

Poetry Unit Plans

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Literacy Methods

Subject: Poetry Unit	Grade: 2
<p>Rationale:</p> <p>Poetry is an integral part of the language arts curriculum. This unit provides an opportunity for students to explore poetry, the varying forms, as well as allowing them to express their feelings and experiences using poetry. Exploring poetry will allow students eyes to be opened to a world of multiple moods. Some poems may make children feel happy and excited, while others may make them feel sad. Reading poems can give students something to relate to (i.e. poems about school, playing games, etc).</p> <p>Poems can vary in their format, including their shapes, lines, and stanzas.</p> <p>Poems are a form of literature that can be used to express one's feeling and/or experiences. Having children write their own poetry can open a whole new world for them. Children may find it easier to write a poem to express their feelings or ideas rather than writing a paper. Poetry is great for encouraging students to both reading and write.</p> <p>This unit is centered around the Maryland State Curriculum, detailed listing below. This unit incorporates the general reading processes, literary, and writing standards for second grade. Learning poetry is a time for students to experience creativity and enjoy the material they are learning. This unit allows for this experience as well as tying in essential standards and indicators.</p>	
<p>MSC Standards:</p> <p>Standard 1.0 General Reading Processes: Indicator: 2. Use strategies to prepare for reading (before reading) Objectives: a. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic b. Set a purpose for reading and identify type of text (fiction or nonfiction)</p> <p>Standard 3.0 Literary: Indicator: 1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts Objective: c. Identify characteristics of, different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction) Indicator: 4. Use elements of poetry to facilitate understanding Objectives</p>	

- a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas
- b. Analyze the meaning of words, lines and stanzas
- c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm

Standard 4.0 Writing:

Indicator:

2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade

Objective:

- a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports

Lesson One: Introduction to Rhyming Words

Indicators/Benchmarks:

Students will be able to:

- Identify rhyming words.
- Write rhyming word sets.
- Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic

Materials: Copy of *Snowmen at Night* by Caralyn Buehner

Prior Knowledge: Reading strategies appropriate for collecting information from text; understand how words have different endings (structures of words); students may have a basic understanding of what it means for words to rhyme.

Lesson Components:

Introduction: To introduce the topic of rhymes and rhyming words teacher will model a rhyming activity by pointing to a part on their body and then say a word that rhymes with the body part (i.e. knee and ski). Explain to students that these words that have the same ending sound are called rhyming words.

Prereading: Have students look at *Snowmen at Night* and make predictions about what will occur in the story. Ask students to think how rhyme could be incorporated in this book?

Reading: Read *Snowmen at Night* aloud to class.

After Reading: Discuss rhyming words in the story; write all the words on the board side by side so students see the examples of rhyming words.

Application: Students will complete the *Rhyming Words* worksheet to practice hearing rhyming words and writing rhyming words.

Closure: Read a short poem that has a rhyming scheme, *Higglety, Pigglety, Pop!*

Assessments: Students will be engaged in the discussion throughout this lesson.

The *Rhyming Words* worksheet will be checked for correctness to demonstrate students level of understanding.

Differentiation: Students needing assistance with rhyming might need some

individualized support to help sound out rhyming endings; ELL's, if possible, will benefit from poems written/translated into their native language.

Lesson Two: Introduction to Poetry

Indicators/Benchmarks:

Students will be able to:

- Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas

Materials: KWL charts for each student, poster board to compile class ideas, and copy of poems *How to Torture Your Teacher* by Bruce Lansky & *As Soon as Fred Gets Out of Bed* by Jack Prelutsky.

Prior Knowledge: Students will have completed graphic organizers similar to KWL charts so they will have practice recording their prior knowledge and ideas; students will have appropriate reading strategies for collecting information from text.

Lesson Components:

Warm-up: Have students complete the know and want to know columns in poetry KWL chart.

Before Reading: Create a class list of what students already know about poetry.

Reading: Read *How to Torture Your Teacher* poem aloud.

After Reading: Have a class discussion about characteristics of poems, including how poems are a form of writing that can be both creative and imaginative, and that they are often expressing feelings and emotions. Add information discussed to the class list and hang it on the board so students always have visible access to this list.

Closure: Read *As Soon as Fred Gets Out of Bed* to close the lesson, give students a purpose for this reading by telling them to focus on the discussion on characteristics of poems.

Assessments: KWL charts will be assessed, looking at how much the students already know about poetry (assessing students prior knowledge); all students will be engaged in class discussion (informal assessment of students participation and contributions to discussion).

Differentiation: Students needing assistance with writing (the KWL chart) may benefit from more individualized supports with writing to help them more easily express their ideas; ELL's, if possible, will benefit from poems written in their native language; ELL's may have difficulty expressing ideas through writing and may benefit from orally presenting what they know.

Lesson Three: Continue to discuss structure of poems (lines, stanza)

Indicators/Benchmarks:

Students will be able to:

- Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas
- Make predictions or ask questions about the text by examining the title,

cover, illustrations/photographs/text, and familiar author or topic
Materials: Copy of <i>Stanza</i> by Jill Esbaum, poem worksheets on <i>The Farmer and The Queen</i> by Shel Silverstein.
Prior Knowledge: Students will have appropriate reading skills for collecting information from text.
<p>Lesson Components:</p> <p><u>Warm-up:</u> Working with a partner write a definition for a line and a stanza in student journals (most students will not know the term stanza but tell them to make a prediction and we will later see if they were right).</p> <p><u>Before Reading:</u> Have students look at cover of book, making predictions based on cover, and take a picture walk.</p> <p><u>Reading:</u> Read <i>Stanza</i> aloud to class. While Reading pause at the end of the first rhyming stanza and have students try to predict what word will be used to rhyme with it.</p> <p><u>After Reading:</u> Discuss as a class the format of poems. Relate back to book and explain that a stanza is not just a character in a book, but a group of verse lines. Demonstrate the format of poems on the board.</p> <p><u>Application:</u> Provide students with <i>The Farmer and The Queen</i> worksheets, the worksheet will have a poem and students will be asked to count the number of lines, the number of stanzas, and the number of lines in each stanza.</p> <p><u>Closure:</u> Students will read this poem in pairs and share their answers to the worksheets questions about lines and stanzas.</p> <p><u>Homework:</u> Have students find a poem they really like and have them bring it to class tomorrow to share; this poem can be something they wrote or one written by a famous poet.</p>
Assessments: All students should be actively engaged during class discussion; worksheets will be checked for correctness to demonstrate if students grasp the concept or if it is necessary to re-teach.
Differentiation: While working in pairs students needing assistance may benefit from being paired with a strong student who can provide them support; students needing assistance reading may benefit from one on one support from the teacher.

Lesson Four: Analyzing Poetry

<p>Indicators/Benchmarks:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Analyze the meaning of words, lines and stanzas ➤ Set a purpose for reading and identify type of text
Materials: Poem <i>Last Night I Dreamed of Chickens</i> by Jack Prelutsky, students writing journals.
Prior Knowledge: students will have appropriate reading skills for collecting information from text; use of journals for writing.
<p>Lesson Components:</p> <p><u>Warm-up:</u> Have students share the poem they brought in by reading it to a partner.</p>

Before Reading: Explain to students the purpose for today's reading of *Last Night I Dreamed of Chickens* to understand and be able to explain the meaning of the lines and stanzas in the poem.
Reading: Read poem aloud to class *Last Night I Dreamed of Chickens*.
After Reading: As a class, discuss the meanings of each of the lines in the poem, stopping at the end of each stanza to summarize. Teacher may write student ideas on board, for students to reference.
Closure: Have students write three sentences summarizing the poem in their journals.

Assessments: All students should be actively engaged during class discussion; journal entries will be read for correctness (each entry should have three correct sentences summarizing the poem).

Differentiation: Students struggling with writing may benefit from orally presenting their summaries to the teacher; ELL's may have found a poem in their native languages therefore they may need to be translated for all to understand.

Lesson Five: Introduce characteristics of poems, Rhyming Poems

Indicators/Benchmarks:

Students will be able to:

- Identify and use sound elements of poetry, such as rhyme
- Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic

Materials: Poem *Where Go The Boats* (HelloKids.com); copy of worksheet with the poem – *My Brother is a Doodler* by Jack Prelutsky.

Prior Knowledge: Identifying rhyming words; students will have appropriate reading skills for collecting information from text.

Lesson Components:

Warm-up: Ask students to share aloud with class what they remember from rhyming words from one of the previous lessons. Read a list of words and have students raise their hands when they hear two words that rhyme.

Before Reading: Read the title of the poem – *Where Go The Boats* to class and have them predict what this poem will be about.

Reading: Read poem – *Where Go The Boats* aloud to class.

After Reading: Discuss the format of the poem that was read; demonstrate, with a large copy of the poem on the board, labeling the end of each line with an A or a B to show the ABAB rhyming scheme/sequence.

Application: Give students a copy of the poem they just read as a class. Tell students to read the poem to themselves and label the end of each line with the appropriate letters for the rhyming scheme (for this activity it will be either an A or a B).

Closure: Students will share with a partner the rhyming scheme and pick out the words that rhyme with each other.

Homework: Students will be given a poem *My Brother is a Doodler*, similar to the one discussed in class, that they will read at home and determine the

rhyiming sequence. They will label each line with the appropriate letters (A or B). To finish their homework students will write the rhyiming word pairs from the poem on the same sheet as the poem.

Assessments: Students should be actively engaged during the discussion; worksheets will be collected to assess students understanding of the ABAB rhyme scheme; homework will be checked the following day for correctness.

Differentiation: Students needing assistance with reading may benefit from partnered reading or one on one support from the teacher.

Lesson Six: Poems and Rhyming Scheme AABB

Indicators/Benchmarks:

Students will be able to:

- Identify and use sound elements of poetry, such as rhyme
- Set a purpose for reading and identify type of text (fiction or nonfiction)

Materials: Poem – *Today's My Favorite Holiday* by Kenn Nesbitt; blank Venn diagram worksheets

Prior Knowledge: Identifying rhyming words; basic understanding of poem formats, including the AB rhyme scheme; appropriate reading skills from collecting information from texts; how to use a Venn diagram to show comparisons and contrasts between poems and their rhyming schemes.

Lesson Components:

Warm-up: The teacher will start this warm up by saying a word (such as fun) then the teacher will call on every student to say a word that rhymes with the first word (such as fun – run); this can be done until students cant come up with any more words and teachers may do a couple rounds with students to get their brains jogging.

Before Reading: Share with students the purpose of reading this poem today, to identify the rhyming scheme (AA BB), explain that we will be learning a new rhyming scheme from the one we discussed yesterday.

Reading: Read poem - *Today's My Favorite Holiday* aloud to class.

After Reading: Class discussion on the rhyming scheme in this poem (how is it different from yesterday's rhyme scheme); demonstrate, with a large copy of the poem on the board, labeling the end of each line with an A or a B to show the AABB rhyming scheme/sequence.

Application: In partners create a Venn diagram to compare and contrast the poem from yesterday and today focusing on both the poems content and the poems rhyming schemes.

Closure: Hang Venn diagrams on the wall and allow students time to take a picture walk, looking for the differences and similarities between the Venn diagrams.

Assessments: Students should be actively engaged during class discussion; worksheets will be collected to assess students level of understanding of the AABB rhyme scheme; Venn diagrams will also be collected to show students ability to compare and contrast poems and their different rhyme schemes.

Differentiation: Working with a small group of students who need help

organizing their ideas into the Venn diagram; pairing students with stronger academic students may also help those students less familiar with using a Venn diagram.

Lesson Seven: Introduce Writing Poetry

Indicators/Benchmarks:

Students will be able to:

- Write to express personal ideas using a variety of forms

Materials: *My Bio Poem* and *My Five Senses* worksheets, student journals.

Prior Knowledge: Students will have a basic understanding of the purpose of poems; the format of poems; use of journals for writing.

Lesson Components:

Warm-up: Have students write a couple of sentences, their journals, about their favorite poem that we have read thus far in the unit. They will then have a couple of minutes to share with a partner.

Application: Have students complete both the *My Bio Poem* (Courtesy of <http://teacher.scholastic.com/poetry/>) and *My Five Senses* (Courtesy of www2.scholastic.com/content/collateral/MyFiveSensesPoem.pdf) poem handouts to practice writing poetry.

Closure: Students will share both of their poems with a partner.

Assessments: Journal entry will be looked over to make sure they included a couple of sentences about their favorite poem; the *My Bio Poem* and *My Five Senses* poem will be collected and assessed for appropriateness and completeness.

Differentiation: Students needing assistance with writing may benefit from more individualized support; dictionaries will be provided for those students needing assistance with spelling; for students that have difficulties writing, word processing technologies may be provided, if applicable.

Lesson Eight: Introduce Writing Rhyming Poetry

Indicators/Benchmarks:

Students will be able to:

- Identify and use sound elements of poetry, such as rhyme
- Set a purpose for reading and identify type of text
- Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
- Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports

Materials: Paper for students to write copies of their poems; poem – *I'm Drifting Through Negative Space* by Jack Prelutsky

Prior Knowledge: Identifying rhyming words; basic understanding of poem formats, including rhyming poems; writing process stages; use of journals for writing.

Lesson Components:

Warm-up: Students will pick a word and then write five words that rhyme with it

in their journals, to warm up for writing a rhyming poem.

Prereading: Set a purpose for writing explaining to students that they will need to pay attention to the rhyme scheme in the poem that will be read.

Reading: Read aloud poem – *I'm Drifting Through Negative Space* to class.

Application: Have students create a rhyming poem using the AABB rhyming scheme; The poem will be one stanza with four line; Explain to students that we will compile all of the student's poems and make a class poem book; make sure the poem that was used to demonstrate the AABB rhyme scheme is hung on the board for students to use for assistance.

Closure: Have students write two sentences in their journals about the poem writing process. This can be something they found to be hard or something they liked, as long as the students are reflecting on the writing process.

Assessments: Keep anecdotal records of student's strengths and weaknesses during the writing process; rough drafts will be collected to ensure that students are on task; journal entries will be read to determine if students are experiencing difficulties with their writing.

Differentiation: Dictionaries will be provided for those students needing assistance with spelling; for students that have difficulties writing, word processing technologies may be provided, if applicable; students experiencing difficulties with writing may benefit from more individualized support.

Lesson Nine: Work Day on Rhyming Poems

Indicators/Benchmarks:

Students will be able to:

- Identify and use sound elements of poetry, such as rhyme
- Compose oral, written, and visual presentations that express personal ideas, inform, and persuade
- Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports

Materials: Paper for students to write copies of their poems; teacher poem; red pens for editing; index cards for each student to keep anecdotal records.

Prior Knowledge: Identifying rhyming words; basic understanding of poem formats, including rhyming poems; writing process stages.

Lesson Components:

Warm up: Share a personal poem with the class (a poem the teacher has written about something of their interest); explain to students how this poem expressed your ideas and feelings.

Application: Have students finish their first copy of the poem; students will both self-edit and have the teacher check their poems for minor corrections; revise rough drafts of poems; students will create a final copy of their poems with a picture included.

Closure: Have students reflect on how they felt about writing their own poems, this will be similar to the closure from lesson eight, however, students may feel differently since this was the second day they worked on their poems.

Assessments: Keep anecdotal records of student's strengths and

weaknesses during the writing process; final copies of student's poems will be scored and assessed for correctness.

Differentiation: Those students needing assistance with the editing process may need extra assistance and support; dictionaries will be provided for those students needing assistance with spelling; for students that have difficulties writing, word processing technologies may be provided, if applicable.

Lesson Ten: Share Class Poem Book

Indicators/Benchmarks:

Students will be able to:

- Develop comprehension skills by reading a variety of self-selected and assigned literary texts

Materials: KWL chart (chart started in lesson two); class book of compiled poems; students writing journals.

Prior Knowledge: Process of partner reading; use of journals for writing; how to fill in a KWL chart.

Lesson Components:

Warm-up: Have students read a short poem from the classroom library of poem books with a partner.

Before Reading: Have students complete the learned section of the KWL chart; fill in the learned section of the class KWL chart that was started in lesson two.

Reading: Present the finished class poem book to the students; have each of the students read their poem to the class and explain what they wrote their poem about and why.

After Reading: Have students write two sentences about poems in their journals (looking for two specific components of poems that we have discussed in this unit either about what poems are used for, how poems can make you feel, what they look like, and the characteristics of poems).

Closure: Students will share their two sentences with a partner.

Assessments: KWL charts will be collected and assessed to demonstrate students understanding of the poetry unit; journal entries will be assessed to determine understanding of poetry (two appropriate components of poetry must be listed).

Differentiation: Those students needing assistance with writing may present their sentences about their poems orally to the teacher instead of writing; students having difficulty writing what they have learned in the KWL organizer may benefit from presenting orally.

Reflection:

Originally I did not think creating a unit with ten lesson plans would be that difficult, however, I was proven otherwise. I chose to do a unit on poetry for a couple reasons including, the fact that it was included in the second grade curriculum and poetry is such a broad topic and has something for everyone. I truly believe every child will enjoy learning poetry as well as writing it.

One of the hardest obstacles I experienced when I was drawing up my unit was how much I assumed students would know. I tried to assume that students would not have too much practice with poetry, since it is not an integral part of the curriculum until second grade. Assuming students had less knowledge about poetry allowed me to get a good basis, for which I could expand on if students demonstrated more understanding than I originally believed. If I were to actually teach this unit I would worry that what I had planned would be too advanced and that I would have to completely change everything. Although I worry about this, I know this is a large part of teaching and lesson planning.

I also experienced difficulty with creating appropriate differentiation. I think it was tough to assume what hardships students would have. I did not feel like I covered the broad spectrum of difficulties students could experience. I assumed that students would have difficulties with writing and reading, when realistically students may experience other difficulties.

I think the fear of the unknown was the most concerning part of writing these lesson plans. Having to make assumptions made me uneasy about how effective these plans would be regarding student's needs. Overall, this assignment was very helpful in showing me what it takes to create an entire unit. I feel better prepared for when I become a teacher.