Dignan’s poem or your own poem into a rap or other type of song. Record it or share it with others. |

Choose one of your favorite characters from a novel. Then fill out the four lists from the box directly left of this one, but from the perspective of that character.

Write your own “Advice for ____” poem, in which you are the speaker, looking back and giving advice to your younger self. It could be for this past school year, for a particular experience, for a certain activity, or for anything else you want.

Write your own “Advice for ____” poem. Then:

Draw yourself holding it in front of you, using Dignan’s poem as a model.
or
Create a similar look holding your poem up in front of you and have someone take a photo.
or
Come up with a new concept design completely!

Record yourself reading Jennifer Dignan’s poem aloud and send it to a friend or family member.

Come up with a list of as many of your own nonsense words and silly names as you can. GO!

Consider the advice in the fourth stanza. Imagine what might have happened between the speaker of the poem and his or her friend. Now write a letter from the point of view of the speaker to the friend, making things right.

Turn Dignan’s poem or your own poem into a rap or other type of song. Record it or share it with others.