Understanding by Design: Complete Collection

Understanding by Design

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Poetry Unit (2-4th grade)

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Unit: Poetry Unit
Grade: 2-4th Grade

Stage 1: Desired Results

Understandings

Students will understand that…
- Poetry comes in many different forms that have specific characteristics.
- Poetry is used for many different purposes (entertain, inform, persuade).
- Anyone can write poetry

| **Essential Questions** | **Knowledge & Skill** |

- What is poetry? - Why do people read and write poetry? - What characteristics distinguish one form of poetry from another?	*(NEISD scope & sequence; TEKS; Core; etc.)* 2.7 Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. 3.4 D Reading/Vocabulary Identify and apply playfulness of language (e.g., tongue twisters, palindromes, riddles); 3.6 Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g. narrative poetry, lyrical poetry, humorous poetry, free verse). 3.18 B. Write poems that convey sensory details using the conventions of poetry (e.g. rhyme, meter, patterns of verse). 4.4 Students are expected to explain how the structural element of poetry (e.g. rhyme, meter, stanzas, line breaks) relate to form (e.g. lyrical poetry, free verse). 4.16 B Write poems that convey sensory details using the conventions of poetry (e.g. rhyme, meter, patterns of verse). Social Studies: (2) To support the teaching of essential knowledge and skills, the use of variety of rich material such as biographies, founding documents, poetry, songs, and artwork encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. Relevance to students lives; *way to express themselves and be creative *develop imagination * a way to entertain, inform, and persuade * Communicate thoughts and feelings * Learn how others express themselves through writing * Using and understanding playful use of language

	* Songs are poetry * Writing process

Stage 2: Assessment Evidence

Performance Task:
Students will create a collection of poetry throughout the unit in their journal. At the end of the unit, students will be able to identify different types of poetry from a selected list of types of poetry. At the end of the unit, students will choose their best poem, to add to a class anthology of poetry. Before students can add their poetry to the anthology, student must be able to define and defend their choice for the class anthology.

Other evidence:
(quizzes, tests, academic prompts, self-assessments, etc.
note – these are usually included where appropriate in Stage 3 as well)

Stage 3: Learning Activities

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

Day 1:
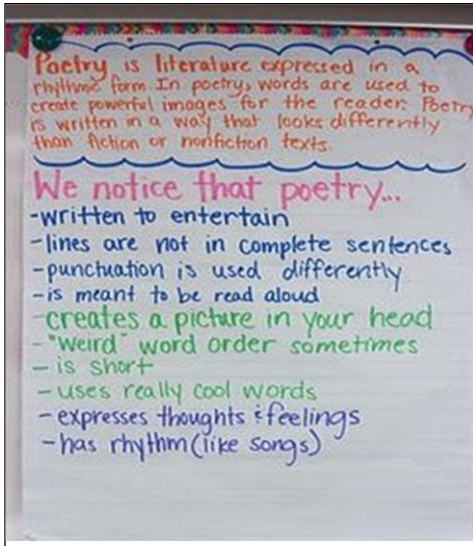**Objective**: SWBAT identify what is poetry and understand why people write poetry.

Introduction and Hook:
Teacher will gather students and ask them their personal definition of poetry. Teacher will give students post it notes to write their responses down. Teacher will go around the class asking what they wrote down. Students will say what they wrote out loud then students will tape the notes to an anchor chart. Teacher will create a poetry anchor chart. (see below)

Middle: Teacher will provide a variety of poetry books. Students will be given time to explore these books, and talk about them amongst themselves.

End: Students will write a reflection of their experience of the poetry books in their journals. Some questions they could answer:

- What did you notice about the books?
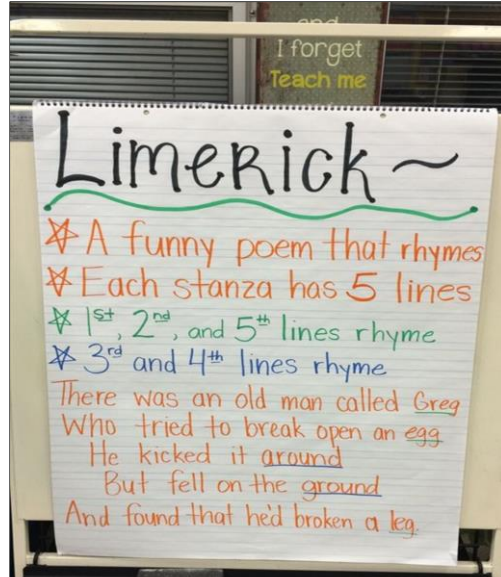- Which one was your favorite and why?

Day 2:
Objective: SWBAT identify and define limerick poetry.

Introduction and Hook:
Teacher will pull up limerick poems on website. Together, class will read poems and talk about what they notice in limerick poem.

http://www.kidzone.ws/poetry/limerick.htm

Middle:
Teacher will define what a limerick is and write the definition on an anchor chart. Teacher will copy the limerick poem used before on the anchor chart. (Example limerick poem on anchor chart. May use others) Students will copy in their journals what's on the anchor chart. After that, go back to limerick poems that we read in the beginning to label the different parts of the poems.

End:
Teacher will tell class that they will work on their own limerick tomorrow. Have students pair up and brainstorm and write down different topics they will be interested in writing their limerick about in their journal.

Day 3:
Objective: SWBAT create their own limerick poem

Introduction and hook:
TW will read a limerick poem to start class. (see below) TW ask students to review lesson from previous day. Some questions that could be asked are:
- What are some characteristics of limerick poetry?

There once was an ape in a zoo
Who looked out through the bars and saw _YOU!_
Do you think it's fair
To give poor apes a scare?
I think it's a mean thing to do.
https://www.brownielocks.com/kidlimericks.html

Middle:
TW tell students that they will have the opportunity to write their own limerick poetry. Before they go to write independently, the class will create a limerick poem together. TW create poem in front of class on anchor chart. TW ask for volunteers to suggest a topic. Once the topic is chosen, class will together compose the poem while the teacher writes on the anchor chart.

End:
SWBAT create their own limerick poem in their writing journal.

Day 4:
Objective: SWBAT identify imagery, make mental images and create imagery using their words.

Introduction and Hook:
TW start by reading a haiku to the class and ask the students what differences they notice between this poem and limerick. TW define imagery as, words that paint a clear picture in the readers' head. The words describe the five senses and use adjectives. TW then make anchor chart for imagery. (see below)
e.g. *Instead of saying, "She wore a jacket." You could say, "She wore a light blue jacket that was as soft as clouds."*
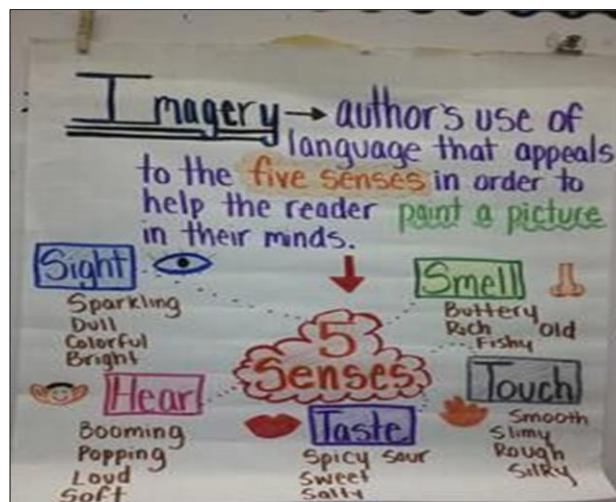
Middle:
Then, ask students to turn to the next page in their writing journal from the last poem they wrote. TW tell students they will listen as the teacher reads a poem. TW read a different haiku from the first one. SW draw the images they see from listening to the teacher read the poem. Students need to be reminded to pay attention to the word choice/language the author uses and what image they see when hearing the words.
http://www.kidzone.ws/poetry/haiku.htm

End:
SW share out some of their drawings and the images they saw during the reading of the poem. Students need to share using adjectives. This will all go in their journal.

Day 5
Objective: SWBAT create their own haiku independently

Introduction and Hook:
TW advice students they will write and work on their haiku and limerick poems if not finished.

Middle:
Work day and conference with teacher for any student assistance or guidance.

End:
Students will complete their poetry.

Day 6
**Objective: SWBAT identify characteristics of cinquain poetry.**

Introduction and Hook:
TW play video introducing cinquain poetry to class. Teacher can stop throughout video to read examples. Teacher will draw attention of students to important parts of cinquain poetry. For example, teacher can stop video to count syllables with students of each line.

https://www.youtube.com/watch?v=bXOA-f3s9U0

Middle:
Teacher will make anchor chart of cinquain. Class will create a cinquain together on anchor chart. (see below)
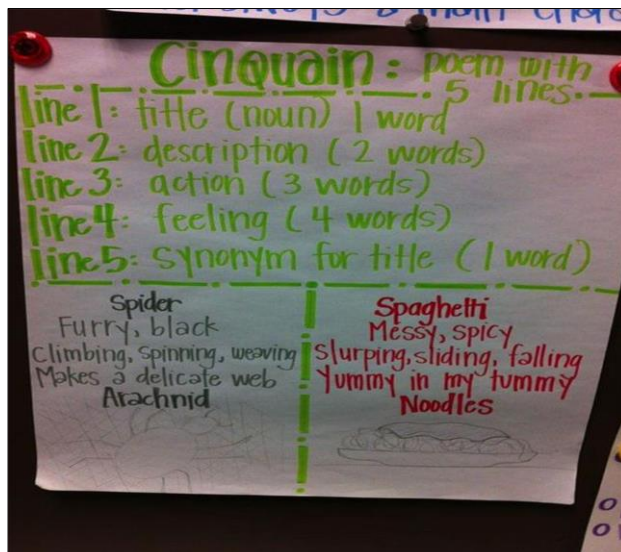
End:
Students brainstorm ideas in their writing journal to prepare to write a cinquain the following day

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Day 7
Objective: SWBAT independently write their own cinquain poem. Teacher will conference with students.

Day 8
Objective: SWBAT know the characteristics and conventions of free verse poetry.

Introduction and Hook:
TW read a free verse poem while students look at the poem as it is being read. TW ask students what differences they noticed in this poem from the others ones that have been read.
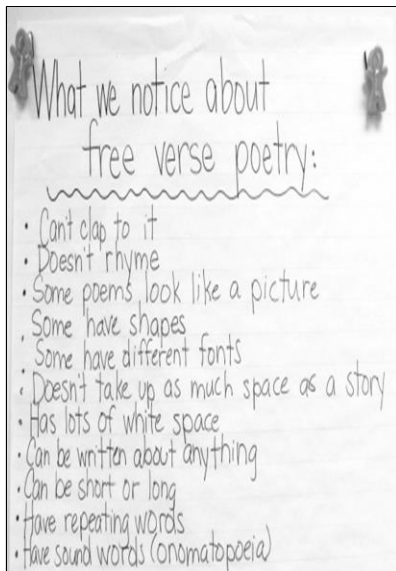
Middle:
TW make display anchor chart with the rules of free verse poetry. TW then read several more free verse poems to the class while the students looks at the poems at the same time.
EX.

Autumn
by Fern

> **Wind**
> **Blowing briskly**
> **Leaves fall**
> > **From**
> > > **The**
> > > > **Trees**
> **We rake**
> **Colored leaves**
> > **In**
> > **A**
> > **Big**
> > **Pile.**

> **And jump.**

http://pbskids.org/arthur/games/poetry/free_verse.html

End:
SW begin to brainstorm ideas for a free verse poem in their writing journal.

Day 9
Objective: SWBAT independently create their own free verse poem.

Beginning:
TW read a free verse poem to the class. TW ask students their opinions of the poem. TW ask students their observations of the structure of the poem.

https://www.familyfriendpoems.com/poem/i-look-at-him

Middle:
TW create a free verse poem on an anchor chart with the assistance of the class.

End:
SW begin working on their free verse poem.

Day 10
Objective: SWBAT finalize their free verse poem and select one poem of their choice for the anthology.

Day 11:
Objective: Performance assessment

SW conference with teacher on their poetry piece for class anthology as part of performance assessment. TW ask students a series of questions such as:

- **What type of poetry is the poem?**
- **What characteristics does the poem have that makes it a certain type of poetry?**