May SW Gr. 2 Reading Poetry Unit

Content Area: **English**
Course(s):
Time Period: **May**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

The poet Julia Cunningham says, "Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you." Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language. It awakens their sense of the many extraordinary things they can notice in their everyday world. The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in our thoughts and create opportunities for reflection and celebration. Poetry offers something for readers of all ages and interests, and it exercises all of our imaginations. What greater joy can young readers experience than discovering something new about themselves, or their world, through reading? Poetry does this. It is the natural bridge between cognitive learning and personal expression.

Enduring Understandings

Students will: n Interpret a variety of poems and their structural elements; n Use their senses and create mental images to understand poems; n Make connections with various poems and use background knowledge or schema to determine meaning; n Ask and answer questions to clarify thinking and deepen understanding; n Use strategies before, during, and after reading to aid comprehension; n Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; n Read and compare poems, focusing on how and why poets orchestrate the reading of their poems through layout and structure; n Determine rhyme scheme to help them figure out unknown words; n Determine how words and phrases create rhythm and meaning; n Recognize that repeated readings and reading a poem aloud can heighten the readers' understanding of a poem; n Apply self-monitoring skills and employ fix-up strategies when meaning breaks down; n Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space; n Deepen their understanding of author's purpose; n Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone; n Recognize qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed, and opportunities to infer purpose and inspiration; n Examine how reading several poems connected by theme can help with understanding individual poems within a collection;React to a poem using drawings, movements, and/or performances; and n Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers interact and interpret poetry?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Do You See? uses all of the mentor texts from the unit. Rationale: Readers of poetry need to learn about the genre's features. Students will examine mentor texts and begin to notice shape, white space, layout, and other distinguishing structural elements associated with the genre of poetry. Common Core State Standards: RL.2.7, SL.2.1, W.2.7, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: How Do We Read Poetry? uses dear world by Takayo Noda and sharing the seasons by Lee Bennett Hopkins (Ed.). Rationale: Readers need to understand that reading poetry is different from reading a book. Students will recognize that poems are organized into lines and/or stanzas and can have varied layouts that affect the meaning and sound of a poem. Common Core State Standards: RL.2.5, RL.2.7, SL.2.1, SL.2.2, RL.2.10, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Using Our Minds to Read and Understand uses dear world by Takayo Noda and Guyku by Bob Raczka. Rationale: Readers need to use the words in a poem to create pictures in their minds. When students read poetry, these images will aid with understanding. Common Core State Standards: RL.2.4, SL.2.1, SL.2.2, SL.2.5, RL.2.6, RL.2.7, RL.2.10, SL.2.6, L.2.1, L.2.4, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Why They Write uses Curious Creatures by Barry Louis Polisar. Rationale: Figuring out a poet's inspiration helps readers understand what the poet is trying to say. Students will discover a poet's inspiration in order to better understand the message the poet is sharing with his or her readers. Common Core State Standards: RL.2.1, RL.2.6, SL.2.1, SL.2.4, RL.2.7, RL.2.10, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Is That What You Mean? uses If You're Not Here, Please Raise Your Hand: Poems About School by Kalli Dakos. Rationale: Connecting to a poem or relating to the way a writer feels about his or her chosen topic can help the readers make better sense of a poem. Students will make connections with various poems to

help figure out their meaning. Common Core State Standards: RL.2.1, SL.2.1, SL.2.3, RL.2.10, SL.2.4, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Go Back! uses good sports by Jack Prelutsky, "The Hermit Crab" by Karen Smith from the Poetry Shared Texts, and "Rocking Chair" by Shelley Karlen from the Poetry Shared Texts. Rationale: Readers need to learn strategies to help them understand unfamiliar words as they navigate poems. Students will learn to approximate the meaning of unfamiliar words and phrases by rereading, paying attention to familiar words, and using text features to help unlock understanding. Common Core State Standards: RL.2.4, RL.2.7, SL.2.1, L.2.4, L.2.5, RL.2.1, RL.2.10, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Getting Closer! uses sharing the seasons by Lee Bennett Hopkins (Ed.). Rationale: Readers need to learn strategies to help them better understand the content of poems. Students will understand that when a poet's meaning is not clear, they need to stop reading and get a sense of what is going on by trying various strategies (e.g., reread, make a connection, look at illustrations). Common Core State Standards: RL.2.1, RL.2.7, SL.2.1, RL.2.4, RL.2.10, SL.2.2, SL.2.6, L.2.1, L.2.4, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: A Pair of Poems uses dear world by Takayo Noda and sharing the seasons by Lee Bennett Hopkins (Ed.). Rationale: Readers need to think about author's purpose and how poems are intended to be read. Students will read and compare poems, focusing on how and why poets orchestrate the reading of their poems by using varied layouts and structural elements. Common Core State Standards: RL.2.1, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, SL.2.1, RL.2.10, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.4, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Rhyme Time uses Curious Creatures by Barry Louis Polisar. Rationale: Readers of poetry understand that rhyme schemes help them understand word pronunciation and meaning. Students will determine the rhyme scheme of poems to help them figure out unknown words. Common Core State Standards: RL.2.4, SL.2.1, SL.2.2, L.2.4, L.2.5, RL.2.7, RL.2.10, SL.2.4, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Using What I Know uses If You're Not Here, Please Raise Your Hand: Poems About School by Kalli Dakos. Rationale: Readers use their background knowledge or schema to help them make sense of poems. Students will use their background knowledge to figure out new words in context. Common Core State Standards: RL.2.4, SL.2.1, L.2.4, L.2.5, RL.2.1, RL.2.7, RL.2.10, SL.2.2, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: What I Know and See uses dear world by Takayo Noda and sharing the seasons by Lee Bennett Hopkins (Ed.). Rationale: Readers use their schema to better understand unfamiliar words. Students will use their schema and the content of a poem to help them make a good guess or get a sense about unfamiliar words. Common Core State Standards: RL.2.4, SL.2.1, SL.2.2, L.2.4, L.2.5, RL.2.1, RL.2.7, RL.2.10, SL.2.4, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: I Can Feel It! uses If You're Not Here, Please Raise Your Hand: Poems About School by Kalli Dakos and sharing the seasons by Lee Bennett Hopkins (Ed.). Rationale: Readers consider a poem's structure to determine what feelings it conveys. Students will use clues to recognize the feelings inside a poem by looking at various literary devices and formatting techniques. Common Core State Standards: RL.2.1, RL.2.4, RL.2.5, SL.2.1, L.2.4, L.2.6, RL.2.7, RL.2.10, SL.2.4, SL.2.6, L.2.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Listening and Responding

Lesson 5: I Got Rhythm uses sharing the seasons by Lee Bennett Hopkins (Ed.) and If You're Not Here, Please Raise Your Hand: Poems About School by Kalli Dakos. Rationale: Readers of poetry understand that rhythm helps create meaning. Students will determine how words and phrases create rhythm that brings meaning to a poem. Common Core State Standards: RL.2.4, RL.2.5, SL.2.1, L.2.5, RL.2.7, SL.2.2, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding

Lesson 6: Read It All! uses Curious Creatures by Barry Louis Polisar. Rationale: Readers consider a poem in its entirety to determine the author's message. Students will read across several stanzas of a poem to determine the central idea or message that the poet is presenting to the readers. Common Core State Standards: RL.2.1, RL.2.2, RL.2.5, SL.2.1, RL.2.3, RL.2.7, RL.2.10, SL.2.2, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 7: I Can See It! uses "Dragonfly" by Georgia Heard and "Under the Sea" by Robin Cohen from the Poetry Shared Texts. Rationale: Readers recognize that images enhance and clarify the words on a page and lead to deeper understanding. Students will sketch the images created by the descriptions in a poem. Common Core State Standards: RL.2.7, SL.2.1, SL.2.2, SL.2.5, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Using Schema, Visualizing, Synthesizing, Listening and Responding

Lesson 8: What a Collection! uses good sports by Jack Prelutsky. Rationale: Readers of collections of poetry have to consider how all of those poems are connected thematically. Students will examine how reading several poems connected by a theme can help with understanding individual poems within a collection. Common Core State Standards: RL.2.1, RL.2.2, RL.2.6, SL.2.1, SL.2.2, RL.2.5, RL.2.7, RL.2.10, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 9: Read It Aloud! uses Curious Creatures by Barry Louis Polisar. Rationale: Readers of poetry understand the importance of rereading and reading aloud. Students will recognize that repeated readings and reading a poem aloud can heighten the readers' understanding of a poem. Common Core State Standards: RI.2.7, RI.2.9, SL.2.1, RL.2.1, RL.2.10, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Engaging in Discussion/Collaborating

Lesson 10: How Do I Feel? uses dear world by Takayo Noda. Rationale: Readers consider how poems make them feel by reacting to them in a number of ways. Students will react to a poem using drawings, movements, and/or performances by thinking about how the poem makes them feel. This will help students capture the heart of the poem. Common Core State Standards: RL.2.7, SL.2.1, SL.2.2, SL.2.4, SL.2.5, RL.2.1, RL.2.4, SL.2.6, L.2.1, L.2.6 Skills and Strategies: Visualizing, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate Summative Assessment Students will read the poems "Race Against the Rain" and "The Day That Went From Bad to Worse!" by Stephanie Morseburg in order to answer selected and constructed response questions.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,

	7.1.NL.IPERS.6).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Social studies, science and other disciplines will be explored through the student's group and individual reading choices.

SCI.K-2.5.3.2.C.2	Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
SCI.K-2.5.3.2.C.3	Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
SCI.K-2.5.3.2.C.b	A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.
SCI.K-2.5.3.2.C.c	Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.
SCI.K-2.5.3.2.D.1	Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.
SCI.K-2.5.3.2.D.2	Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.
SCI.K-2.5.3.2.D.a	Plants and animals often resemble their parents.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered leveled reading books to suit their skill needs and interests.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

All IEP and 504 accommodations witll be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

teacher observations

worksheets

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Schoolwide, Inc. Unit assessments

Instructional Materials

Schoolwide, Inc. teaching unit on Poetry

Mentor texts

leveled library for individual reading choices

Mentor Texts: sharing the seasons by Lee Bennett Hopkins (Ed.) This wonderful anthology of forty-eight poems—twelve for each of the four seasons—includes contributions by notable poets such as Henry Wadsworth Longfellow, Carl Sandburg, J. Patrick Lewis, Marilyn Singer, and a host of others. The poets' interpretations of the seasons and the words they use to present their interpretations are sure to evoke vivid images in the minds of young readers, adding to their understanding of each poet's message. Hearing and reading any or all of these forty-eight poems allows readers to make connections with the poets' words by thinking about how they relate to the personal experiences they've had during each of the four seasons. Illustrator David Diaz's colorful and fanciful illustrations that accompany each of the poems enhance readers' understanding of not only the poets' message but also the words they used to express it. Poetry Shared Texts: "Dragonfly" by Georgia Heard "The Hermit Crab" by Karen Smith "Rocking Chair" by Shelley Karlen "Under the Sea" by Robin Cohen

Standards

L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.KL.2.1.B	Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.