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Georgia Performance Standards Framework for English Language Arts Fourth Grade

UNIT 6 PEPPY POETRY

In this unit students will delve into the enchanted world of poetry. The lessons will teach students to explore their world as well as their hearts. They will read poetry, savoring the language. Students will write poems to express their observations, feelings, and ideas about their own lives and the world. They will explore the feelings and ideas of other poets.

This two to three week unit is followed in the Poetry Park with another poetry unit which will focus on specific poetry forms, sensory poems, acrostic, diamante, cinquain, and a "Where I'm From" poem.

DURATION OF INSTRUCTIONAL PLAN: 2 - 3 weeks

STANDARDS, ELEMENTS, LEARNING COMPETENCIES, AND ESSENTIAL QUESTIONS

GEORGIA PERFORMANCE STANDARDS AND ELEMENTS:

ELA4R1 For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction to personal experience.
- c. Identifies the speaker of a poem or story.
- d. Identifies sensory details and figurative language.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems

ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Reads a variety of texts and incorporates new words into oral and written language.
- b. Determines the meaning of unknown words using their context.
- c. Identifies the meaning of common root words using their context.
- d. Determines meaning of words and alternate word choices using a dictionary or thesaurus.
- f. Identifies the meaning of common idioms and figurative phrases.
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
- h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence
- i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.

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ELA4R4 the student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student

- a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- b. Uses self-correction when subsequent reading indicates and earlier miscue (self-monitoring and self-correcting strategies).
- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA4W2 The student demonstrates competence in a variety of genres.

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- c. Edits to correct errors in spelling, punctuation, etc.

ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

The student

- a. Recognizes the subject-predicate relationship in sentences.
- b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).
- c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).
- d. Uses and identifies words or word parts from other languages that have been adopted into the English language
- e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.
- f. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Displays appropriate turn-taking behaviors.
- g. Actively solicits another person's comments or opinions.
- h. Offers own opinion forcefully without domineering.

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- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- k. Gives reasons in support of opinions expressed.
- l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

LEARNING COMPETENCIES: As a result of this instructional plan, the student will be able to
Read, understand, and respond to poetry orally and in writing.

ESSENTIAL QUESTIONS:

- 1. What is poetry? How does it differ from prose and dramatic literature?
- 2. How do poets express themselves through language, particularly figurative language?
- 3. How does rereading poetry help my reading fluency?
- 4. What new vocabulary can I discover in a poem?
- 5. What do I visualize as I read a poem?
- 6. How does poetry connect with my life?
- 7. How is a thesaurus used to help choose a variety of word choices when creating a poem?
- 8. How do authors use rhythm and repetition in a poem?

RESOURCES

Poetry Matters by Ralph Fletcher

For the Good of the Sun and Earth by Georgia Heard

The Art of Teaching Writing by Lucy Calkins

Assorted available poetry books and anthologies

Websites

<http://www.poetryarchive.org/childrensarchive/home.do>

<http://www.gigglepoetry.com/>

<http://poetryzone.woodshed.co.uk/resouce.htm>

<http://www.poetryteachers.com/index.html>

<http://www.booknutsreadingclub.com/poetryzone.html>

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ASSESSMENT/ DETERMINING ACCEPTABLE EVIDENCE:

INFORMAL OBSERVATIONS	DIALOGUE AND DISCUSSION	CONSTRUCTED RESPONSES	SELF-ASSESSMENTS
Reading log Correct use of thesaurus Writing process Anecdotal notes Teacher observation	Small and whole group discussions of poetry Peer feedback Conferences	Original poems Graphic organizers Teacher created quiz on poetry	Checklist created by class to self-assess poetry performance Rubrics created by class

Set up a system for taking anecdotal notes and teacher observations. One advantage of conducting frequent informal assessments is that you develop a set of comments which you can draw from at report-card time. These comments become rich sources of information for report card narratives. You can use a table that allows for notes on teacher observations/anecdotal notes throughout the unit. You can also use sticky notes to add to a child's conference notes.

Student Name	Connections (to student's life, to prose, etc)	Identifies speaker	Identifies sensory details	Use of dictionary / thesaurus

Poetry Rubrics

- Student and teacher rubrics under writing section at
- (<http://web.rbe.sk.ca/assessment/Rubrics>)
- http://www.ubishops.ca/gse/Q.E.P.%20Units/poetry_west_rubric.htm
- http://www.doe.k12.ga.us/ci_testing.aspx?folderID=3339&m=links&ft=Grade%205%20Resources
- http://www.ubishops.ca/gse/Q.E.P.%20Units/poetry_west_rubric.htm
- <http://departments.bcsd.com/cipd/Chris%20Poetry%20rubric.pdf>

Poetry Performance Rubrics

- http://www.readwritethink.org/files/resources/lesson_images/lesson78/poetrubric.html
- <http://www.robertpottle.com/learn/rubperform.php>

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PERFORMANCE TASK:

Our class has been asked to contribute to a website that publishes student poetry. Read through the poems that you have written during our poetry unit. Choose one poem to publish and illustrate for the website.

Suggested Assessment: Teacher or class created rubric

SUGGESTED INSTRUCTIONAL SEQUENCE WITH IDEAS FOR SCAFFOLDING:

**Peppy Poetry
Grade 4**

<p>Lesson 1: Reading: What is a poem? Reading lots of poetry Writing: Establish a poetry notebook and an idea folder for poems</p> <p>Read 25 books</p>	<p>Lesson 2: Reading: Comparing poetry to prose Writing: Collect words, phrases, and ideas for poems</p>	<p>Lesson 3: Reading: Sensory details: Idioms Writing: Writing sensory images</p>	<p>Lesson 4: Reading: Sensory images and details Writing: Using line breaks, white space, stanzas, verse</p>	<p>Lesson 5: Reading: Figurative language: Simile and metaphor Writing: Writing similes and metaphors</p>
→				
<p>Lesson 6: Reading: Figurative language (personification) Writing: Writing personification</p> <p>Read 25 books</p>	<p>Lesson 7: Reading: Identify the speaker of the poem Writing: Choosing precise words</p>	<p>Lesson 8: Reading: Theme Writing: Choosing a Poem to Publish Performance Task</p>	<p>Lesson 9: Reading: Author's purpose Writing: Revise Edit (may take more than one day)</p>	<p>Lesson 10: Reading: Rhyme and alliteration Writing: Publish and illustrate</p>
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LESSON ONE - READING (What is a poem?)

GPS:

ELA4R1a

ELA4R3a

ELA4R4a, b, c

ELA4LSV1c, i, j

ELA4LSV2a, c

RESOURCES AND MATERIALS:

Poetry notebooks/journals

Teacher selected poems to share (Use websites and poetry anthologies to choose poems your class will love)

Baskets of poetry books/anthologies

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

Purpose:

- The students will read and respond to poetry.
- The students will continue to collect poems for their poetry notebooks/journals.

Opening: The teacher will open by reading a poem that connects to his/her life. Read the poem aloud and talk about why it was chosen to share. The poem may be projected on an Interactive Board/overhead projector as it is read a second time. This reading will help students focus on language and meaning.

Begin a chart with the class - What makes a poem a poem? (repetition, sound, rhythm, images, emotion, beautiful sounds)

Read several poems aloud to the students. Choose a variety of poems that will help students come to their own understanding of what a poem is.

Application: Place a basket of poetry anthologies in the middle of a group of students. Have children scan the books to find poems that relate to their lives. Have them choose a poem to copy into their notebook/journal. Have the children illustrate the poem.

Before students share poetry, review delivering and responding to presentations (ELA4LSV2).

With the class, create a checklist for students to use as they share poems. Discuss volume, pace, pauses, expression, use of different voices, body position, and eye contact.

Closing: Ask for volunteers to share a poem.

Have volunteers add their ideas to the class chart, "What is a poem?"

Suggested assessments:

- Teacher observation
- Class created checklist to self assess poetry performance
- Teacher checklist of students to keep track of who shares each day to be sure that each child shares poems within the unit.

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LESSON ONE - WRITING (Establishing a poetry notebook)

GPS:

ELA4W1a, b

ELA4W2

ELA4C1e, f

RESOURCES AND MATERIALS:

Love That Dog by Sharon Creech

Suggested poems:

Stopping by Woods on a Snowy Evening by Robert Frost, illustrated by Susan Jeffers (picture book)

Langston's Train Ride by Robert Burleigh

Emily by Michael Bedard

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to spark a poem in the minds of your students. The class will establish a procedure for writing in the poetry notebooks/journals established earlier in the year.

Opening: Begin reading the chapter book, Love That Dog by Sharon Creech (if available; If not available, use another book or poem from resources and adapt). This delightful free verse story shows that poetry truly comes from the heart. This reading may continue for several days.

Application: Up until this point, your students have been using poetry notebooks to record poems. Now they will need a section to record ideas for poems, favorite lines, and to compose their own poems. Decide with your class how to do this. You may want to keep sticky notes on desks/tables for students to use to record ideas as they read poetry.

Talk with the class about writing poetry. Share a poem you may have written or one you have found that describes an object, a picture in your head. The object could be in the classroom or you could bring in an object to share as you read the poem.

Have students choose an object that means a lot to them. Students should start with a strong feeling. They need to get a picture of an object in their heads. Tell them to write about the object, responding with all of their senses - sight, sound, taste, touch, and smell. Tell the children they are to write their thoughts, not a poem. If they get stuck, they may need to draw the visual image before continuing.

Closing: Have students share lines from their poems.

Suggested assessments:

- Teacher observation
- Anecdotal notes -

Optional Instructional Idea: Bring in some objects from nature (shells, rocks). Place the objects in the classroom on a table with some poems. Have students sketch the objects and write down the details they observe. They can create poems from their notes.

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LESSON TWO - READING (Comparing prose to poetry)

GPS:

ELA4R1a
ELA4R3a, b, c
ELA4R4a, b, c
ELA4C1c
ELA4LSV1f, i, j, k

RESOURCES AND MATERIALS:

- Sample of prose writing - Prose is the ordinary form of written language. Prose has sentences arranged in paragraphs and usually follows conventions of paragraphs with sentences beginning with capital letters and ending with periods. The language of prose has less figurative language than the language of poetry.
- Sample of poetry - Poetry has a different form that emphasizes the relationship (pattern) between words on the basis of sound as well as meaning. Poetry has stanzas with shorter lines with phrases joined together on each line. The writer decides where to indent. Although many poems have each line beginning with capital letters, others may indent only sentences. Figurative language abounds in poetry.
- Poetry notebooks/journals
- Baskets of poetry books/anthologies

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The student will understand the difference between poetry and prose.

Opening: Tell students that today they will look at prose writing and poetry. Display an example of prose writing. Allow time for the students to read the prose. Then read it aloud or have a child read it. In small groups or partnerships have the students discuss the writing, and then discuss the characteristics with the class. List the characteristics on a chart.

Show an example of poetry. Have students read and discuss with groups or partnerships. Have children tell the characteristics of the poem.

Project the prose writing and poetry together. Have students compare both versions for similarities and differences.

Application: Have children read poetry books to find poems that remind them of stories they have read (picture books or novels). Children can write the poem in their poetry notebooks/journals and then write about the connection they made with prose they had read.

Closing: Have children share their poems and their connections to picture books (prose), giving reasons in support of their opinions. Students should ask questions of each other and respond appropriately to comments and questions.

Connecting Conventions to the Lesson: Have students look at the punctuation in prose and the punctuation in poetry, noticing commas, capital letters, and end marks.

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Scaffolding: Provide several picture books that are familiar to students. Choose poems that have connections to the books by theme or character. Have students match the poems to books and explain their connections.

Suggested assessments:

- Teacher observation
- Anecdotal notes - Connections between poetry and fiction
- Class created checklist to self assess poetry performance

Optional Instructional Ideas:

- Display several examples of free verse and poetry that rhymes on the board or a chart. These could also be displayed on an overhead projector or interactive board. Read free verse and poetry aloud or have a student read the free verse and rhyme. Choose poems that you feel will interest your class. Have students compare free verse and rhyme. Students may look for examples of free verse and rhyme to add to their poetry notebooks. (Free verse is poetry that is free from normal rules of poetry. The writer may choose to include rhyming words but more often the poem does not rhyme. Words and phrases may be split between lines. The idea is to use colorful words and word placement to reveal the meaning to the reader.)
- Have students identify unknown vocabulary words found in poems. They should do a vocabulary web for at least one word each day.

Definition	Suffix, Prefix, Base word
Use in a sentence	Draw a picture.

Links for vocabulary boxes:

- <http://forpd.ucf.edu/strategies/wordBox.pdf>
- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- http://www.educationoasis.com/curriculum/GO/vocab_dev.htm
- <http://www.webenglishteacher.com/graphic.html>

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LESSON TWO - WRITING (Collecting words, phrases, and ideas for poems)
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GPS:

- ELA4R3h
- ELA4W1a, b
- ELA4W2
- ELA4C1b, e, f
- ELA4LSV1b, f, k, l

RESOURCES AND MATERIALS:

My Many Colored Days by Dr. Seuss
 Poetry notebooks

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to have students collect words, ideas, and phrases that convey strong feelings and emotions.

Opening: Read **My Many Colored Days** by Dr. Seuss. Dr Seuss has taken the old idea of linking people’s mood with color and written a story that uses thoughtful details to develop his ideas.

Application: Ask your students to think of important days that stand out in their memories - a sports event, a birthday, a family day. Tell your students they need to come up with phrases, ideas, and colorful words for three days they think of.

- First, they need to write in a color for a colored day.
- Second, write an emotion associated with the color
- Third, write an action
- Fourth, write when and where the action is taking place

Encourage them to write the ideas into a short poem. Conference with students as they are writing.

Closing: Have students share their poems or stanzas. Remind students that they will write about concerns of the heart, what they see, what they wonder, and concerns in the world they live. Encourage students to ask relevant questions about shared poems.

Color			
Emotion			
Action			
When and where			

Connecting Conventions to the Lesson:

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- Have students write some of the phrases they have written in their notebooks on sentence strips and then identify the nouns, verbs, adjectives, and adverbs. Discuss how the vivid verbs, adjectives, and adverbs add to the picture created for the reader.
- Identify multiple meaning words and discuss the meaning of the word as used in context.

Scaffolding: Copy lines or phrases from teacher-shared poems on sentence strips. Have students identify some nouns, verbs, adjectives, adverbs.

Suggested assessments:

- Teacher observation
- Anecdotal notes

Optional Instructional Ideas:

- As you conference with students, have them put their ideas down, then go back and ask themselves if there is anything else to say. Have them close their ideas to get an image that has emotion and strong feelings.
- Conference with small groups and individuals to take writings from earlier in the year and pull out ideas for poems.

LESSON THREE - READING (Sensory details - Idioms)

GPS:

ELA4R1i
ELA4R3a, b, f, g
ELA4C1e

RESOURCES AND MATERIALS:

- Idioms are expressions that are natural to native speakers of a language. They add color to language. They are words, phrases, or expressions that cannot be taken literally.
- www.idiomsite.com
- In a Pickle: And Other Funny Idioms by Marvin Terban
- I'm Not Hanging Noodles on Your Ears and Other Intriguing Idioms From Around the World by Jag Bhalla
- Scholastic Dictionary of Idioms
- This lesson is adapted from <http://www.readwritethink.org/classroom-resources/lesson-plans/figurative-language-teaching-idioms-254.html>

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to have students explore the use of figurative language in poetry through idioms.
- **Opening:** Read the book In a Pickle: And Other Funny Idioms by Marvin Terban. Discuss the meaning of the idioms.

Application: Brainstorm other idioms with the class. You may refer to and add to the class chart and illustrated idioms from Lesson One Writing, Rounding Up Response to Literature. Ask if they have heard their family use idioms or heard them used on television or in the movies. Ask the students how the idiom was used and the

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figurative meaning that was meant. List the idioms on the board or chart paper. Have the class develop a class definition of idioms. Write the definition on the chart paper.

Have students select a favorite idiom to illustrate. They should fold the paper in half, make the illustration on the left, and then write the idiom on the right in cursive handwriting.

Read I'm Not Hanging Noodles on Your Ears and Other Intriguing Idioms From Around the World by Jag Bhalla. This book provides a witty perspective on how different cultures perceive and describe the world. The book will help students understand that idioms embody cultural traditions and linguistic nuance. Discuss the text as you read.

Closing: Have the students show their illustrations (just the left side) and have the class guess the idiom illustrated.

Suggested assessments:

- Teacher observation
- Anecdotal notes - illustrations are accurate representations of the idiom

Scaffolding: Work with a small group of students to further explore the meanings of idioms. Have idioms written on strips of paper. Students may draw an idiom, and then tell the meaning of the idiom. They may also give a sentence with the idiom in it.

Connecting Conventions to the Lesson: Provide samples of idioms written in cursive for students to copy the cursive writing.

Optional instructional ideas:

- Interactive computer sites for students to increase their understanding of idioms:

<http://www.funbrain.com/idioms/>

<http://www.readwritethink.org/files/resources/interactives/idioms/>

- Have students research the history of idioms and the original context in the Scholastic Dictionary of Idioms.

LESSON THREE - WRITING (Using idioms to write sensory details)

GPS:

ELA4R1d

ELA4W1a, b

ELA4C1e, f

ELA4LSV1g, h, k

RESOURCES AND MATERIALS:

Poetry journals/notebooks

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to have the students discover the powerful tool their senses can be in discovering the world around them.

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Opening: Talk to the students about the poet creating images for the reader. Georgia Heard says “a painter has paint, the musician a voice or instrument. And a poet, of course, has words.” Lucy Calkins reminds students that “poems, like cakes, have ingredients.” Read several poems with idioms and ask the children to name the idiom and the meaning used in the poem.

Application: Have children choose an idiom. Have them write a short poem that includes the idiom. Children should illustrate their poems.

Scaffolding: Use idiom strips prepared for the previous lesson. Allow students to choose an idiom to use in a short poem.

Closing: Allow students to share their poems.

Suggested assessments:

- Teacher observation
- Anecdotal notes - Have students give examples of how their senses help them discover the world around them.

Optional Instructional Ideas:

- Students can create an Emotion Poem that includes idioms. An Emotion Poem uses the five senses to describe an emotion or feeling. - Create an Emotion poem with a small group. Give the students a half sheet with the form on it.

Feeling _____
I see _____
I hear _____
I smell _____
I feel _____
I taste _____
Feeling (last line same as first)

LESSON FOUR - READING (Sensory images and details)

GPS:

ELA4R1c, d, f, i

RESOURCES AND MATERIALS:

Choose three or four poems, considering sensory images and class interest. Make copies of the poems.
Drawing paper

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The student will create sensory images from text during and after reading.
- The student will use developing images to support their comprehension of their reading.

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Opening: Read the poems several times asking the children to listen carefully and think about which poem creates the most vivid mental images for them. Have the children identify the speaker in the poem, where applicable.

Application: Allow each child to choose a copied poem and a piece of drawing paper. Have children read the poem to themselves several times then try to capture the images in their heads on drawing paper. Allow children about ten minutes to complete the drawings.

Have children who chose the same poem sit in a group and share their images. Discuss what the group thinks is important about the poem. Have the children identify the speaker in the poem.

Closing: Have each group share their discussion about their images.
 What about your poem does your group think is most important?
 Are all of your drawings alike?
 Point out that our schema or experience affects our sensory images.

Suggested assessments:

- Teacher observation
- Anecdotal notes

Optional Instructional Ideas:

- Children choose their own poems to dramatize and present to the group. Have the audience try to guess what the poem is about. Other times the children can read the poem while others act out their images.
- Read aloud a poem that creates vivid visual images. Ask students to identify the images created and discuss what sense was used. These can be listed on an organizer like the one below.
- Children (in groups) will read poems aloud within the group and identify sensory images and the sense they used. An organizer may be used for their information.

Title of poem / Page number	Sensory Image	Sense used

- As students become more sophisticated in using their senses, sensory images may be combined to show how our senses work together to enhance our enjoyment of text.

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LESSON FOUR - WRITING (Line breaks, stanzas, white space)

GPS:

ELA4W1a, b, d

ELA4W2

ELA4C1e, f

RESOURCES AND MATERIALS:

Picture books for display - Projectable books or hold up for class to see

Several poems with different examples of line breaks

<http://www.readwritethink.org/classroom-resources/lesson-plans/what-makes-poetry-exploring-88.html?tab=4#tabs>

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to have students recognize that poets shape poems by creating short lines. The line break tells the reader to pause slightly.

Opening: Review with students the concept that in a story sentences are organized in paragraphs. When you read the sentences aloud, you read as you would talk to a friend. The punctuation in stories lets you know when to pause in your reading. In poetry, the lines bring ideas together in stanzas. Line breaks are easy with rhyming poems, breaking after the rhyme. The words at the end of the line are emphasized because there is a pause after them. In free verse you will need to listen for natural pauses. The music of the poem will come from the choice of words you use on each line.

Application: Show students a poem written as sentences. Display this as a list of sentences or as a paragraph. Write the first break on a chart/interactive board breaking it in two ways (by phrases or important words to emphasize). Let the class shape the rest of the poem by choosing their breaks. Display the two versions. Have class read, then discuss how the poem changes based on the line breaks. Have each child choose a section of a story they have written or a poem that does not appear to have line breaks. They should read the selection, putting two slash marks at places they pause when reading. The double slash marks will tell them where to put a line break when re-writing the poem. The words on each line should convey only one image. Have students read the poem aloud to listen to make sure it sounds like they want it to, and then read the poem to a friend. Rewrite the poem in their poetry notebook. They can illustrate the poem.

Closing: Poetry share

Scaffolding: Use the Line Break Explorer from readwritethink (http://www.readwritethink.org/files/resources/interactives/lb_explorer/index.html) with a small group to further explore line breaks. This will allow students the opportunity to manipulate line breaks in a poem online.

- Teacher observation - Are students looking at and talking about the poems? Are students engaged and interested?
- Anecdotal notes - Do students make connections as to how line breaks can substitute for punctuation?
- Class created checklist to self assess poetry performance

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Optional Instructional Ideas:

- Create a found poem. Found poems take existing texts and refashion them, reorder them, and present them as poems. Found poems may be created from newspapers, magazines, textbooks. Have students search for found poems in science or social studies texts as well as classroom magazines such as Time for Kids, Weekly Reader, or Sports Illustrated for Kids. They should find sentences that have specific and poetic language, and then decide how to shape the poem and create line breaks. They should cite the sources of the found poems under the title.

LESSON FIVE - READING (Figurative language: simile and metaphor)

GPS:

ELA4R1d, i
ELA4R3f

RESOURCES AND MATERIALS:

- A metaphor is a figure of speech in which a comparison is made between two things essentially unlike.
- A simile is a figure of speech in which a comparison is expressed by the specific use of a word or phrase such as: like, as, than, seems.
<http://www.saidwhat.co.uk/spoon/similes.php>
- Websites with examples of poems to use:
 - <http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html>
 - <http://www.dampier.wa.edu.au/room13/format6.htm>
 - <http://library.thinkquest.org/J0112392/>
- PowerPoints to teach simile and metaphors can be found at:
<http://languagearts.pppst.com/similes.html>
- **Earthshake: Poems from the Ground Up** by Lisa Westburg Peters

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- To teach children to recognize similes and metaphors

Opening: Read two short poems to students. (Suggested poems from Earthshake: Poems from the Ground Up - "Living with Lava" and "Michigan Sahara") Show students how poets create surprising images by relating two things that are not usually compared. Show the PowerPoint to expand their understanding of similes and metaphors. Create one of your own or choose one from the resource website listed.

Application: Have the students work in pairs to create similes and metaphors. Write several words that are very familiar to your students on the board or on word cards. Have each pair of students choose a word and come up with similes or metaphors to share. Pairs may choose their favorite simile and favorite metaphor to write on sentence strips.

Closing: Allow pairs time to share the similes and metaphors they have written. Post the sentence strips in the classroom.

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Connecting Conventions to the Lessons: Have students find synonym or antonyms for words in similes and metaphors. Identify homophones.

Suggested assessment:

- Teacher observation
- Anecdotal notes
- Class created checklist to self assess poetry performance

Optional Instructional Ideas:

- Have students mark similes and metaphors they find in poetry with sticky notes. These can be shared at the beginning of the next class period.
- Have the students change similes to metaphors and metaphors to similes.
- Have each student choose a different person from an era in history and write several metaphors and similes to describe that person.
- Use a poem such as Willow and Gingko (<http://www.xs4all.nl/~kwanten/merriam.htm>) to show how authors use similes to describe almost anything. You may want to have students close their eyes as you read the poem then draw the willow tree and the gingko tree from the descriptions in the poem. Have them share their poems before you show the illustrations at the top of the website.

LESSON FIVE - WRITING (Simile and metaphor)

GPS:

ELA4W1a, b, d
ELA4W2
ELA4C1 e, f
ELA4LSV1f, j

RESOURCES AND MATERIALS:

Owl Moon by Jane Yolen

Time of Wonder by Robert McCloskey

Quick as a Cricket by Audrey Wood and Don Wood

Metaphors and Similes You Can Eat by Orel Protopopescu

<http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html>

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

Opening: Read a picture book or poem that uses similes and metaphors. Have children identify the similes and metaphors.

Application: Assign students the task of writing about the members of their family using similes and metaphors.

Closing: Allow students a chance to share their writings.

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Scaffolding: Display the simile poem from <http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html>.
Reproduce the poem without the last word then have students fill in the blanks.

Suggested Assessments:

Teacher Observation
Anecdotal Notes / Conferences

LESSON SIX - READING (Figurative language - personification)

GPS:

ELA4R1d, i
ELA4

RESOURCES AND MATERIALS:

Personification is a type of metaphor in which distinct human qualities (honesty, emotion) are attributed to an animal, object or idea.

- “The Sky is Low” by Emily Dickinson (<http://www.theotherpages.org/poems/dickin01.html#12>)
- <http://library.thinkquest.org/J0112392/personificationclassics.html>
- <http://www.shadowpoetry.com/resources/famous/hughes/4.html>

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- To define personification and learn how it is applied by reading and responding to poetry.

Opening: Explain to students that they will be reading poems that contain examples of personification. Write the word personification on the board. Ask children what word they notice inside the word personification. How does the word “person” give a clue as to the meaning of the word personification?

Application: Introduce a poem that uses personification (Poetry suggestions: “The Sky is Low” by Emily Dickinson). Poem may be shown on interactive board/overhead/chart. The poem may be read as a choral reading. Have students identify the personification in the poem(s). Follow the same procedure with other poems (Poetry Suggestions: “Two Sunflowers Move in the Yellow Room” by William Blake and “April Rain Song” by Langston Hughes).

Closing: Ask the students how the personification helps with the understanding of the poet’s feelings and mood.

Scaffolding: Have students act out the poems. Some students may read the poems aloud while others do the movements/actions that only humans could do. Ask a child to be the interpreter and explain the movements and why it is an example of personification.

Suggested Assessments:

Teacher Observation
Anecdotal Notes / Conferences

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LESSON SIX - WRITING (Personification)

GPS:

ELA4W1a, b

ELA4W2

ELA4C1b, c, e, f

ELA4LSV1f, h, j

ELA4LSV2a, b, c

RESOURCES AND MATERIALS:

“The Cloud” by Percy Bysshe Shelley

(<http://www.poeticbyway.com/xshelley.htm#cloud>)

Personification brainstorming graphic organizer -

http://www.readwritethink.org/files/resources/lesson_images/lesson860/brainstorm.pdf

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose is to have children experiment with personification in poetry.

Opening: The personification dramas from Lesson Six Reading will be a great opening.

Application: Divide the class into small groups. Break each group into halves. One half should come up with nouns that are names of objects (trees, cars, clouds, flowers, fish), and the other half with verbs that only people can do (talk, smile, knock on the door, shiver). Have the students write the words on separate index cards. When the group comes back together, let them see what combinations they can make. (Cars shiver; Clouds knock on the door, flowers smile, etc)

Closing: Have groups share their combinations by having one or more students act them out while others read their selections aloud.

Scaffolding:

- If students have a difficult time coming up with verbs that only people do, you may need to provide a list of verbs or brainstorm with the class to come up with a list of verbs.
- Use the graphic organizer to have students extend their concepts and descriptions of personification.

Connecting Conventions to the Lessons:

Students should identify nouns and verbs easily. Have them add adjectives and adverbs to “paint a better picture in their reader’s mind.”

Suggested assessments:

- Teacher observation
- Anecdotal notes - check for understanding of the concept of personification
- Class created checklist to self assess poetry performance

Optional Instructional Ideas:

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- Have students use objects from science or social studies vocabulary to create personification poems.
- Work with small groups on the correct punctuation of any dialogue they may use in their personification poems.

LESSON SEVEN - READING (Identify the speaker of the poem)

GPS:

ELA4R1c
ELA4R3a
ELA4R1a, b, c
ELA4LSV1b, c, f, i, j, k
ELA4LSV2a, b, c, d

RESOURCES AND MATERIALS:

Selected poems from listed websites
Baskets of poetry books and anthologies
Poetry notebooks

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The student identifies the speaker of a poem.

Opening: Read a poem aloud to the students and have them identify the speaker of the poem. Project the poem on the interactive board/overhead projector/chart and have children highlight the parts of the poem that gave them clues as to the speaker.

Application: Have children work with partners look through the poetry books/anthologies to choose a poem to share with the class. They should identify the speaker of the poem and explain their thinking.

Closing: Have students share the poems they have chosen. Students should actively participate in poetry share.

Scaffolding: Students should have much experience in identifying who is telling a story. Make connections between identifying who is telling a story in a fiction book and who is the speaker of the poem. If children have difficulty work with them in a small group for continued practice. Have the children identify what the speaker is telling the reader. Discuss the words and phrases that tell the speaker's attitude and/or feelings. This could be highlighted on a piece of paper or interactive board.

Suggested Assessments:

- Teacher observation
- Anecdotal notes
- Class created checklist to self assess poetry performance

Optional Instructional Ideas:

Poems may be copied for children to highlight the parts that give them clues as to the speaker.

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LESSON SEVEN - WRITING (Choosing precise words)

GPS:

ELA4W1a, b

ELA4W2

ELA4C1b, c, e, f

RESOURCES AND MATERIALS:

Thesaurus (Class set preferable)

Selected poems

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

The purpose of this lesson is to help children find the exact word they want to use in their writing.

Opening: Tell the children that you have observed many of them searching for words they want to use in their writing. Poets often ask themselves if their words are exactly what they wanted to say. Have you ever had a person call you on the phone and describe something they saw on a trip? They sometimes cannot find the exact word to describe their adventure. Let's work together to describe something we do every day.

Application: Have class brainstorm descriptive ways of holding a pencil. Let each small group brainstorm a list showing the different ways the students hold their pencil. Groups may share with the class. Tell the students that poets often brainstorm different ways to write a description of actions and then select the one that works best in their poem.

Poets may use a thesaurus to help them find a better word for their poem.

Give each group a poem with several words underlined. Have students use a thesaurus to find a more precise word.

Have students look at their poems to find words they might like to make more precise.

Closing: In small groups, students share words they have replaced with more precise words.

Connecting Conventions to the Lessons: Have students identify words as correct parts of speech. They may show adjectives that describe nouns, and then change to synonyms to describe the same noun.

Scaffolding: Use the prose example from Writing Fix to practice using the thesaurus:

http://writingfix.com/PDFs/Process/Revision_EWG_3.pdf

Suggested assessments:

- Teacher observation
- Anecdotal notes
- Class created checklist to self assess poetry performance

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LESSON EIGHT - READING (Theme)

GPS:

ELA4R1a
ELA4R3a
ELA4R4a, b, c
ELA4LSV1b, c, f, i, j, k
ELA4LSV2a, b, c, d, e

RESOURCES AND MATERIALS:

<http://www.poetryarchive.org/poetryarchive/themes.do>
http://www.tooter4kids.com/classroom/theme_poetry.htm
baskets of poetry books/anthologies

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- Students will read many poems to discover the theme.
- Students will identify what the author is trying to accomplish through the poem.

Opening: Choose a theme. Read selected poems to the class. Have children identify the theme of the poems. Ask students to identify the words in the poems that helped them form their conclusion.

Application: Have students brainstorm several themes they are interested in. Put students in groups as possible by theme chosen. Have a poem search for students to find a poem to share in one of the themes. They may search their notebooks/journals or poetry books/anthologies. Set aside a place in the classroom for groups to display their collections.

Closing: Students will share their poems and then post them in the classroom.

Suggested Assessments:

Teacher Observation
Anecdotal Notes / Conferences
Class created Student Checklist

Optional Instructional Ideas

- Children may create a theme poetry book with 5 -10 poems on each theme.

LESSON EIGHT - WRITING (Choosing a Poem to Publish)

GPS:

ELA4W1a, b, c
ELA4W4 a, b, c,
ELA4C1a, c, e, f

RESOURCES AND MATERIALS:

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Poetry notebooks

Thesaurus

Teacher or class created rubric

Rubric sources:

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

The purpose of this lesson is to choose a poem to publish on a class website of poetry.

Opening: Class, we need to celebrate our poems! Tell the class that you have been sharing their enthusiasm in poetry class with other teachers. The teachers would like for our class to share our poems with their students. Parents would also like to see them. The webmasters at our school have decided to add a poetry page to the class website.

Create a rubric for your students to use as they choose/write their poems. This could be created with the students using ideas from rubrics above.

Application: Have the students go back through their poetry notebooks to choose the one poem that they would like to publish. They need to find the one poem that comes right from their heart, a true treasure. Now they need to clean up their poems - revise for word choice, line breaks, spelling, etc.

Closing: Have students read poems one last time to be sure they say the exact, precise words they want.

Suggested assessment:

Teacher or class created rubric

Optional Instructional Ideas:

- The class can publish poems in a class poetry book.
- Students could publish poems on posters to hang around the school. Several students could put their poems together on large posters.

LESSON NINE - READING (Author's purpose)

GPS:

ELA4R1f

ELA4R3a, b

ELA4R4a, b, c

ELA4LSV1b, c, f, i, j, k

ELA4LSV2a, b, c, d, e

RESOURCES AND MATERIALS:

- <http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20purpose.htm>
- <http://www.havefunteaching.com/songs-for-kids/reading/authors-purpose-song>
- <http://justsimplywrite.com/authorspurpose.php>

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

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- The student identifies the author's purpose in writing the poem.

Opening: Share the poem "Author's Purpose" (<http://justsimplywrite.com/authorspurpose.php>) with the class.

Application: Have children work in small groups to find poems that inform, entertain, and persuade. Each group can create a poster with examples to share with the class.

Closing: Have each group share their poster.

Suggested assessments:

Teacher observation
Teacher conferences
Poetry share checklist

LESSON NINE - WRITING

GPS:

ELA4W1a, b, c
ELA4W4 a, b, c,
ELA4C1a, c, e, f

RESOURCES AND MATERIALS:

Poems from poetry journals/notebooks

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

The purpose of this lesson is to edit the poem for publishing.

Opening: Yesterday the class chose poems to publish on our webpage. Today you will edit the poems. You will first edit your poem using your editing checklist. Then you will work with a partner. To chose partners, use a deck of cards with enough pairs for the students in your class. Have everyone choose a card, and then find their partner. Give each student an editing checklist.

Application: Each student should edit his/her poem, and then edit the poem with his/her partner.

Closing: Read poem to self.

Suggested assessment:

Teacher or class created rubric

LESSON TEN - READING (Rhyme and alliteration)

GPS:

ELA4R1i
ELA4LSV1b, c, f, i, j, k
ELA4LSV2a, b, c, d, e

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RESOURCES AND MATERIALS:

A rhyming poem has rhyming words at the end of each line.

A poem with alliteration repeats the initial consonants closely together.

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to learn about alliteration and rhyme in poetry.

Opening: Read a poem that is an example of alliteration. Read a poem that rhymes. Display the poem and let children identify the examples of alliteration and rhyme in each poem. Tell the students their poetry will sound more musical by repeating the beginning consonants within the line. Rhyming poems are also fun to read aloud.

Application: Have children read books to identify poems that show alliteration and rhyme.

Closing: Have children share poems with the class.

Suggested assessments:

Teacher created quiz on poetry – figurative speech, author’s purpose, theme, etc

Teacher conferences

Poetry share checklist

LESSON TEN - WRITING

GPS:

ELA4W1a, b, c

ELA4Ca, c, e, f

RESOURCES AND MATERIALS:

alliteration brainstorming sheet

SEQUENCE OF INSTRUCTION (Purpose, Procedure, Scaffolding, and Assessment):

- The purpose of this lesson is to publish the poem. The poem should be handwritten or typed on the computer.

Opening: Today you are ready to publish your poem. You may choose to write your poem neatly on paper or you may type your poem on the computer. When you have the words spaced the way you want, you will need to illustrate your poem.

Application: Students will work to publish their poems.

Closing: Students put their poems in box/file ready for publication.

Suggested Assessment:

Rubric for assessment (teacher/class created rubric)

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