Gr. 3: SW Poetry

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

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: ■ Interpret a variety of poems and their structural elements; ■ Use their senses and create mental images to understand poems; ■ Make connections with various poems and use background knowledge or schema to determine meaning; ■ Question how the words in a poem make them feel and understand that those feelings help them better understand poems; ■ Ask and answer questions to clarify thinking and deepen understanding; ■ Use strategies before, during, and after reading to aid comprehension; ■ Apply self-monitoring skills and strategies to interpret vocabulary; ■ Recognize and use text clues to uncover a poem's big idea; ■ Explore how poets build their poems to create meaning; ■ Compare and contrast poems to draw conclusions about how a poet’s observations of the world affect the poems he or she writes; ■ Discover how sound impacts the reading of a poem; ■ Apply self-monitoring skills and employ fix-up strategies when meaning breaks down; ■ 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; ■ Deepen their understanding of author’s purpose; ■ Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone; ■ 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; ■ Recognize that putting the pieces of a poem together (images, rhythm, text features, etc.) can build understanding of the message; ■ React to a poem using drawings, movements, and/or performances; and ■ 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. Poetry Grade 3 Introducti

Essential Questions

How do we read and interpret poetry?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Do We Notice About Poetry? uses all of the mentor texts from the unit. Rationale: Readers of poetry need to understand the features of the genre. Students will be introduced to the mentor poems and notice the structural elements of poetry in order to recognize and read in the genre. Common Core State Standards: RL.3.5, RL.3.7, SL.3.1, SL.3.2, RL.3.10, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: What Does Poetry Sound Like? uses Every Second Something Happens by Christine San José and Bill Johnson (Eds.). Rationale: Readers of poetry understand the importance of sound in poems. Students will discover how sound impacts the reading of a poem and that paying attention to the element of sound can help readers interpret the meaning of a poem. Common Core State Standards: RL.3.1, RL.3.4, SL.3.1, SL.3.2, SL.3.5, RL.3.7, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.5, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: What Do You See? uses Every Second Something Happens by Christine San José and Bill Johnson (Eds.) and The Hound Dog's Haiku by Michael J. Rosen. Rationale: Readers understand the importance of sensory details in poems. Students will use their five senses to create mental images that aid in understanding the poems they read Common Core State Standards: RL.3.1, RL.3.4, RL.3.7, SL.3.1, SL.3.2, RL.3.10, SL.3.5, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Visualizing, Using Schema, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Where Did You Get That Idea? uses The Underwear Salesman by J. Patrick Lewis. Rationale: Readers know that they can better understand a poem if they know the author's inspiration. Figuring out a poet's interests and inspiration will help students understand the big idea hidden inside a poem. Common Core State Standards: RL.3.1, RL.3.2, RL.3.6, SL.3.1, SL.3.2, RL.3.7, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing,

Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: How Do You Feel? uses Reading, Rhyming, and 'Rithmetic by Dave Crawley and Every Second Something Happens by Christine San José and Bill Johnson (Eds.). Rationale: Poetry is written to evoke feelings. Students will question how the words in a poem make them feel and understand that those feelings help them better understand the poems they read. Common Core State Standards: RL.3.1, RL.3.4, SL.3.1, RL.3.3, RL.3.6, RL.3.7, RL.3.10, SL.3.3, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Questioning, Using Schema, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: What Does It Mean? uses A Whiff of Pine, a Hint of Skunk by Deborah Ruddell. Rationale: Readers know that using their schema and a poem's contents will help them understand unfamiliar words. Students will use background knowledge and the contents of a poem to determine the meaning of unfamiliar and multiple-meaning words and phrases. Common Core State Standards: RL.3.4, SL.3.1, L.3.4, L.3.5, L.3.6, RL.3.10, SL.3.6, L.3.1, L.3.3, W.3.10 Skills and Strategies: Making Inferences, Finding Word Meaning (Vocabulary), Using Schema, Questioning, Visualizing, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: What's Up With This Poem? uses The Hound Dog's Haiku by Michael J. Rosen. Rationale: Readers understand that fix-up strategies are important to their comprehension of poems. Students will recognize when meaning starts to break down and then stop, reread, and use one of several monitoring strategies to help them continue to read with understanding. Common Core State Standards: RL.3.1, SL.3.1, L.3.3, L.3.4, L.3.6, RL.3.4, RL.3.7, RL.3.10, SL.3.6, L.3.1, W.3.10 Skills and Strategies: Using Schema, Questioning, Visualizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: What Comes First? uses Falling Down the Page by Georgia Heard (Ed.). Rationale: Readers know when to slow down in order to make meaning of poetry. Students will recognize that they must stop, review, and rethink as they read because poets build meaning line by line and stanza by stanza. Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.5, SL.3.1, SL.3.2, L.3.3, RL.3.7, RL.3.10, L.3.1, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Engaging in Discussion/Collaborating

Lesson 10: Piece by Piece uses A Whiff of Pine, a Hint of Skunk by Deborah Ruddell. Rationale: Readers better understand a poem when they synthesize all of its features and content. Students will recognize that putting all of the pieces of a poem together (images, rhythm, text features, etc.) can build understanding around the author's purpose for writing a poem and the message the author wants the readers to understand. Common Core State Standards: RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RL.3.7, SL.3.1, SL.3.2, L.3.3, RL.3.10, SL.3.4, L.3.1, L.3.5, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Summative Assessment Students will read the poems "Coming Arm in Arm" and "What Happened to

Winter?" by Shelley Karlen in order to answer selected and constructed responses.

Lesson 8: Side by Side: Looking Across Two Poems uses Every Second Something Happens by Christine San José and Bill Johnson (Eds.). Rationale: Readers compare texts and consider each author's inspiration in order to better understand the texts. Students will compare and contrast two poems by the same poet to draw conclusions about how a poet's observations of the world affect the poems he or she writes. Common Core State Standards: RL.3.1, RL.3.5, RL.3.9, SL.3.1, SL.3.2, SL.3.3, RL.3.2, RL.3.3, RL.3.10, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Synthesizing, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Start to Finish uses Reading, Rhyming, and 'Rithmetic by Dave Crawley. Rationale: Readers build comprehension by reading through a text in its entirety. Students will understand how reading a poem from beginning to end helps readers get a sense of what the words are telling them. Common Core State Standards: RL.3.5, SL.3.1, L.3.4, RL.3.1, RL.3.10, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 2: Direction Signals: Line Breaks and White Space uses Falling Down the Page by Georgia Heard (Ed.) and The Underwear Salesman by J. Patrick Lewis. Rationale: Readers know that poets' use of line breaks and white space helps readers make sense of the words. Students will learn that line breaks and white space are the punctuation of poetry. Common Core State Standards: RL.3.5, RL.3.7, SL.3.1, SL.3.2, SL.3.6, L.3.4, RL.3.10, SL.3.4, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Engaging in Discussion/Collaborating

Lesson 3: I Can Sense It uses "A Winter Wish" by Stephanie Morseburg and "Summer Senses" by Julie Spreckels from the Poetry Shared Texts. Rationale: Readers use sensory details to help them interpret texts. Students will learn how using sensory details helps them determine the meaning of unfamiliar words and/or phrases. Common Core State Standards: RL.3.4, SL.3.1, L.3.4, L.3.5, RL.3.1, RL.3.7, RL.3.10, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding

Lesson 4: Follow the Clues uses Every Second Something Happens by Christine San José and Bill Johnson (Eds.) and A Whiff of Pine, a Hint of Skunk by Deborah Ruddell. Rationale: Recognizing and using text clues within poems can help readers uncover the big idea of a poem. Students will learn about the kinds of text clues in poems that help them recognize big ideas. Common Core State Standards: RL.3.1, RL.3.2, RL.3.4, RL.3.5, SL.3.1, SL.3.2, L.3.3, RL.3.7, RL.3.10, L.3.1, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

Lesson 5: Line by Line uses Falling Down the Page by Georgia Heard (Ed.). Rationale: Readers of poetry better understand poems by considering how they are constructed. Students will explore how poets create meaning by building their poems line by line or stanza by stanza. Common Core State Standards: RL.3.1, RL.3.5, RL.3.7, SL.3.1, SL.3.2, L.3.3, RL.3.2, RL.3.10, SL.3.4, L.3.1, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding

Lesson 6: In the Mood uses A Whiff of Pine, a Hint of Skunk by Deborah Ruddell and Reading, Rhyming, and 'Rithmetic by Dave Crawley. Rationale: Readers know that poets enhance understanding and mood by carefully choosing their words. Students will focus on and recognize how poets carefully select the words that will create a mood for the readers. Common Core State Standards: RL.3.2, RL.3.4, RL.3.6, SL.3.1, SL.3.2, L.3.3, L.3.5, RL.3.1, RL.3.7, RL.3.10, SL.3.3, L.3.1, L.3.6, W.3.10 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 7: Sifting Through a Poem uses Every Second Something Happens by Christine San José and Bill Johnson (Eds.). Rationale: Readers use textual evidence to help determine how a poem makes them feel. Students will understand that they need to sift through the words of a poem, looking for evidence to support the feelings they infer from the words. Common Core State Standards: RL.3.1, RL.3.2, RL.3.4, SL.3.1, SL.3.2, L.3.3, RL.3.7, RL.3.10, SL.3.3, SL.3.4, L.3.1, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: The Poet's Purpose uses The Underwear Salesman by J. Patrick Lewis and Every Second Something Happens by Christine San José and Bill Johnson (Eds.). Rationale: Readers build meaning by understanding the author's purpose for writing a poem. Students will infer the poet's purpose for writing a poem in order to help determine the meaning behind the words. Common Core State Standards: RL.3.1, RL.3.4, RL.3.5, RL.3.6, RL.3.7, SL.3.1, SL.3.2, L.3.3, RL.3.10, SL.3.4, L.3.1, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the careers of professional poets.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

Students will interact with the lessons using the Smartboard.

8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Connections

Students will learn about different disciplines through poetry.

Differentiation

- 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 choices based on skill and interest.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will 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 observation

worksheets

conferencing

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:

Unit summative assessments

Instructional Materials

Schoolwide teaching materials

Mentor texts:

Every Second Something Happens: Poems for the Mind and Senses by Christine San José and Bill Johnson (Eds.) Falling Down the Page: A Book of List Poems by Georgia Heard (Ed.) The Hound Dog's Haiku and Other Poems for Dog Lovers by Michael J. Rosen Reading, Rhyming, and 'Rithmetic by Dave Crawley The Underwear Salesman: And Other Jobs for Better or Verse by J. Patrick Lewis A Whiff of Pine, a Hint of Skunk: A Forest of Poems by Deborah Ruddell Poetry Shared Texts "Birds by My Window" by Robin Cohen "Dance" by Patricia Robey, I'm so Hungry After School by Karen Smith "Summer Senses" by Julie Spreckels "A Winter Wish" by Stephanie Moresburg

Standards

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).