May 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.

This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.

Enduring Understandings

With prompting and support, students will: ■ Discover the richness of the genre of poetry; ■ Interpret a variety of poems; ■ Demonstrate understanding of the organization and basic features of print; ■ Use personal schema and textual evidence to make predictions and connections; ■ Ask questions to help clarify thinking and deepen understanding; ■ Use strategies before, during, and after reading to enhance comprehension of poetry; ■ Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; ■ Listen for rhythm, rhyme, and patterns; ■ Continue to work on fluency; ■ Apply self-monitoring skills; ■ Analyze poems for a variety of literary elements, including elements of structure, figurative language, and other crafting techniques; ■ Deepen their understanding of author’s purpose as it relates to the genre; ■ Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone; ■ Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration; and ■ Uncover themes and big ideas within and across poems through 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 read and understand poetry?

Instructional Strategies & Learning Activities

Interactive Read-Aloud and Shared Reading Lessons

Lesson 1: Let's Explore Poetry uses all of the mentor texts from the unit. Rationale: Readers enjoy exploring different genres. As they begin to study a new genre, they immerse themselves by looking at titles, discovering topics and themes, and thinking about what inspired the author. Students will read, explore, and listen to a variety of poetry selections in order to get themselves ready to read, study, and enjoy poetry. Common Core State Standards: RL.K.5, SL.K.1, RF.K.1, RF.K.4, RL.K.7, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Getting Ready . . . uses Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.) and Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.). Rationale: Readers get themselves ready to read poetry by thinking about the title of the poem, the title of the book, sections or chapters, and the illustrations. Then they use their background knowledge to think about what the poem may be about. Students will be exposed to different poems and will use their background knowledge in order to predict what they may be about. Common Core State Standards: RL.K.1, RL.K.5, RL.K.7, RL.K.10, SL.K.1, SL.K.3, SL.K.6, L.K.6, RF.K.4Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: Let's Explore Poetry Some More uses A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play by Marilyn Singer, Shout! Little Poems that Roar by Brod Bagert, and Name That Dog! Puppy Poems From A to Z by Peggy Archer. Rationale: Readers explore the genre of poetry by paying attention to the structure, look, and sound of the writing. Students will look at displayed poems and hear poems read aloud to notice how they are read; the features that influence the look and sound of poetry; and how these features are related to the feeling or mood of the poem. Common Core State Standards: RL.K.5, SL.K.1, RF.K.1, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Listening and Responding

Lesson 4: The Look of Poetry uses Shout! Little Poems that Roar by Brod Bagert and A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play by Marilyn Singer. Rationale: Readers understand and use the features of poetry to help them read a poem the way the poet intended for it to sound. Students will continue to learn about and use line breaks, white space, bold print, use of all capital letters, punctuation, and repetition in order to read poems with fluency, inflection, phrasing, and rhythm. Common Core State Standards: RL.K.5, RF.K.1, RF.K.2, SL.K.1, SL.K.3, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre

Features/Structure, Reading Foundational Skills: Print Concepts and Features, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Do You Hear What I Hear? uses A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play by Marilyn Singer and Name That Dog! Puppy Poems From A to Z by Peggy Archer. Rationale: Poets use rhythm, beat, and rhyme in their poems in order to enhance meaning, evoke a certain mood, help us remember how to read the words, and make their poems pleasing to the ear. Students will listen to a variety of poems in order to identify the rhythm, beat, and rhyming sounds. Common Core State Standards: SL.K.1, RF.K.1, RF.K.2, RL.K.5, SL.K.3, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: We've Got the Beat uses Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.). Rationale: Readers can hear and identify rhyming words in poems. This helps them read, remember, and recognize patterns in words. It also helps them predict what words will appear next in a poem. Students will listen for the patterns and rhyming sounds in the words from the shared poems. Then they will use this knowledge to predict what words come next in the poems they read. Common Core State Standards: RL.K.5, RF.K.1, RF.K.2, SL.K.1, SL.K.3, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Sound, Sound, All Around uses Dirt on My Shirt: Selected Poems by Jeff Foxworthy, Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.), and Shout! Little Poems that Roar by Brod Bagert. Rationale: Poets include repetition and onomatopoeia in their poems in order to enhance meaning, emphasize important words, create sensory images, and make their poems pleasing to the ears of their readers. Students will recognize the roles that onomatopoeia and repetition play in creating the sounds, images, and meanings of poems. Common Core State Standards: RL.K.5, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: The Sounds We Read uses Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.) and Name That Dog! Puppy Poems From A to Z by Peggy Archer. Rationale: Readers can hear, read, and identify onomatopoeia and repetition in poetry. Students will look and listen for onomatopoeia and repetition in the shared poems and use these devices to help them read with expression and volume. Common Core State Standards: RL.K.5, SL.K.1, SL.K.3, SL.K.6, L.K.6, RF.K.1, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: It's All About Alliteration uses Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.) and Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.). Rationale: Poets include alliteration in their poems in order to describe something artfully, play with words, and give their poems musicality. Students will listen to a variety of poems in order to identify alliteration as a few words in a row with the same, repeating beginning sound. Common Core State Standards:

SL.K.1, RF.K.1, RL.K.5, SL.K.3, SL.K.6, L.K.6, RF.K.4 Skills and Strategies: Text and Genre Features/Structure, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 10: Sounds That Soothe Us uses “Lullaby” by Georgia Heard from the Poetry Shared Texts, Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.), and Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.). Rationale: Readers connect with and appreciate the lullabies of their cultures and childhoods. Students will read lullabies and discuss how the simple story lines, rhymes, rhythms, and tones help calm them, put them to sleep, or provide opportunities for sing-alongs and play. Common Core State Standards: SL.K.2, RF.K.4, SL.K.1, SL.K.3, SL.K.6, L.K.6, RF.K.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 11: Do You See What I See? uses A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play by Marilyn Singer and Name That Dog! Puppy Poems From A to Z by Peggy Archer. Rationale: Poets create images, sounds, and feelings with words. Readers bring these words to life inside their minds by visualizing. Students will study a variety of poems and use the strategy of visualizing to build images, envision, experience, and gain deeper meanings of the poems they read. Common Core State Standards: RL.K.10, RL.K.1, RL.K.5, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Using Schema, Visualizing, Determining Importance, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 12: Close Your Eyes and You Will See uses “Eagle Flight” by Georgia Heard from the Poetry Shared Texts and Shout! Little Poems that Roar by Brod Bagert. Rationale: Readers pause and picture what a poem is about to help them understand the images or story the poet is sharing. Students will use background knowledge and the words from the poems to create mental images as they read. They will enhance their images by adding sensory details to help them better understand a poem. Common Core State Standards: RL.K.10, SL.K.2, RL.K.1, RL.K.5, SL.K.1, SL.K.3, SL.K.6, L.K.6 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Simply Extraordinary! uses Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.). Rationale: Readers notice when poets take ordinary objects and use language and special words to make them sound or appear extraordinary. Students will think about the descriptive language and creative word choices that poets use and will visualize how they can take simple, ordinary things and make them appear, feel, and sound extraordinary. Common Core State Standards: L.K.4, RL.K.1, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Let’s Figure It Out uses Name That Dog! Puppy Poems From A to Z by Peggy Archer. Rationale:

Readers know when they come upon unfamiliar words in poems. When this happens, they use different strategies to help them figure out the meaning. They look at the pictures. They think about what is happening in the poem and what other word would make sense and sound right in the sentence. They also look at the other words that appear before and after the unfamiliar word. Students will practice using monitoring strategies to help them understand new and unfamiliar words in the poems they read. Common Core State Standards: RL.K.1, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6 Skills and Strategies: Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 3: The Helpful Devices We Use When Reading Poems uses all of the mentor texts from the unit. Rationale: Readers use literary devices to help them read with fluency and attend to meaning. Students will review the devices that poets use in order to help them understand the meaning and read with expression, volume, phrasing, and pace. Common Core State Standards: RF.K.1, RL.K.1, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6 Skills and Strategies: Using Schema, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating Poetry

Lesson 4: Making Connections uses “Eagle Flight” and “Song of the Dolphin” by Georgia Heard from the Poetry Shared Texts, Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.), and Shout! Little Poems that Roar by Brod Bagert. Rationale: Readers use their background knowledge as they read to help deepen their understanding of new texts. Students will recognize that their background knowledge will help them make connections as they read and enjoy a variety of poems. Common Core State Standards: RL.K.1, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6 Skills and Strategies: Using Schema, Engaging in Discussion/Collaborating

Lesson 5: Meaningful Messages uses Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.) and Shout! Little Poems that Roar by Brod Bagert. Rationale: Readers ask questions and use their background knowledge, sensory images, and wonderings to uncover themes and deeper meanings in poetry. Students will use their personal experiences and questions they wonder about to discover the messages and big ideas found in the poems they read. Common Core State Standards: RL.K.1, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6, L.K.1, L.K.2, L.K.6 Skills and Strategies: Using Schema, Questioning, Making Inferences, Synthesizing

Lesson 6: Act It Out! uses Shout! Little Poems that Roar by Brod Bagert and Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.). Rationale: Readers celebrate poetry by performing poems with energetic gestures and with enthusiastic expression. Students will act out poems by using inflection, expression, gestures, and movement in order to enhance their understanding and appreciation of the genre of poetry. Common Core State Standards: SL.K.6, SL.K.1, SL.K.2, L.K.1, L.K.2, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of career readiness, life literacies and key skills

Work together in teams and groups to create, read, and write poetry.

Develop and utilize problem solving strategies to work together to accomplish a goal and/or project.

	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
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).
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	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).

Technology and Design Integration

Students will interact with the lessons using the Smartboard.

Utilize programs on the IPad.

Use websites to display literature in various ways for example www.storylineonline.net

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

	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.
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.

Interdisciplinary Connections

Students will interact with music lyrics as a form of poetry, as they learn about rhythm and rhyme.

1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

Differentiation

For gifted students:

- 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 in poetry based on ability and interests.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

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

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

Worksheets

Teacher observation

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 assessments

Skill Checklists

Instructional Materials

Schoolwide, Inc. Poetry Unit Instructional materials

Mentor Texts:

Dirt on My Shirt: Selected Poems by Jeff Foxworthy Name That Dog! Puppy Poems From A to Z by Peggy Archer Read-Aloud Rhymes for the Very Young by Jack Prelutsky (Ed.) Shout! Little Poems that Roar by Brod Bagert A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play by Marilyn Singer Switching on the Moon: A Very First Book of Bedtime Poems by Jane Yolen and Andrew Fusek Peters (Eds.) Poetry Shared Texts “Eagle Flight” by Georgia Heard “Lullaby” by Georgia Heard “Song of the Dolphin” by Georgia Heard

Leveled classroom Library for differentiated reading choices.

Standards

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.