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Powerful Poetry [1st grade]

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Unit: Powerful Poetry

Grade: 1st grade

Stage 1: Desired Results

Understandings

Students will understand that...

- *Writers plan and make adjustments for their purpose or audience*
- *Poetry is a form of writing that expresses feelings, experiences, or thoughts*

Essential Questions

- How does listening to poetry help us become better writers?
- In what ways does the writing process help writers?
- What is poetry?

Knowledge

Students will know...

- Characteristics of the poetry genre
 - Poetry looks different from other types of writing
 - Sensory details
- Poets write about what is important to them
- Vocabulary pertaining to the genre
 - Poetry, poet, poem, draft, generating ideas, sentence, publish
- The steps of the writing process (planning, drafting, editing/revising, and publishing)

Students will be familiar with...

- Characteristics of the poetry genre
 - alliteration, personification, repetition, onomatopoeia, line breaks, simile

Skills

Students will be able to...

- Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (TEKS 1.17)
- Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) (TEKS 1.17A)
- Revise drafts by adding or deleting a word, phrase, or sentence (TEKS 1.17C)
- Edit drafts for grammar, punctuation, and spelling, using a teacher-developed rubric (TEKS 1.17D)
- Publish and share writing with others. (TEKS 1.17E)
- Write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (TEKS 1.18)
- Write short poems that convey sensory details. (TEKS 1.18B)
- Use comprehension skills to listen attentively to others in formal and informal settings. (TEKS 1.27)
- Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding (TEKS 1.8)

Stage 2: Assessment Evidence

Pre and post assessment (written):

See “Pre- and Post-Assessment” on page 10.

Performance Task:

I have some exciting news! The librarian heard we were studying poetry and would like your help. She wants to expand the poetry selection in our library and wants to use your poems. At the end of our poetry unit, each of you will take one of your poems all the way through the writing process. You will get to publish your poem in our class anthology (book) and will get to share your work at our publishing party.

Performance Task Rubric:

See “Performance Assessment Rubric” on page 11.

Other evidence:

Writing notebook

- Confer with students during Writer’s Workshop to informally check student understandings and progress. (See “Formative Assessment” Checklist on page 9)

Exit Slip

- Write about your favorite place or activity at school. (Write what they see, hear, feel, smell, and taste)
- Describe different places around the school (playground, cafeteria, etc.) using sensory details

Think-pair-share

- What do you notice about this book or poem?
- What do you notice about the words the author used?
- What do you think is important to this poet? Why?
- Why do writers use the writing process?

Brain checks (when reading poems)

- What do you notice about the author’s word choice?
- What are the steps writers take during the writing process?
- What words draw a mental picture in your mind?
- What do you think the author is writing about? Why?
- How do you think the author feels about _____ (topic of poem read aloud)?

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

DAY 1: (20 min)

Pre-Assessment and Eliciting Prior knowledge

Have students complete pre-assessment before introducing new unit.

*This week, we are going to start a new unit in writing. We are going to be reading, listening to, and creating our own pieces. On screen, show and read examples of student poems. (See Suggested Resources poems 1, 2, and 3) After reading, ask students, “what did you notice about this type of writing?” Elicit student responses. After discussing student observations, re-read poems and have students sketch the mental picture they get when listening to the poem into writing notebook. *Think-pair-share to compare mental sketches with neighbor. Discuss vivid words and sensory details used in poem to give the audience a clear picture in their minds. Have 2-3 students share what they sketched and explain why. What would you call this kind of writing? (Elicit possible responses) These were all examples of a type of writing called poetry. (This unit will be focusing on “Free*

Verse” poetry)

Do you know who wrote these poems? (Elicit student responses) The poets that wrote these were first graders... just like you! Over the next few weeks, you will have the opportunity to read more poetry and then write and publish your own poems!

DAY 2: (30 minutes)

Immersion into poetry *Let’s go back and look at the poetry we read yesterday. What were these poems about? (Go through each poem). I’m going to let you in on a little secret... poets write about things that really matter to them. So, what kinds of things do you think were important to these poets? A poet is a person who writes poetry. Poets use their words to make their poems very powerful. Close your eyes as I read you this poem... (See Suggested Resources) what do you picture? What words helped you see that? Begin a running chart where teacher will continue to list words and phrases that create mental images for students in the poems read. Teacher reads 1-2 new examples (See Suggested Resources) of poetry, continue discussing mental images produced and what is important to the poet.*

DAY 3-4: (30 minutes)

Immersion into poetry During days 3-4, discuss sensory details. Begin Poetry anchor chart and add this term. Students will work to identify what they see, hear, touch, feel, and smell based on the poet’s powerful words. (Sensory details is the first poetry characteristic to add to the chart) **Think-pair-share: Have students share what they think was important to the poet (for any poem you read) with a partner and explain why they think that.*

Read many poems: first teacher reads, then class reads together (on chart paper or on projector). Ask students: *What is this poem about? What do you think was important to the poet? What mental images do you see?* Teacher can provide different means of reading the poems to maintain student engagement.

As students make observations, record them on large “Poetry” anchor chart. If by day 3 students have not mentioned, teacher will lead discussion:

- Poems do not look like other writing we’re used to (narrative writing)
- Poets write about what is important to them

Day 5: (30 minutes)

Read poems and begin brainstorming topics Read “An Island Grows” by Lola M. Shaefer – Students can watch YouTube reading of poem. Again, discuss what the poem was about and what students think was important to the author as well as why they think that. After reading or listening to text, discuss word choice and sensory details (what words or phrases created vivid mental image for the students). **Exit slip: Ask students to “try on” writing with vivid language-write about your favorite place or activity at school. Remind students to write about what they see, hear, feel, smell, and taste.*

DAY 6: (30 minutes)

Identifying topics students could write about As a class, review previously read poems/books read aloud and discuss the various topics. Writers choose topics that are meaningful and relevant to their lives, interests, and experiences. Whole group brainstorm/model completing graphic organizer (heart map or something similar) of topics students are interested in and what they feel strongly about. This page is a planning tool (the first stage of the writing process- planning). Students then work

independently to complete their own graphic organizer. Tell students *tomorrow you will each get to use one of these things that you feel strongly about to begin drafting as a poet.*

DAY 7: (30 minutes)

Mini lesson: Line breaks and personification (Teacher write poems “Pencil” and “Clouds” on anchor chart before class- See Suggested Resources) *Yesterday we had a chance to start brainstorming what we might write about. Today we’re going to read another poem to get our poetic minds going.* Class will then read poem “Pencil”. *What do you notice in this poem?* Record any new noticing on anchor chart. *Poets have many tools that they use to make their writing even more powerful. This poet used a few of these tools.* Discuss the white space, the line breaks, and personification in poem. Authors can use line breaks in their poems to emphasize words or phrases. The reader’s eye is forced to pause when it jumps to the next line. This is a tool that can not only draw emphasis, it can also be used to create rhythm and rhyme and produce a particular appearance. Personification gives objects and animals human characteristics. Next, read “Clouds” and tell class that the next poem was written by a first grader that used the same tools. By combining these tools, these poets were able to help the reader to better understand the pencil and the cloud.

Create class poem with teacher providing guidance and modeling. Teacher will model thinking process and guide students to select topic that is meaningful to the group. As the class is completing shared writing, remind students of sensory details, line breaks, and white space.

Day 8: (30 minutes)

Mini lesson: Onomatopoeia and Alliteration, begin drafting. Read “Chicky Chicky Chook Chook” by Cathy MacLennon. This book exemplifies a tool writers can use: onomatopoeia. **Think-pair-share: What do you notice about this book? What do you notice about the words the author used?* Discuss how authors and poets use words playfully. One way that we can play with words is to play with the sounds. When writers use a word that sounds like its meaning, it is called onomatopoeia. (See Suggested Resources for example of poetry- potential anchor chart). *Now that we know poets can use words playfully, we’re going to read a poem that plays with words in a different way.* Read “Sarah Cynthia Stout would not take the garbage out” or “Peanut Butter Sandwich” by Shel Silverstein (In book, *Where the Sidewalk Ends*). Ask class what they notice and discuss alliteration: using words that begin with the same sound. *Why do you think a writer would use alliteration?*

Remind students of topic sheet and remind them of the importance of just getting ideas on the paper when drafting. *Today you will start writing your own poetry. When we begin the writing process, we first plan or come up with ideas for what to write about- that is what this sheet helps us with. Now we’re going to take one of those ideas, something that is important to you, and put it on the paper. This is your paper. When we draft, it’s important that we just write what we feel, what is important to us. It doesn’t have to look like anyone else’s because this is your poem.* Students independently write for 10-15 minutes. Teacher conferences with students and/or supports struggling students.

DAY 9: (30 minutes)

Mini lesson: Simile and Repetition, drafting Review poems and tools discussed yesterday (onomatopoeia and alliteration). *Yesterday, we looked at just two of the ways poets play with words. We’re going to read two new poems and I want you to see if you notice another way that*

the poet plays with words. Read poems 4, 5 (See Suggested Resources). Repetition is when we repeat words, phrases, or lines. Doing this can add impact or emphasis to a poem. Next read “Crazy Like a Fox” by Loreen Leedy to introduce simile. **Brain check: What do you notice about the author’s word choice?* Authors often compare different objects to explain things, to express emotion, and to make their writing more vivid and entertaining. Similes use the words “like” or “as” to directly compare objects. Consider charting similes from the story or other similes the children know.

DAY 10: (30 minutes)

Drafting Quick read aloud before students do independent writing. See Suggested Resources (“Popcorn” and “Chicken Noodle Soup” are fun poems to get students ready to write and remind them of sensory details). Review drafting as part of the writing process. Discuss how writers use their surroundings (using all 5 senses) and how they feel to influence their writing. **Brain check: What are the steps writers take during the writing process?* Class will go outside to draft today. Encourage students to use their surroundings for inspiration (what do you see/smell/hear/feel?). Teacher conferences with students and uses checklist (See Suggested Resources page 9) to informally check for understanding.

DAY 11: (30 minutes)

Drafting Review various characteristics/tools of poetry using anchor charts (line break, personification, sensory details, onomatopoeia, alliteration, simile, repetition) and the stages of the writing process. Discuss what stage we are on now- drafting. Tell students that after today, they will take one poem through the rest of the writing process. **Think-pair-share: Why do you think writers use the writing process?* Teacher conferences with students and uses checklist (See Suggested Resources page 9) to informally check for understanding.

Give students last 5 minutes of writing time to select the poem they would like to publish for the librarian (in our class anthology). Use post-it note to flag selected poem. They will also share this piece at our publishing party.

DAY 12: (30 minutes)

Revising and editing Review stages of the writing process- today we are moving into revising and editing stages. Revising is when students add or delete words, phrases, or sentences. After this step, they will edit. Editing involves checking and correcting grammar, punctuation, and spelling. Model revising whole group (using class poem). Give students about 8 minutes to revise their selected piece. Call students back to carpet and model how to edit. Give students about 8 minutes to independently edit their poem. After students have independently revised and edited, allow students time to peer revise/edit (remind students of peer-reviewing expectations). Inform students that tomorrow they will be given publishing paper and will take their poem through the final stage of the writing process.

DAY 13: (30 minutes)

Begin publishing Review the stages of the writing process. Today we will move into the final stage- publishing. Authors publish after completing all of the previous writing stages and are ready to share their final piece. Teacher will provide students with publishing paper and will conference with students as they complete the stages.

DAY 14: (30 minutes)

Publishing writing, work on creative presentation Mini lesson on different ways to present published piece. Teacher will show examples and encourage students to be creative in showcasing their published poem for our upcoming publishing party. (Examples: song, dance, display with construction paper or other materials, pictures, drawings, etc.) Students finish writing final published copy (to be used for class anthology) and begin planning/working on creative presentation.

DAY 15: (30 minutes)

Complete creative presentation Remind students of, and set expectations for publishing party tomorrow. Students will complete creative presentation and prepare for publishing party. Students can practice reading poem to their peers or to self.

DAY 16: (1 hour)

Publishing party

Students share published poem with classmates and any additional guests invited to celebrate student writing.

DAY 17: (25 minutes)

Post-assessment

Suggested Resources

Suggested Mentor Texts

- “Kids’ Poems: Teaching First Graders to Love Writing Poetry” by Regie Routman
- “All the Small Poems and Fourteen More” by Valerie Worth and Natalie Babbitt

Immersion into Poetry

1. “New School” (page 46-47) in *Kids’ Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
2. “Skating” (page 40-41) in *Kids’ Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
3. “Vinnie” (page 48-49) in *Kids’ Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
4. “Grandma” (page 70-71) in *Kids’ Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
5. “Only One” (page 54-55) in *Kids’ Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman

Sensory Details and Vivid Words

- “An Island Grows” by Lola M. Shaefer (YouTube reading available)
- “Popcorn”/ I hear the pop, pop, pop/ I smell something buttery/ I see something white/ I feel something soft/ I taste something salty/ what could it be?/ It’s popcorn!
Source: <http://rowdyinfirstgrade.blogspot.com/2013/03/sensory-poetry.html>
- “Chicken Noodle Soup”/ I hear slurping/ I smell chicken/ I see yellow broth/ I feel slippery noodles/ I taste salty vegetables/ What could it be?/ It’s chicken noodle soup! ”
Source: <http://rowdyinfirstgrade.blogspot.com/2013/03/sensory-poetry.html>

Onomatopoeia or Alliteration

- “Chicky Chicky Chook Chook” by Cathy MacLennon
- “Sarah Cynthia Stout would not take the garbage out” and “Peanut Butter Sandwich” by Shel Silverstein (In book, *Where the Sidewalk Ends*)
- “Onomatopoeia”/ Onomatopoeia/ My, what a word!/ It means every sound effect/ You have ever heard./ crash, crunch, zing, zap,/ meow, munch, roar, rip,/ sizzle, crackle, splat, kerplunk,/bang, clank, woof, thunk,/ hiss, wizz, oink, moo,/ sniff, snap, cough, achoo,/ dong, ding, pong, ping,/ bong, bing, zap, zing!/ I think that when/ you’ve read this list/ You’ll get

the main idea.../ All these crazy sound effects/ are onomatopoeia!/ Once you learn to say that word/ you kind of want to yell it,/ but even though you yell the word/ I bet you cannot spell it!/ You can learn to spell this/ word in just a single day.../ O-N-O-M-A-T-A-P-O-E-I-A
(Great for anchor chart)

Source: <http://shanahan1.pbworks.com/w/page/61599256/Reading%20STAAR>

Simile or Personification

- “Crazy Like a Fox” by Loreen Leedy
- “The Giving Tree” by Shel Silverstein
- “Black is a deep hole”/ sitting in the ground/ waiting for animals/ that live inside./ Black is a beautiful horse/ standing on a high hill/ with the wind/ swirling its mane./ Black is a winter night sky/ without stars/ to keep it/ company./ Black is a panther/ creeping around a jungle/ searching for/ its prey. (Poem full of metaphors but some personification- good for helping kids to think of describing by comparing to other things) Source:
<http://faculty.weber.edu/ppitts/ed4320/Handouts/childrenpoetry.htm>

Line breaks

- “Pencil”/ Nice and sharp/ ready to/ write!/ A 1st grader picks/ me up/ and I feel great!/ But then.../ Snap!/ Ouch!/ I broke!/ Now I’m/ sad. (Line break and personification) Source:
<http://stickersandstars.blogspot.com/search/label/Reading%20and%20Writing%20Workshop>
- “Clouds”/ Nice and fluffy/ Cozy and soft/ uh oh.../ I turn/ darker/ and/ darker/ and/ darker!!!/ now I am/ crying/ wa/ wa/ wa. (Line break and personification- example written by a student) Source:
<http://stickersandstars.blogspot.com/search/label/Reading%20and%20Writing%20Workshop>

Name: _____

Date: _____

Formative Assessment (taken as students are in drafting process)

Check for...	Yes	No	Notes
Generates ideas			
Drafts ideas			
Creates mental image(s)			
Playing with poem structure (line breaks and white space)			
Uses poem characteristics/tools (such as sensory details, alliteration, personification, repetition, onomatopoeia, line breaks, simile)			

Name: _____

Date: _____

Formative Assessment (taken as students are in drafting process)

Check for...	Yes	No	Notes
Generates ideas			
Drafts ideas			
Creates mental image(s)			
Playing with poem structure (line breaks and white space)			
Uses poem characteristics/tools (such as sensory details, alliteration, personification, repetition, onomatopoeia, line breaks, simile)			

Name: _____

Date: _____

Pre- and Post- Assessment

1. How do we chose what to write about?

2. Bubble the sentence that creates a mental image.

- Soggy stinky bread, chewy sour tomatoes, slimy pink ham. YUCK!
- The sandwich was bad.

3. Write down 3 words that describe our pencil sharpener.

4. Use the word list to complete the order of the writing process.

First, I will make a _____ to come up with ideas.

Next, I use my ideas to write a _____.

Then I _____ by adding or deleting words or sentences.

When I feel good about my sentences, I _____ to check spelling and punctuation.

Last, I _____ and share my finished writing with the class.

<u>Word List</u>

Publish

Draft

Plan

Revise

Edit

5. Read the texts below. Circle the poem. Explain how you know it is a poem.

Apples

Shiny, green,
falling
like raindrops
landing in a
big
big
pile!

Apples

Yesterday, my mom packed an apple in my lunch again. It was crunchy and yummy. I ate most of it and gave the rest to my friend.

Name: _____

Date: _____

Performance Task Rubric

Score	0	1	2
Poem has title	Poem has no title	Poem has title that is not applicable to poem	Poem has appropriate title that corresponds to poem topic
Uses sensory details to create mental image(s)	Words used don't create mental image	Words used begin to create mental image	Words used create vivid mental image(s)
Use spaces between words	No spacing between words	Inconsistent spacing between words	Proper spacing with words
Stay focused on a topic	Unable to develop an idea with or without assistance, topic unclear	Poem is on topic some of the time but is inconsistent	Poem is focused on one topic throughout entire poem
Construct phonetic spellings that are readable and uses resources for reference	Represents words with letter strings with no sound correspondence	Represents 1-2 sounds for most words	Spells grade-level words correctly and represents 2 or more sounds for other words.
0-3 points= Unsatisfactory	4-5 points= Needs Improvement	6-7 points = Satisfactory	8-10 points = Excellent