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## Life as a 3rd Grade Poet

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**UbD Template 2.0**  
**3rd Grade Poetry Reading & Writing Unit of Study**  
**Anastasia Kiesling and Karen Sanchez**

**Abstract:** This unit is especially designed to make poetry reading and writing fun and exciting for any third grader! The unit begins by immersing your students in the four forms of poetry (lyrical, narrative, humorous, and free verse), which will awaken the inner poet in each of your students! Students will engage in a variety of learning experiences to play with language in their own writing. They will develop a clear understanding of the use of imagery, sensory details, and repetition in poetry, all while engaging in the writing process. At the end of this 3-week unit, your students will each contribute an authentic piece of poetry to be performed in front of community members and published in a class anthology. To make this unit even more engaging, we encourage you to reach out to local poets in your community to schedule an author’s visit that coincides with this poetry unit.

<b>Stage 1 – Desired Results</b>		
<p><b>Established Goals</b></p> <p>3.6 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 describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p> <p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising,</p>	<b>Transfer</b>	
	<i>Students will independently use their learning to...</i>	
	See performance task	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Students are poets.</li> <li>● Poets carefully choose words to express a strong feeling and/or create powerful imagery.</li> <li>● Poetry is written to be read expressively.</li> </ul>	<p><b>Essential Questions</b></p> <p>How do I know I’m reading a poem?</p> <p>How can we, as poets, create images through our writing?</p> <p>How do poets use the writing process to compose poems?</p>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Characteristics of the 4 forms of poetry (humorous, free verse, lyrical, and narrative)</li> <li>● The structural and technical elements of poetry (repetition)</li> <li>● Sensory details and imagery are used in poetry</li> <li>● Poets use the writing process</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify forms of poetry based on characteristics, elements, and structure.</li> <li>● Work through the writing process to create a published poem of their choice, using appropriate structure, elements of poetry and effective word choice.</li> <li>● Identify themselves as poets.</li> </ul>	

<p>editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) publish written work for a specific audience.</p>		
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**Stage 2 - Evidence**

<p><b>CODE</b> (M or T)</p>	<p><b>Evaluative Criteria</b> (for rubric)</p>	
		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will have drafted several poems in their poetry notebooks. By today, they will have chosen one to publish, and will perform their poetry for an audience of community members at a Poetry Tea event at school. All student poems will be collected, copied, and bound to create a class anthology of poems. Poetry Anthology will be available in classroom library, and other libraries around the school.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> <li>● Poetry sort</li> <li>● student writing</li> <li>● conference notes</li> </ul>

### Stage 3 - Learning Plan

	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>● Poetry/writing notebooks, per student (Mini Lesson 6)</li> <li>● Poetry/writing folders, per student (Mini Lesson 1)</li> <li>● Collection of 5-10 poems of each form of poetry, per student (lyrical, humorous, narrative, and free verse) (Mini Lessons 2-5)</li> <li>● Boxes filled with ordinary objects for students to observe (Mini lesson 6)</li> </ul>	
<p><b>CODE</b> (A, M, T)</p>	<p style="text-align: center;"><b>Pre-Assessment</b></p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Students will complete a pre-assessment, in which they identify the form of poetry, and identify the examples of sensory language and imagery in the poem.</p>	
	<p><b>Learning Activities</b></p>	<p>Progress Monitoring (e.g., formative data)</p>
	<p><b>Day for Pre-assessment</b></p> <p>Today, the teacher will spend some time eliciting students' prior knowledge. Students will complete a pre-assessment, in which they identify the form of poetry, and identify the examples of sensory language and imagery in the poem.</p>	
	<p>EQ: How do I know I'm reading a poem?</p> <p><b>Mini Lesson 1:</b> Poetry Introduction!</p> <p>Students will enter the classroom to the song, <u>Firework</u>, by Katy Perry. Teacher and students will engage in a mini dance party to set the stage for an introduction to poetry! Teacher will ask students how they think this song could be related to poetry? Students will share what they already think they know about poetry.</p> <p><b>Practice:</b> Students will read various poems and poetry books with their reading partner, and discuss what might be true for all poems.</p> <p><b>Share:</b> Teacher charts responses.</p>	<p>Activate prior knowledge to elicit current understandings and misconceptions of poetry,</p>

EQ: How do I know I'm reading a poem?

**Mini Lesson 2:** Lyrical Poetry

**Vocabulary:** meter, repetition, rhyme, lyrical

The teacher will pass out a poetry folder, which will include a copy of today's poem. Choose a familiar lyrical poem (or lyrics to a song) and project it on the overhead.

**Cactus Ranch School Song**

*Cactus Ranch, the best in the west*

*We'll be an example for the rest!*

*We've got pride and spirit too,*

*Nothing but the best for the green and blue!*

*Future leaders -- we'll be passing every test!*

*Meeting every challenge -- using strength and zest!*

*Longhorns know that working hard*

*Will help us do our personal best.*

*Excellence is in our hands*

*When we choose to think and plan!*

*High performers we will be*

*When we go to school at C.R.E.!*

The teacher will read aloud a lyrical poem (school song) expressively, and students will follow along on their copy. Students will start to sing along as they recognize the poem.

Teacher will ask, "How is this poem similar to Firework that we read yesterday? How is it different? Pass out maracas or shakers to students (or just have them clap a beat) and match the song to the rhythm. This is called **meter**. Lyrical poems have **meter**. Let's try it with Firework. Students will practice saying/singing Firework and finding its meter.

**Practice:** Students will read and analyze a collection of lyrical poems with their partners. Encourage students to try to find the meter of the lyrical poems by clapping or by using the maracas. Ask students, "What else do you notice? Make some notes about your thinking right on your poems."

Teacher confers with students, partnerships, and/or clubs .

**Share:** Share out noticings for poems. Name this form of poem, "lyrical", and begin a "Forms of Poetry" anchor chart that will continue to grow throughout the unit. Be sure to review meter and discuss **rhyme** and **repetition** as patterns that poets might use to create meter. They will also notice that many lyrical poems express a strong feeling or emotion.

Possible "Forms of Poetry" Anchor Chart:

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**Humorous Poem**

- To make the reader laugh
- Some can rhyme

**Free Verse Poetry**

- No rhyme
- No patterns
- Used to describe a big feeling or something important
- Descriptive

**Lyrical Poems**

- Feel like a song
- Have a beat, rhythm, meter
- Rhyming pattern
- Express emotions
- Repetition

**Narrative Poem**

- Tells a story
- Story elements
- Some can rhyme
- Plot, character, problem, solution

EQ: How do I know I'm reading a poem?

**Mini Lesson 3:** Narrative Poetry

**Vocabulary:** narrative, plot/story elements, character, problem, solution

Conference Notes

**Where The Sycamore Grew**

by Carrie Richards

*The sun-yellow house seems smaller somehow,  
regarding it now, with our time-worn eyes...*

*The street seems narrower, and the trees are taller.  
Where once open fields spanned both sides of the road  
there are new tract houses, and fences have bloomed  
The neighboring orchards have all been removed*

*But somehow we knew the house would remain....  
As if seen from a distance, ...yet, so much is the same*

*There's a rusty-red tricycle, and a skate left behind  
from someone's small child, that tomorrow will find.  
They wait near the pavers that wind to the door  
It's a path that we laid on a hot summer day..  
in front of this house that sits at the bend  
near the end of the road, where the sycamore grew...*

*As suddenly as wind will spring from the dust  
thirty years fell away, and flew into in the past  
And quickly alive, all the memories rise,  
like a whirlwind of leaves, in a springtime of lives....*

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*...Our first Christmas trees, and our first holidays..  
Anniversaries we spent with just pizza and wine*

*The place where I cried long into the night,  
as the child in me grieved for a mother who died...*

*Long, starry nights, I was bathed by the moon*

*rocking my babes to a lullaby tune*

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*Yes...it is all captured there, in the small yellow house  
Our very first house, with the snow-white shutters*

*Strange, it may be, but I'm glad it's still yellow...  
Still wearing the face of the warm summer sun*

*The sun- yellow house, with a flagstone path  
Where old slate stones bring the sun to the door  
It's a path we laid on a warm summer day  
in a place that we knew as our very first home*

*Just a small yellow house, with snow-white shutters...  
that sits 'round the bend, where the sycamore grew...*

[https://www.poetrysoup.com/poem/where\\_the\\_sycamore\\_grew\\_175975](https://www.poetrysoup.com/poem/where_the_sycamore_grew_175975)

Teacher will pass out the poem, Where the Sycamore Grew by Carrie Richards for students to add to their poetry folder. Project a copy of the poem on the overhead, and read poem aloud for your students. Then, have students go back into the poem and underline or mark parts they loved, that they wish they had wrote, that sounded good in their ears. Have students share out parts, and discuss them as a class. This can include examples of rhyme, imagery, strong words, repetition.

Teacher will ask, "How is this poem similar to Firework? How is it different?" Guide students to understanding that It rhymes, but it doesn't have meter. Students can test it out with shakers or by clapping. It tells a story & has story elements. Discuss the story elements (main character, problem, solution) present in Where the Sycamore Grew.

**Practice:** Hand out a collection of narrative poems for students to read in partnerships or clubs for students to add to poetry folder. Have students underline and jot down noticings about narrative poems, specifically looking for the story elements and any rhyming patterns.

Teacher confers with students, partnerships, and/or clubs .

**Share:** Share out noticings for poems. Name this form of poetry as Narrative and list elements noticed in poetry collections in "Forms of Poetry" anchor chart.

EQ: How do I know I'm reading a poem?

**Mini Lesson 4:** Humorous

Vocabulary: Humorous

Hand out a copy of the poem, *Belinda Blue* by Jack Prelutsky.

**Belinda Blue**

by Jack Prelutsky

*Belinda Blue was furious,  
she fumed, "I'm really mad!  
This is the worst experience  
that I have ever had."*

*She beat her fists against the wall,  
she pounded on the floor,  
"I am livid!" she exploded,  
"I am bilious to the core!"*

*She wrung her hands, she tore her hair,  
Her tantrum grew and grew  
"I am angry, **angry, ANGRY!**"  
shrieked enraged Belinda Blue.  
She seemed to be beside herself,  
she raced around the room,  
she roared so loud, the neighbors thought  
they'd heard a sonic boom.*

*Her rage was unabated,  
it appeared she'd never quit,  
in fact, she seemed to savor every second of her fit.  
Belinda Blue created such an overwhelming scene  
because at lunch, her mother said,  
"Please eat just one green bean."*

<http://lynnbrubaker.weebly.com/literacy-center.html>

Project a copy of the poem on the overhead, and read poem aloud for your students with a lot of expression, emphasizing the emotions, and the final line to show the humor in the poem. Students should erupt into laughter, eliciting a response to poetry they have not yet experienced in our unit of study. Then, have students go back into the poem and underline or mark parts they loved, that they wish they had wrote, that sounded good in their ears. Have students share out parts, and discuss them as a class. This can include examples of rhyme, repetition, and humor.

The teacher will ask, "How is this poem the same as the poems we read earlier?" (rhyme, some story elements) and, "How is it different?" (humor, no meter)

Explain that some poets write poems to make their readers laugh, just like you laughed at this one! This is a humorous poem. Discuss what elements made this poem funny.

**Practice:** Hand out a collection of humorous poems for students to read in partnerships or clubs. Have students underline and jot down noticings about humorous poems.

Conference notes

	<p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Share out noticings for poems. Remind students that this form of poetry is called humorous poetry, and list some qualities on the class anchor chart.</p>	
	<p>EQ: How do I know I am reading a poem?</p> <p><b>Mini Lesson 5:</b> Free verse Poetry</p> <p>Vocabulary: Free Verse</p> <p>Hand out a copy of the poem, <u>When it is Snowing</u> by Siv Cedering.</p> <p style="text-align: center;"><b><u>When it is Snowing</u></b> by Siv Cedering <i>When it is snowing the blue jay is the only piece of sky in my backyard.</i></p> <p><a href="https://sites.google.com/site/middleschoolpoetryunit/key-ideas-and-details/3-compare-and-contrast/when-it-is-snowing">https://sites.google.com/site/middleschoolpoetryunit/key-ideas-and-details/3-compare-and-contrast/when-it-is-snowing</a></p> <p>Project a copy of the poem on the overhead, and read poem aloud for your students with expression, paying attention to line breaks and punctuation. Then, have students go back into the poem and underline or mark parts they loved, that they wish they had wrote, that sounded good in their ears. Have students share out parts, and discuss them as a class. This can include no rhyme, no repetition, no meter. etc.)</p> <p>Students should notice that this poem looks like a poem, but doesn't sound like the other poems we have studied . This is a special type of poem, that breaks all the rules! It is called free verse poetry.</p> <p><b>Practice:</b> Hand out a collection of free verse poems for students to read in partnerships or clubs. Have students underline and jot down noticings about free verse poems . Be sure to have a mixture of longer poems and shorter ones, so students understand that free verse is not defined by length.</p> <p>Teacher confers with students, partnerships, and/or clubs</p> <p><b>Share:</b> Share out noticings for poems. Remind students that we call this form of poetry free verse. Add free verse poetry to the anchor chart, and list some elements students noticed that are specific to free verse poetry.</p> <p><b>Formative Assessment:</b> Poetry Sort</p>	<p>Conference notes</p> <p>Poetry Sort</p>

EQ: How can we, as poets, create images through our writing?

**Mini Lesson 6:** Poet's Eyes

(Adapted from Lucy Calkins Units of Study Unit4, Session 1)

Help students understand the difference between seeing an object with regular eyes vs. seeing an object through a poet's eyes. Poets think about what objects might look like or act like, and write about these things in unusual ways.

Have kids use their "regular eyes" to look at an umbrella.

Students can turn and talk about what they see, likely naming exactly what they notice. Then, display and read a poem by Valerie Worth, in which she describes the same umbrella in an unusual way.

**Umbrella**

by Valerie Worth

*Slack wings*

*Folded, it*

*Hangs by a*

*Claw in*

*The Closet.*

*Sleeping,*

*Or moping,*

*Or quietly*

*Hatching*

*A plot*

*To Flap out*

*And escape*

*On the furious*

*Sweep of*

*The storm.*

Compare how regular eyes viewed the object versus how a poem might look at and describe it.

Using a different example, have students look at a stapler in a new and fresh way. Perhaps they see an alligator lurking through the water, ready to CHOMP it's prey! Ask students, "What else do you see with your poet's' eyes? "

**Practice:** Students will examine a basket of objects using their poet's eyes. They are everyday objects, like shells, marbles, clothespins, twigs, etc. Encourage students to practice using your poets' eyes to see them differently. Students will write down what they see.

Teacher confers with students, partnerships, and/or clubs .

**Share:** Students will read over their observations and share out a favorite line - one that feels especially descriptive. Teacher will chart lines to create a class abstract poem.

Conference Notes

Poetry Notebooks

EQ: How can we, as poets, create images through our writing?  
**Mini Lesson 7:** Writing with Sensory Details (Mind's Eye Strategy)  
Tell students that you are going to read a poem about camping. Next, read the words slowly and dramatically. Tell students to make movies in their mind, and add to their mind movie as you read each word.

Word list:

Crack, fire, sizzle, crunch, chips, clack, clicking, rustle, chirp, crickets, sleeping bags, campers, stars

When you finish reading the list, have student draw a picture of what they envision OR to describe a feeling they get when they hear the list of words. You may need to repeat the list of words as they work on this. Students will turn and share their work with their partner.

Then, pass out and project a copy of the poem, Camping by Natasha Niemi. Have students read the poem to themselves, and talk with their partner about their mind movies and/or feeling. Ask students, "How did the strong words create this picture or feeling? "

### **Camping**

By Natasha Niemi

*Crack! Crack!*

*The fire crackles under the stars.*

*Sizzle! Sizzle!*

*The water sizzles above the fire.*

*Crunch! Crunch!*

*The campers crunching on potato chips.*

*Click! Clack! Click! Clack!*

*The tent poles clicking and clacking together.*

*Rustle! Rustle!*

*As we prepare our sleeping bags to go to sleep.*

*Chirp! Chirp!*

*The crickets say, "good-night"*

Discuss sensory details- details that wake up different senses. Ask students, "Which words can you hear? Taste? Feel? Smell? See? What other sensory details could you add to make this poem even more vivid?" Brainstorm some words or phrases, and add them to the poem.

**Practice:** Students think of strong words to describe an object or experience and make a list of sensory details that wake up different senses. Think about how it might taste, feel, look, smell, sound. Students will try using those words or phrases to describe the object or experience they are writing about.

Teacher confers with students, partnerships, and/or clubs .

**Share:** Students will share out list of words and teach will add them to a class list of sensory words or phrases.

Conference Notes

Poetry Notebooks

EQ: How can we, as poets, create images through our writing?  
**Mini Lesson 8:** Stretching out a comparison  
(Adapted from Lucy Calkins Units of Study Unit4, Session 10)  
One way to make your poems even more powerful is to stick with a comparison across your whole poem. Think about actions that really illustrate the comparison. Read the poem I Love the Look of Words aloud to students.

**I Love the Look of Words**

By Maya Angelou

*Popcorn leaps,  
Popping from the floor of a hot black skillet  
And into my mouth.  
Black words leap,  
Snapping from the white page.  
Rushing into my eyes.  
Sliding into my brain which gobbles them  
The way my tongue and teeth  
Chomp the buttered popcorn.*

*When I have stopped reading,  
Ideas from the words stay stuck in my mind,  
Like the sweet smell of butter perfuming  
my fingers long after the popcorn is finished.  
I love the book and the look of words  
The weight of ideas that popped into my mind.  
I love the tracks of new thinking in my mind.*

Explain to students that she doesn't just compare words to popcorn once, she stretches that comparison across all her lines. Point out a few different lines that she does this. She uses actions - like popping, snapping, sliding, and gobbles - to really stretch that comparison across her poem.

Next, model this technique using a class poem. Teacher will select a poem that has a single comparison. Then, work with the class to envision the comparison and revise the poem to stretch the comparison out., using strong actions that illustrate the comparison.

**Practice:** Students can either start a new poem and stretch out the comparison, or revisit an old draft and revise it to stretch out the comparison, thinking of strong action words that can describe the comparison.

Teacher confers with students, partnerships, and/or clubs .

**Share:** Students can share their writing with their partner, describing the work they tried out

Conference Notes

Poetry Notebooks

	<p>EQ: How can we, as poets, create images through our writing?</p> <p><b>Mini Lesson 9:</b> Word choice to reflect feelings</p> <p>Have students find <u>Belinda Blue</u> in their poetry folders. Reread poem, and ask, “What is the big feeling the author wanted us, the readers, to feel, too?” The author wanted us to feel Belinda’s anger. Ask students to find specific words or phrases that match that angry feeling. (beat her fists against the floor, screamed so loud, tore her hair, furious, angry, exploded, rage, etc.)</p> <p>Explain the following steps to students: “First, you need to get really clear about what feeling you want your poem to have. Then, pick specific words and actions that really describe that feeling in different ways.”</p> <p>Find or create a teacher example poem to model with, that uses many bland words and/or generic descriptions. Ask students to help you to pick better words by asking yourself, “What feeling do you think the poet wanted you to feel? What are some words, phrases, or actions that really describe that feeling?” List words, phrases, or actions. Ask, “How could we revise this poem to make the feeling clear for our readers?”</p> <p><b>Practice:</b> Students will look through their drafts of poems, thinking about the feeling they want to convey in their poems. Then list some words that match that feeling, and ask, “Where could you use those words in your poem?”</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Students share poems with writing partners, and describe parts they revised to make the feeling even stronger.</p>	<p>Conference Notes</p> <p>Poetry Notebooks</p>
	<p>EQ: How can we, as poets, create images through our writing?</p> <p><b>Mini Lesson 10:</b> Revise Using “Show, Not Tell”</p> <p>When poets revise, they look for ways to show, not tell. This helps their reader make a clearer picture in their minds. Make a class chart of different examples to show, not tell. Model envisioning what each one looks like, then inviting students to envision some and describe what they see to show, rather than tell.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● I am happy. → My face lit up, and a smile swept across my face.</li> <li>● It made her sad. → Her face fell, and water filled eyes.</li> <li>● The dog was scared. → His tail was tucked in between his legs as he whimpered and whined.</li> <li>● The cat was happy → Rusty purred like a car’s engine as she snuggled her head into my hand.</li> </ul> <p>Go through a teacher-created poem and model revising a line, using the strategy, “show, not tell.” Then, have students work with a partner to pick another line in the poem to revise using this strategy. Invite partnerships to share out different ways of describing or showing so classmates can hear a variety ways a poet can describe something.</p>	<p>Conference Notes</p> <p>Poetry Notebooks</p>

	<p><b>Practice:</b> Students work independently or with their writing partners to look for opportunities to practice “show, not tell”</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Students share with their partners or with the class lines that they revised using the show, not tell strategy.</p>	
	<p>EQ: How do poets use the writing process to compose poems?</p> <p><b>Mini Lesson 11:</b> Repetition of words, sounds, and phrases. (Adapted from the book, <i>Poetry Lessons- Everything You Need</i>, written by Kathy A. Perfect)</p> <p>Repetition of exact words, phrases, or lines is commonly used in all forms of poetry. Using repetition of words, sounds, and phrases is a fun way poets give their readers a feeling of patterns and enjoyment. The following poem by Mary Ann Hoberman is a perfect example of how a poet can use these patterns effectively.</p> <p style="text-align: center;"><b>May Fly</b></p> <p style="text-align: center;"><i>Think how fast a year flies by A month flies by A week flies by Think how fast a day flies by A May fly's life lasts but a day A single day To live and die A single day How fast it goes The day The May fly Both of those. A May fly flies a single day The daylight dies and darkness grows A single day How fast it flies A May fly's life How fast it goes.</i></p> <p><b>Practice:</b> Students should focus on listening to the feel of the words, repetition, and rhythm the first time reading this poem. Then the second time students read through the poem they should notice which words, sounds, and phrases are repeated and jot them down or highlight them on their own copy. Guiding the students through this activity will help highlight those patterns, which enhances the feeling portrayed and the enjoyment experienced.</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Once students have noted the patterns in this poem, they should share their findings with their reading partner and/or teacher. The teacher could jot them down on a class anchor chart</p>	<p>Conference Notes</p> <p>Poetry Notebooks</p>

	<p>that will remind students of this purposeful element that makes poetry fun and enjoyable!</p>	
	<p>EQ :How do poets use the writing process to compose poems?  <b>Mini Lesson 12:</b> Author Visit</p> <p>Today, students will attend a writer’s workshop hosted by local poet, Matt Sandbank. Sandbank will share his own experiences as a poet and support and reinforce students’ identities as poets. NOTE: Ask Matt Sandbank to specifically discuss editing, since this is the students’ next step.</p> <p>As a student reflection, students should answer the essential question, “How do poets use the writing process to compose poems?” in their poetry notebooks.</p>	<p>Student Reflection</p>
	<p>EQ: How do poets use the writing process to compose poems?  <b>Mini Lesson 13:</b> Editing by Reading Aloud  (Adapted from Lucy Calkins Units of Study Unit4, Session 16)  Poets can edit their poems by reading them aloud, listening for places where words or lines do not sound right. Then, they go back to these places and write new lines, reading aloud, listening, and always asking, “Does this sound right?”</p> <p style="text-align: center;"><b><u>Vacuum</u></b></p> <p style="text-align: center;"><i>The Shark glides across the wooden floor  sipping up  fur  dirt  crumbs.</i></p> <p style="text-align: center;"><i>It inhales the garbage  up through its mouth,  up its throat  into its belly  and sighs.</i></p> <p>Read a teacher example, such as <u>Vacuum</u>, that has clear examples of mismatched word choice, line length, images, redundancy, etc. Teacher models one example of reading aloud a part of poem, and thinking aloud to edit a part that didn’t sound right. For example, after reading stanza 1, the first line is much longer than any other line, so model thinking aloud how to break the first line up into “The Shark glides across/ the wooden floor.” Then, have students try it. Read aloud the second part of the poem, and have students turn and talk about the question, “Does it sounds right?” and suggest an edit to make it sounds better. For example, fur, dirt, and crumbs might be garbage to us, but to a vacuum, it could be a snack, something delicious, since that is what it is made for. Change out and adjust this word choice to make it sound better.</p> <p>Ask students, “If I ask myself, “Does this make sense?” and it does NOT, what are some things I can do as a writer?” Have students</p>	<p>Conference Notes</p> <p>Poetry Notebooks</p>

	<p>turn and talk about ways they can make their writing better and chart responses:</p> <ul style="list-style-type: none"> <li>● Try a word that makes more sense</li> <li>● Try making a line break</li> <li>● Try I to add or delete a word or a phrase</li> </ul> <p><b>Practice:</b> Students work with their writing partner to take turns reading aloud their poem, listening and asking, “Does this sound right?” Students will make final edits using the student generated checklist</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Students take turns reading their edited poems aloud to their partners, once they have made final changes.</p>	
	<p>EQ: How do poets use the writing process to compose poems?</p> <p><b>Mini Lesson 14:</b> Publishing</p> <p>When poets have drafted, revised, and edited their poems, they are ready to make their poems ready for their readers. They do this by taking all of the revisions and edits they have made, and they create a published piece of writing. Teacher will model looking a revised and edited poem, and re-writing a published poem, being sure to carefully include all edits and revisions, and using his or her best handwriting.</p> <p><b>Practice:</b> Students carefully choose a poem to publish, and move on to writing their published piece. If they finish early, they may revise, edit, and publish another piece.</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> Students meet with their writing partner to check each other’s progress on the final draft.</p>	<p>Conference Notes</p> <p>Poetry Notebooks</p>
	<p>EQ: How do poets use the writing process to compose poems?</p> <p><b>Mini Lesson 15:</b> Poetry should be read aloud &amp; expressively!!!</p> <p>Watch <a href="#">video</a> of Asha Christensen performing her poem.</p> <p><a href="https://www.youtube.com/watch?v=rtnEnEqjk0E&amp;list=PLJbHvzUQw216z8zMuLFRRTpww6vCgYeSr">https://www.youtube.com/watch?v=rtnEnEqjk0E&amp;list=PLJbHvzUQw216z8zMuLFRRTpww6vCgYeSr</a></p> <p>As you watch it, think about the moves the poet is making as she is reading her poem. What does she do to make it come alive?</p> <p>Chart student responses, such as:</p> <ul style="list-style-type: none"> <li>● Speak clearly</li> <li>● Speak at a good rate</li> <li>● It flows well</li> <li>● Speaking with feeling that matches the poem</li> <li>● Gestures to match actions in poem</li> </ul> <p>Teacher will read a poem aloud to the class in a bland, monotone voice. Based on the student generated list from watching the video, students will give teacher feedback on 2-3 ways she can improve. Teacher models listening to feedback, and reading</p>	<p>Conference Notes</p>

	<p>poem aloud a second time, using the feedback to make poetry reading better. Debrief process with students, and have them try it with their partner.</p> <p><b>Practice:</b> Students will take turns practicing reading aloud their poems to receive feedback, then reading a second time to improve. Students can repeat this process several times. Partnerships can also join with another partnership so they can receive feedback from more than one person.</p> <p>Teacher confers with students, partnerships, and/or clubs .</p> <p><b>Share:</b> What are some tips that helped you read your poem well? Add these tips to class chart.</p>	
	<p style="text-align: center;"><b>Performance Assessment</b> <b>Third Grade Poetry Tea Celebration!</b></p> <p>Students will celebrate their hard work today! Students will have drafted several poems in their poetry notebooks. By today, they will have chosen one to publish, and will perform their poetry for an audience of community members at a Poetry Tea event at school. All student poems will be collected, copied, and bound to create a class anthology of poems. Poetry Anthology will be available in classroom library, and other libraries around the school.</p>	<p>Performance Assessment Rubric</p>

**Performance Assessment Rubric**

	<b>Exceeded Expectations</b>	<b>Met Expectations</b>	<b>Approached Expectations</b>
<b>Poetry Elements</b>	In my poem I included appropriate poetic elements that enhance my poem and demonstrate my understanding of the form of poetry I chose. (ex: rhyme, meter, repetition)	My poem included appropriate poetic elements for the form of poetry I chose. (ex: rhyme, meter, repetition)	My poem did not include appropriate poetic elements for the form of poetry I chose.
<b>Imagery</b>	I effectively and artistically used strategies to create vivid images in my reader's mind.	I used strategies to create some simple images in my reader's mind.	I simply describes images for my reader.
<b>Word Choice</b>	I specifically chose words to match and enhance the topic and feeling of my poem.	I chose words that mostly match the topic and feeling of my poem.	My word choice does not match the topic or feeling of my poem.
<b>Using the Writing Process</b>	My poem went through the entire writing process, including revision and editing. My poem is easy to read, and sounds good when read aloud.	My poem was not completely edited or revised. My poem was mostly easy to read, with a few parts that could use some more revision or editing.	I did not edit or revise my poem. My poem was not very easy to read, and there were several parts that didn't sound quite right when read aloud.
<b>Poetry Performance</b>	I read my poem with confidence, using an expressive voice, and the audience was able to hear it clearly.	I read my poem with some expression, and the audience was able to hear it.	I read with some expression OR the audience was able to hear it clearly.

**Poetry Pre-assessment**

1. Read each poem and identify each poem as **humorous, narrative, free verse** or **lyrical**.

<p style="text-align: center;"><b>Pants</b> <b>By: Mordicai Gerstein</b></p> <p>We go everywhere together. You carry my treasures for me. When I find grass on your knees and sand in your pockets, I know where I've been. We go everywhere together except the washing machine. "Don't let them put me in there!" you beg. "Or at least come with me!" But all I can do is watch you go round and round in the little window, tumbling in the suds, like me when I'm caught in an ocean wave. I hear your buttons clicking in the spinning dryer. You emerge, limp and lifeless, till I slip my legs inside you. You're alive again! Eager for our next adventure!</p> <p>-----</p>	<p style="text-align: center;"><b>Climbing</b> <b>by Aileen Fisher</b></p> <p>The trunk of a tree is the road for me on a sunny summer day.</p> <p>Up the bark that is brown and dark through tunnels of leaves that sway and tickle my knees in the trembly breeze, that's where I make my way. Leaves in my face and twigs in my hair in a squeeze of a place, but I don't care!</p> <p>Some people talk of a summer walk through clover and weeds and hay.</p> <p>Some people stride where the hills are wide and the rocks are speckled gray.</p> <p>But the trunk of a tree is the road for me on a sunny summer day.</p> <p>-----</p>	<p style="text-align: center;"><b>April Rain Song</b> <b>By: Langston Hughes</b></p> <p>Let the rain kiss you. Let the rain beat upon your head with silver liquid drops. Let the rain sing you a lullaby. The rain makes still pools on the sidewalk. The rain makes running pools in the gutter. The rain plays a little sleep-- song on our roof at night. And I love the rain.</p> <p>-----</p>	<p style="text-align: center;"><b>Brother</b> <b>By: Mary Ann Hoberman</b></p> <p>I had a little brother And I brought him to my mother And I said I want another Little brother for a change. But she said don't be a bother So I took him to my father And I said this little bother Of a brother's very strange. But he said one little brother Is exactly like another And every little brother Misbehaves a bit he said. So I took the little bother From my mother and my father And I put the little bother Of a brother back to bed.</p> <p>-----</p>
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2. Identify 3 examples of imagery from the poems above.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Poetry Sort**

Read each poem and identify each poem as **humorous, narrative, free verse** or **lyrical**.

<p><b><u>Frankenstein Makes a Sandwich</u></b></p> <p><b>By: Adam Rex</b></p> <p>When Frankenstein prepared to dine on ham and cheese on wheat, He found, instead, he had no bread (or mustard, cheese, or meat). What could he do? He thought it through until his brain was sore, And thought he ought to see what he could borrow from next door. His neighbors gawked as Frankie walked the paths up to their porches. Each time he tried the folks inside just chased him off with torches. "A MONSTER! EEK!" the people shrieked. "Oh, make him go away!" The angry hoards unsheathed their swords, pulled pitchforks out of hay. They threw tomatoes, pigs, potatoes, loaves of moldy bread. And soon a thought struck Frankenstein as pickles struck his head. It's true, at first, he thought the worst: His neighbors were so rude! But then he found that on the ground they'd made a mound of food. He piled it high and waved goodbye and shouted, "Thanks a bunch!" Then stacked it on a plate and ate a big, disgusting lunch.</p> <p>-----</p>	<p><b><u>Beach</u></b></p> <p><b>By: Clara Nanez</b></p> <p>I was sitting on the sand Watching the clouds pass by When I saw in the sky a lion and a bear I said oh my! I look on my left I see a white dove fly so high I started to cry I said to myself I must be crazy There is no bear or lion in the sky Maybe a dove and some water below And other things that we don't know</p> <p>-----</p>	<p><b><u>On My Nature Hike</u></b></p> <p><b>By Neal Levin</b></p> <p>Lizard skitters on the path, Muskrat takes a rustic bath, Beaver weaves a home of sticks, Dragonfly does fancy tricks, Mallard glides among the reeds, Chipmunk rustles in the weeds, Turtle moseys through the mud, Whitetail nibbles on a bud, Eagle soars across the sky, Warbler sings a lullaby... I'm as quiet as can be, Only watching peacefully.</p> <p>-----</p>	<p><b><u>Night Story</u></b></p> <p><b>By: Annette Gulati</b></p> <p>When I can't sleep late at night, I grab my pen and start to write.</p> <p>The words fly forth like birds from trees. Onto my page, they perch with ease.</p> <p>I tell my tale. The clock ticks on.</p> <p>My fingers work. It's almost dawn.</p> <p>Now ready to snooze, my eyelids close. I slumber now. My story composed.</p> <p>-----</p>
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