

Dream and motivation

By: Kathy Tse

Lying in my bed,
not quite awake,
I think about
God,
vision,
healing,
mission.

I felt very calm like the blue flowing water
"Move ahead, move ahead, it tells me."
I sit on the fresh, green grass,
and the brightest shimmering
sun speaks to me,
He calls me to His service.
Service?
I am on a mission, but
to what?

I think about Cap, the stumbling dog
how I wiped his wound
and wrapped his leg in bandages.

I look at my hands
They can heal people, and
I look at my books.
I can help people.
I think of Cap again,
and how God called me on that very next day.

Could it mean?
Yes, I think
God wants me to help people
but actually do something about it

He wants me to be a healer!

Draft

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He wants me, to be a healer!

Unique about Nightingale

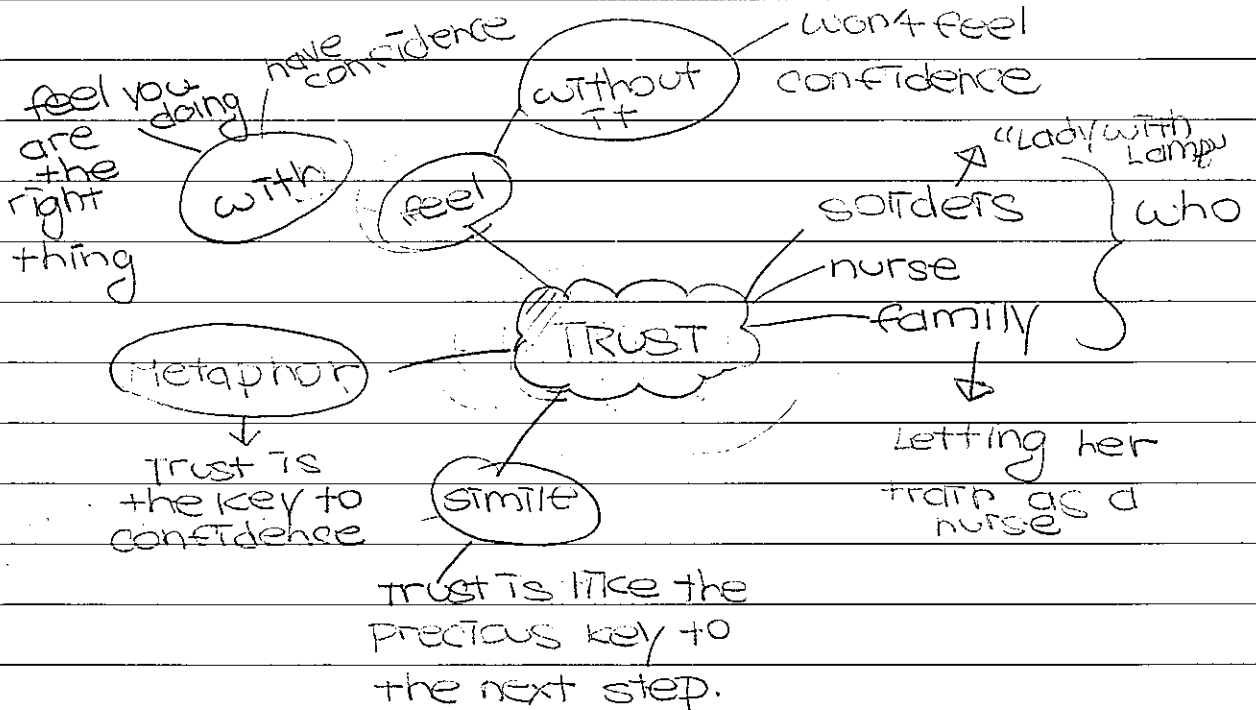
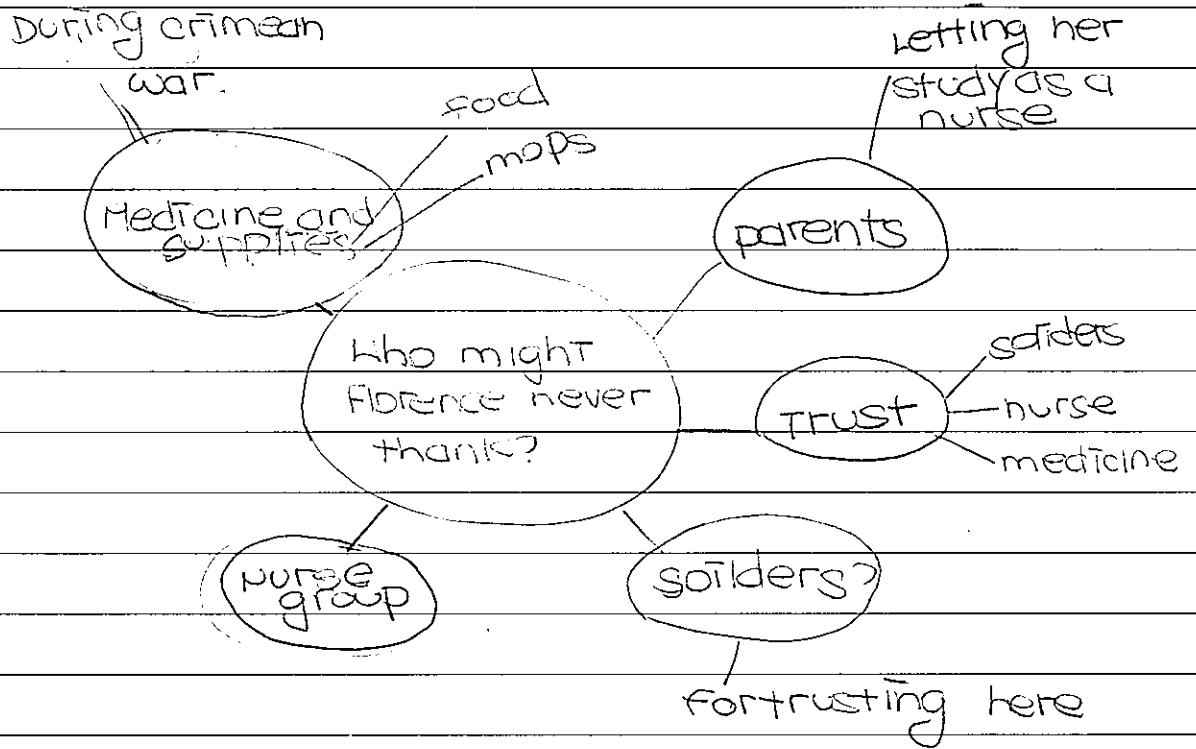
By: Kathy Tse Core A

Rats, Scurrying around
blood
mud
infections
poisonous water
blocked toilets.
mens were in the darkness
like the in the belly of the wolf.
Then came “ Lady of the Lamp”
Who brought the men’ s heaven
the bed sheets were as white as soap.
The food were as fresh as the cow’ s milk.
The men could run out in the sun
thanks to
Florence, the lady of the lamp

Kathy
Tee

Jan 22

Florence Nightingale



Thankful for = the trust that people give

GREAT POETRY RUBRIC

Directions: Circle the rating for each aspect of the poem.

Monica Fu

	Exceeding Expectation	Meeting Expectation	Approaching Expectation
Extent to which poetry reflects personal voice	Personal voice is clear; poem is understandable and flows, making for enjoyable reading Self Peer Teacher (circle one)	Personal voice is choppy but clear; poem flows well and is understandable, but needs some editing Self Peer Teacher (circle one)	Personal voice is unclear; poem doesn't flow and needs editing Self Peer Teacher (circle one)
Extent to which poetry reflects individual interpretation	Student's individual interpretation reflects full understanding of the poem Self Peer Teacher (circle one)	Student's individual interpretation reflects some understanding of the poem Self Peer Teacher (circle one)	Student's individual interpretation reflects no understanding of the poem; the student's poem is unclear and difficult to understand Self Peer Teacher (circle one)
Extent to which poetry reflects connection to and understanding of class writing prompt	Student creates a poem which connects deeply to the writing prompt Self Peer Teacher (circle one)	Student creates a poem which has some connection to the writing prompt Self Peer Teacher (circle one)	Student uses very little of the writing prompt to create a poem Self Peer Teacher (circle one)
Extent to which poetry reflects a unique voice, tone, or style	Poem reflects a tone, voice, and style unique to the writer Self Peer Teacher (circle one)	Poem reflects some voice, tone, and style unique to the writer, but continues to need development Self Peer Teacher (circle one)	Poem reflects no voice, style, or tone unique to the writer Self Peer Teacher (circle one)
Extent to which poetry reflects a sense of mood and tone as assigned	Poem reflects a full sense of mood and tone as assigned Self Peer Teacher (circle one)	Poem reflects a partial sense of mood and tone as assigned Self Peer Teacher (circle one)	Poem reflects no sense of mood and tone as assigned Self Peer Teacher (circle one)

ME