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Introduction to Poetry [4th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Introduction to Poetry

Grade Level: 4th

Subject/Topic Area(s): ELA, Poetry

Designed By: Eloisa Flores

Time Frame: 14 days

School District: East Central ISD

School: Salado Intermediate

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3602 South WW White Road
San Antonio, TX 78222
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Brief Summary of Unit (Including curricular context and unit goals):

This unit is designed for the beginning of fourth grade as an introduction to poetry, which the students will revisit throughout the year. The unit focuses on familiarizing students with the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) as well as using the writing process to write original poems that convey sensory details using the conventions of poetry. Students will also analyze and interpret poems, using evidence to support their claims. Students will understand that people write poetry to express their thoughts and emotions in a creative, unique way.

Poetry UbD Unit

Stage 1 – Desired Results		
<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i> TEK 16. (B) ...write poems that convey sensory details using the conventions of poetry.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>...meter, rhyme, stanzas, and other poetic elements all work together to create meaning in a poem.</p> <p>...people write poetry to express their thoughts and emotions in a creative, unique way</p>	<p>Essential Questions</p> <p>What makes poetry a unique form of writing?</p> <p>Why do people write poetry?</p>
Acquisition		
	<p>Knowledge <i>Students will know...</i></p> <p>...how the structural elements of poetry relate to form</p> <p>...the structural elements of poetry including meter, rhyme, stanzas and line breaks in poetry</p> <p>...what similes and metaphors are</p>	<p>Skills <i>Students will be able to...</i></p> <p>...recognize and name the following poetic forms: narrative poetry, and free verse poetry.</p> <p>...identify and define the structural elements of poetry: rhyme, meter, stanzas, and line breaks.</p> <p>...make inferences and draw conclusions about how author's sensory language creates imagery and provide evidence to support their understanding</p> <p>...identify author's use of similes and metaphors to produce imagery</p>

Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T M,A M, A	See attachment	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> ...creating one original poem using poetic structure and poetic elements</p> <p>....reading a poem by a famous author. Students will be given sticky notes where they can make notes as they read the poem. Once they get a better understanding of the poem, each student will get a blank sheet of paper where they will draw what the poem means to them (give an example using a poem you have read as a class.) At the bottom of their drawing they will have to explain why they chose that picture and what the poem means to them using evidence from the poem to support their claims.</p> <p>----- --</p> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> • Students will read a poem and identify its poetic form—ticket out the door • One minute essay: What makes poetry a unique form of writing? • Writing conferences with students
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i>	
M A	<p>Day 1</p> <p>-Chalk talk-Why do people write poetry? What makes poetry a unique form of writing?</p> <p>-Poetry vocabulary quiz</p>	
	Learning Activities <i>Note: Throughout the unit, students will keep a “poetry notebook” where they will store examples of the poems we will be studying. Students will make notes of the structural elements of poetry, interesting language, sensory details, etc. It also helps them refer back to their favorite poems as they are writing their own. The poetry notebook can be a binder or folder.</i>	Progress Monitoring (e.g., formative data)

	<p>Day 2</p> <p>Hook: To find out what kids think about poetry, brainstorm with students what they like and do not like about writing poetry. Record their responses on the board or on chart paper. At the end of the unit, you can revisit their responses to see whether they have changed or stayed the same. Begin with free verse poetry (some students may think all poems have to rhyme.)</p> <p>Give students examples of poetry written by other kids. Read 2-3 poems and model how poems are read. Discuss what they notice and what they liked about the topic, meaning, language, voice, as well as any other poetic elements. This also serves as an assessment of what students already know about poetry. After reading the poems, tell them those were examples of free verse poetry. Ask: What did you notice about these poems? Why are they called free verse? Lead them to understand that free verse poems are poems that do not rhyme, and the poet has more freedom about how to frame the poem.</p> <p>Day 3 Mini-Lesson: What makes a poem?</p> <p>Hook: Yesterday we looked at several poems written by kids, but before we begin to write our own, we need to investigate what makes a poem a poem. How is it different from other kinds of writing? To study this I'm going to give you something a student wrote (read aloud):</p> <p><i>One day last summer I was riding my bike. I was going really fast and having lots of fun. But then I crashed my bike into my mom's favorite bush. I made a huge hole right in the center of it! When she asked me where I got all of my scratches from and why there was such a huge hole in the bush, I pretended I did not know what happened. I was afraid she would be mad and I would get in trouble. She kept asking me so I finally just told her that it was my bike's fault, not mine.</i></p> <p>Now let's look at a different version: [Read Poem "Ouch"]</p> <p><i>Ouch There's a hole In the bush Wasn't me</i></p>	
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	<p><i>What happened?</i> <i>Oh these scratches?</i> <i>They're nothing</i> <i>Okay</i> <i>It was me</i> <i>It was my bike's fault</i> <i>Ouch</i></p> <p>How are they alike? How are they different? Which one is the poem? How do you know? --Introduce structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) and write terms in an anchor chart that will serve as a visual aid as we are studying poetry. Read another poem and identify poetic elements as class-have students make note of them on their paper. Then, place students in partners and hand out another poem to them. Partners will work together to identify the structural elements in that poem. After discussing the poems, students will read a 3rd poem on their own and they will identify the structural elements of the poem independently.</p> <p>Day 4 Mini Lesson: Show not Tell Introduce the lesson by saying how poets have a toolbox which helps them write poetry. Just the way carpenters have tools such as hammers and nails that help them produce their work, poets (and writers in general) have tools that help them write their poems. -Read aloud: choose a poem that has great examples of sensory imagery -point out any sensory imagery the author uses and discuss. Say, "All of these are examples of one of the tools writers use and it is called sensory imagery. Why do you think it is called this? What do you think it means? Why did the author choose to include sensory imagery in the poem? What is the purpose? How do these details help you understand the poem? " -Divide the class into five groups (for the 5 senses). Hand out apple slices and give them several minutes to come up with as many words as they can to describe the apple using the sense assigned to their group (model). Afterwards, have groups share their responses. -As a class, revisit the poem from earlier and use chart paper to record any sensory images. Why is sensory imagery an important tool for a poet? Discuss. Include a column for inferences and conclusions and write down any inferences the students may have.</p>	<p>Day 4: One minute essay- What makes poetry a unique form of writing?</p>
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	<p>Day 5 Mini-Lesson: How do Poets Know what to Write About?</p> <p>Explain how writers write about what they know and what is important to them. Explain that the first thing that writers do is come up with ideas about what to write. This first step is known as the Brainstorming stage of the writing process.</p> <p>Model making a list of topics that matter to you and have the students make their own lists. They will later use these to begin writing their poems.</p> <p>After students make their lists, pass out an example of narrative poetry. Discuss as a class and have students make notes on their poems. Record student's inferences and evidence from the poem to support their claims.</p> <ul style="list-style-type: none">- Explain the components of narrative poetry.- Compare and contrast to free verse poetry. <p>Day 6</p> <p>Hook: Now that we are more familiar with what poetry is you are now ready to begin writing your own. You are now ready to receive your poetry license. This license is extremely important because it allows you to break all sorts of writing rules that you can NOT break at ANY other time you write. Take a moment to look at the poems in your writing notebook. What writing rules do you think I'm talking about?</p> <ul style="list-style-type: none">- Pass out 2 different poems. One example of free verse and one example of narrative poetry. Analyze and discuss.- Model how you would choose a topic from your list, choose which type of poem you want to write, and begin writing a draft. Let students know that sometimes it is easier to write their ideas in prose before writing their poem.- Ask students to choose a topic from their list- Once they have chosen, give students 20-25 minutes to begin drafting a poem. Share poems and discuss. <p>Day 7 Give second performance task-students will read and interpret the meaning of a famous poem by drawing their interpretation and explaining its meaning.</p> <p>Day 8 Mini Lesson: Metaphors</p>	<p>Day 6 Ticket out the door- read a brief poem and have them tell you what type of poem it is.</p> <p>Day 6-11 Conference with teacher as needed</p>
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	<p>Choose a poem that would be good for teaching metaphors. As you talk about the poem, let them know that another tool that poets use is called a metaphor. Explain the definition and ask students if they can identify the metaphors in the poem.</p> <ul style="list-style-type: none">-Model writing a poem using metaphors, either in narrative or free verse form-Send students to write-Share and discuss <p>Day 9. Mini Lesson: Similes, a type of Metaphor Read the book <i>Crazy Like a Fox</i> to introduce similes. Explain what similes are and that similes are another tool that poets use to evoke images in the reader's mind.</p> <ul style="list-style-type: none">- Pass out a poem that uses similes and as a class have the students identify them-Place students in partners and have them highlight any similes they can find-Model writing a poem using similes, either in narrative or free verse form-Give students 20-25 minutes for poetry writing. Share and discuss <p>Day 10 Mini Lesson: Using Line Breaks and White Space Pass out poems written by other kids and discuss how line breaks and white space were used. Discuss the use of multiple stanzas and how they shape the rhythm of the poem. Encourage kids to experiment with line breaks and white space. It is helpful to read a poem aloud and discuss how you pause after each line break.</p> <ul style="list-style-type: none">-Model writing a poem and deciding when to use line breaks and stanzas-Give students 20-25 minutes for poetry writing. Share and discuss. <p>Day 11 Have students choose one poem they have written that they would like to publish. Students should revise and edit their poems. Refer to rubric to make sure students included sensory imagery, metaphors, etc. Refer to poet's toolbox. Students may also want to add illustrations to their poems.</p> <p>Day 12-13 Publish and share. Students will type their poems and print final draft. On day 13 students can recite their poems. Compile into class book and place</p>	
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	in the classroom library. Day 14 Post assessment: Chalk talk with all essential questions and vocabulary quiz	
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Poems

Poem with Similes

A Book Is Like

A book is like an open flower, scented pages, fragrant hours.
A book is like a crafty fox, surprising in its clever plots.
A book is like a fairy's wings, with princesses, enchanted kings.
A book is like a windowsill, where breezy thoughts are never still.
A book is like an hour glass, whose pages flow as hours pass.
A book is like a lock and key that opens doors and sets minds free.
A book is like an ancient clock that speaks the times but never talks.
A book is like an open letter, when read again the friendship's better.
A book is like an apple core with seeds inside for growing more.
A book is like a trusted friend that keeps its secret to the end.
~~Kathy Leeuwenburg

Poem with Metaphors

My Family

My family lives inside a medicine chest:
Dad is the super-size band aid, strong and powerful
but not always effective in a crisis.
Mom is the middle-size tweezer,
which picks and pokes and pinches.
David is the single small aspirin on the third shelf,
sometimes ignored.
Muffin, the sheep dog, is a round cotton ball, stained and dirty,
that pops off the shelf and bounces in my way as I open the door.
And I am the wood and glue which hold us all together with my love.
~~Belinda

Sensory Imagery

Thanksgiving

I smell the
cheesy macaroni
boiling.
I see the
turkey
In the oven streaming.
I see the
slippery
cranberry sauces
on the table.
I smell the

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crunchy
stuffing
with little juicy bits of
turkey.
I see the
big fat
delicious
turkey
in a
breathtaking
surrounding.

-Casey Bass

Narrative Poem

"The Broken-Legg'd Man" by John Mackey Shaw

I saw the other day when I went shopping in the store
A man I hadn't ever, ever seen in there before,
A man whose leg was broken and who leaned upon a crutch-
I asked him very kindly if it hurt him very much.
"Not at all!" said the broken-legg'd man.

I ran around behind him for I thought that I would see
The broken leg all bandaged up and bent back at the knee;
But I didn't see the leg at all, there wasn't any there,
So I asked him very kindly if he had it hid somewhere.
"Not at all!" said the broken-legg'd man.

"Then where," I asked him, "is it? Did a tiger bite it off?
Or did you get your foot wet when you had a nasty cough?
Did someone jump down on your leg when it was very new?
Or did you simply cut it off because you wanted to?"
"Not at all!" said the broken-legg'd man.

"What was it then?" I asked him, and this is what he said:
"I crossed a busy crossing when the traffic light was red;
A big black car came whizzing by and knocked me off my feet."
"Of course you looked both ways," I said, "before you crossed the street."
"Not at all!" said the broken-legg'd man.

"They rushed me to the hospital right quickly," he went on,
"And when I woke in nice white sheets I saw my leg was gone;
That's why you see me walking now on nothing but a crutch."
"I'm glad," said I, "you told me, and I thank you very much!"
"Not at all!" said the broken-legg'd man.

For excellent examples of poetry written by kids refer to:

***Kid's Poems Teaching Third & Fourth Graders to Love Writing Poetry* by Regie Routman**

Poem Rubric

Criteria	Exceeds (__points)	Meets (__points)	Approaches (__points)
Form/Structure	The poetic structure is intentionally chosen to enhance the meaning and purpose of the poem. There are no departures from the form.	The poetic structure is intentionally chosen to enhance the meaning and purpose of the poem. There are a few departures from the form which may distract from the overall effect of the poem.	There is a disconnect between the structure of the poem and the meaning and purpose of the poem. The form is not consistently adhered to.
Language	Poem contains original phrasing that stays in reader's mind, leaving reader saying, "I wish I had written that!" Words convey precise meaning & contribute to poem's rhythm. Sense of playfulness with words - makes reader sit up, take notice	Words are correct and adequate – they get the job done. Familiar, ordinary words and phrases are used (in other words, no "fresh music"). Attempts at colorful language are full of promise but aren't yet fully developed	Limited vocabulary used to convey meaning. Words are used incorrectly or clichés / tired phrases used. Redundancy detracts from, not enhances reader's enjoyment and writer's message.
Image	Poem creates a vivid impression or mental image that is felt as well as seen. Poem "shows" rather than "tells" Carefully selected examples or details bring image to life. Topic clearly based on experience or investigation of topic.	Poem contains images but they lack real power. Writer has a solid beginning -- poem hangs together and makes a general point. Focus is on a single idea or topic but either lacks "close-up" details or offers too much information that bogs the reader down.	Poem lacks strong images. Poem does not move the reader. Poem "tells" rather than "shows"
Conventions	There are few errors in grammar, syntax, and spelling if any. It is evident that the poem was proofread for any grammatical mistakes.	There are a few errors in grammar, syntax, and spelling. These errors may be distracting and may interfere at times with the overall meaning of the poem.	There are significant errors which interfere with the understanding of the poem

Poem Study Rubric

Criteria	Exceeds(__ Points)	Meets (__ Points)	Approaches (__ Points)
Picture	The picture clearly captures the meaning of the poem by including several images that the poem creates	The picture is a good representation of the poem's meaning. Some images from the poem are evident in the picture	It is not very clear how the picture relates to the poem, since it does not include any images that the poem creates.
Explanation	Explanation is connected to the picture and it has evidence from the poem to support all claims	Explanation is connected to the picture. Not all claims are supported with evidence from the poem	Explanation does not include why this picture is related to the poem. There is no evidence to support claims.

Eloisa Flores

4th Grade

Name _____

Date _____

Poetry Vocabulary Quiz

Directions: Draw a line to match the vocabulary words with their correct definition.

- | | |
|---|-----------------|
| 1. Groups of lines separated by a space | Meter |
| 2. The basic beat or rhythmic structure in a poem | Line Break |
| 3. A type of poem that has no rhyming pattern | Stanzas |
| 4. A type of poem that tells a story | Imagery |
| 5. When a line of a poem ends and starts on the next line | Rhyme |
| 6. The use of language to create a mental images and create sensory impressions | Narrative Poem |
| 7. When two words end with the same sound | Free Verse Poem |

Poetry Dilemma

We have been reading and studying poetry for the past few days and now you will use what you know to give a hand to some authors! There is a famous poem that authors have debated the meaning about and they need your help to discover what the poem might mean. In order to help these authors, you will have to do the following:

1. Read the poem
2. Make notes as you read (the way we've been doing in class) and think about what it might mean
3. Draw a picture of what this poem means to you
4. Use the lines below your picture to explain what this poem means to you. **Remember to use evidence from the poem in your explanation!**

