

Unit 3: Writing to Entertain: Poetry

Common Core State Standards addressed: W.4.4, L.4.3a-c, RF.4.4a-c.



Guiding Questions and Big Ideas:

What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

What will your student be doing at school?

In Unit 3, students prepare for the performance task by writing original poems about something meaningful to them, and writing a presentation explaining what they were inspired by and why, and where you can see evidence of this in their poems. They use visuals in their presentations (e.g., images, videos, or objects) to support the content of their presentation. For the performance task, they present their poem and presentation to an audience.

Working to become an effective learner and working to become ethical people are habits of character emphasized in this unit.

Working to become an effective learner. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

Working to become an ethical person. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the author. Encourage your student to find evidence of that inspiration in the poems.
- Talk about what inspires your student and what is meaningful to him or her in preparation for writing poetry (e.g., a place, a person, an animal, a vehicle, a sport, or an event).

Unit 3: Homework

In Lessons 1–3, homework focuses on research reading.

In Lessons 4–11, homework focuses on reading poems aloud for fluency. In Lessons 6–7, for homework students gather visuals (images, videos, or objects) to support the content of their poem and presentation.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topic vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

Poetry, Poets, and Becoming Writers

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students plan and begin to write their own original poems about something that inspires them.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students finish writing their own original poems about something that inspires them.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students revise their poems for precise word and phrase choice and to add punctuation for effect. This is the Mid-Unit 3 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students analyze the structure of the model presentation and write the introduction of their poetry presentation.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students write the reasons and evidence paragraph for their poetry presentation. They also read a new poem aloud for fluency.	1. Reading a new poem or excerpt of poem aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new poem for fluency in Lessons 8 and 9 . 2. Teacher will check independent reading journals strategically.	
6	Students write the conclusion of their poetry presentation. They also read a new poem aloud for fluency.	1. Reading a new poem or excerpt of poem aloud for fluency 2. Prepare visuals (images, video, objects) to support content of poem and presentation 3. Research reading and answering prompt	1. Students will read aloud a new poem for fluency in Lessons 8 and 9 . 2. Lessons 8 and 9 . 3. Teacher will check independent reading journals strategically.	
7	Students revise their poetry presentations, specifically for linking words and phrases and precise vocabulary.	1. Reading a new poem or excerpt of poem aloud for fluency 2. Prepare visuals (images, video, objects) to support content of poem and presentation 3. Research reading and answering prompt	1. Students will read aloud a new poem for fluency in Lessons 8 and 9 . 2. Lessons 8 and 9 . 3. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
8 and 9	Students read aloud a new poem for fluency and accuracy for the End of Unit 3 Assessment. Students also choose visuals for their poetry presentation and revise their presentation to reference the visuals.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students practice their poetry presentations and participate in a peer critique to help them improve their poems.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students present their poem and presentation with visuals for an audience for the performance task.	None for this lesson		

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: *Love That Dog* by Sharon Creech

Pages Read: 42–45

Prompt: *Describe in depth an event in the text using details from the text.*

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)						
Break up the word using this chart:	Words with the same affix or root						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Prefix</th><th style="text-align: center; padding: 2px;">Root</th><th style="text-align: center; padding: 2px;">Suffix</th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td></tr> </tbody> </table>	Prefix	Root	Suffix				Translation in home language (where appropriate):
Prefix	Root	Suffix					

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Reading Fluency Texts

"After Many Springs" by Langston Hughes

Now,
In June,
When the night is a vast softness
Filled with blue stars,
And broken shafts of moon-glimmer
Fall upon the earth,
Am I too old to see the fairies dance?
I cannot find them any more.

Hughes, Langston. "After Many Springs." *Crisis*. n.p., 1922. *Crisis Chronicles Cyber Litmag* (2008–2014). Web. 16 June 2016.

"The Wind Has Such a Rainy Sound" by Christina Rossetti

The wind has such a rainy sound
Moaning through the town,
The sea has such a windy sound—
Will the ships go down?
The apples in the orchard
Tumble from the tree.
Oh, will the ships go down, go down,
In the windy sea?

Rossetti, Christina G. "The Wind Has Such a Rainy Sound." *Sing-Song A Nursery Rhyme Book*. London: Macmillan and Co., 1893. *A Celebration of Women Writers*. Web. 16 June 2016.

Excerpt from "Afternoon in February" by Henry Wadsworth Longfellow

The day is ending,
The night is descending;
The marsh is frozen,
The river dead.
Through clouds like ashes
The red sun flashes
On village windows
That glimmer red.

Longfellow, Henry Wadsworth "Afternoon in February" Henry Wadsworth Longfellow [online resource], Maine Historical Society, Accessed 16 June 2016. <http://www.hwlongfellow.org>

"Trees" by Sara Coleridge

The Oak is called the King of Trees,
The Aspen quivers in the breeze,
The Poplar grows up straight and tall,
The Pear tree spreads along the wall,
The Sycamore gives pleasant shade,
The Willow droops in watery glade,
The Fir tree useful timber gives,
The Beech amid the forest lives.

Coleridge, Sara. "Trees." *Pretty Lessons in Verse for Good Children; with Some Lessons in Easy Rhyme.*" London: John W. Parker and Son, 1853. Google Books. Web. 16 June 2016.

