2nd Grade Poetry – Unit of Study

Planning Calendar

Week 1	Immersion-Doing the work of writers What is poetry?	Immersion-Doing the work of writers	Immersion-Doing the work of writers	Immersion-Doing the work of writers	Immersion-Doing the work of writers
Week 2	Idea Development Ordinary to Extraordinary Modeling how to use a mentor poem Resource: <u>The No-Nonsense Guide to Teaching Writing</u> by Davis and Hill	Idea Development Ordinary to Extraordinary Modeling how to use a mentor poem Resource: <u>Awakening the Heart</u> by Georgia Heard	Idea Development Ordinary to Extraordinary Modeling how to use a mentor poem Resource: <u>Awakening the Heart</u> by Georgia Heard	Idea Development Where we get our ideas Resource: <u>Teaching Second Graders to Love Writing Poetry</u>	Idea Development Where we get our ideas Resource: <u>Teaching Second Graders to Love Writing Poetry</u>
Week 3	Sentence Fluency and Organization Resource: <u>Of Primary Importance</u> by Corgill	Sentence Fluency and Organization Resource: <u>Of Primary Importance</u> by Corgill	Sentence Fluency and Organization Resource: <u>Of Primary Importance</u> by Corgill	Sentence Fluency and Organization Resource: <u>Of Primary Importance</u> by Corgill	Sentence Fluency and Organization Resource: <u>Of Primary Importance</u> by Corgill
Week 4	Word Choice and Voice Sensory Words Resource: <u>Of Primary Importance</u> by Corgill	Word Choice and Voice Sensory Words Resource: <u>Of Primary Importance</u> by Corgill	Word Choice and Voice Personification Resource: <u>Awakening the Heart</u> by Georgia Heard	Word Choice and Voice Personification Resource: <u>Awakening the Heart</u> by Georgia Heard	Word Choice and Voice Repeating Words Resource: <u>Of Primary Importance</u> by Corgill
Week 5	Publishing Revising: Word Choice Resource: <u>Of Primary Importance</u> by Corgill	Publishing Editing	Publishing	Publishing	Celebration

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Big Ideas/Enduring Understandings	Essential Questions	TEKS	Resources
Genre Characteristics/Attributes • Poetry is written differently than fiction or nonfiction • Poets write about nature, common objects, and other details of the world around them • Poetry doesn't have to rhyme • Writers write in the poetic format with line breaks and white space. • May use using repeating lines, figurative language, alliteration, and onomatopoeia to create rhythmic pieces • Some poems contain repeated words or phrases • Some poems have unusual shapes • Poets use descriptive words • Some poems contain strong imagery **Craft** • Poets get ideas from their lives, their passions, and the world around them • Poets write about a variety of self-selected topics • Poets use interesting word choice, illustrations, formats, and text sizes to engage the readers • Poem reflects author's voice • Paints a picture for the reader • Uses details to create vivid images • Uses poetic devices such as sensory images, personification, metaphors and similes • Uses precise descriptive language • Makes thoughtful decisions about form and line breaks to give poem shape, structure, and rhythm **Writing Process** • Poets write multiple rough drafts • Poets revise and edit their writing • Poets publish their writing using a variety of • formats and media • Poets reread writing often • Creates illustrations that add to the appeal and clarity of the poem	1. How will I choose what to write about? 2. What can I read that is like what I want to write? 3. How will I use mentor texts to guide my writing? 4. How will reading and discussing a poem's characteristics help me write a poem? 5. What kinds of words and images will I choose that will help readers? 6. How will I "paint a picture" for the reader with my words? 7. How will my writing look different on the page (line/breaks/white space)? 8. How will using line breaks help my reader read and understand my poetry better? 9. How will I use illustrations to make my poetry clearer? 10. What will I learn from reading and talking about my writing with others? 11. How can I use poetic devices such as sensory images, personification, metaphors and similes? 12. How can I use poetry to write about nature and common objects?	**TEKS** 17A, 17C, 17D, 17E, 18B, 19A, 22A, 22Ai-22vii **ELPS** 1C, 1E, 3E, 5B, 5F, 5D, 3C, 1E	**Professional Books** Awakening The Heart by Georgia Heard Of Primary Importance by Ann Marie Corgill Kids' Poems by Regie Routman The No-Nonsense Guide to Teaching Writing By Judy Davis & Sharon Hill A Poet's Dictionary **Technology Resources** www.favoritepoem.org www.kristinegeorge.com www.ralphfletcher.com

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Before we can write poetry well, we must first read, study, and name what we notice about the poems we are reading each day. If possible, begin reading many different examples of poetry, including poems written by other 2nd graders (see examples on website) a couple of weeks before starting the unit of study. At the beginning of the study, the children spend the first part of writing workshop reading, talking, noticing, and then sharing their observations about poetry. It is essential for children to develop the ability to read and name their understandings of or characteristics of the genre they wish to write.
Possible answers:

- *Can be very short, medium-sized or very long*
- *Has a unique form and shape*
- *May or may not have rhythm and a beat*
- *Usually has a title that goes with the poem*
- *May be serious or humorous*
- *Usually expresses important personal feelings*
- *Sometimes uses "sound-effect words" to make the poem come to life (Vrrooooooommmm-Zooooooooooooooommmmmmmmmm!!)*
- *There's lots of white space around the poem*
- *Poets use capitalization and punctuation differently than fiction and nonfiction writers*
- *Doesn't have to rhyme*
- *Poets use lots of "active" words to bring the poem to life*
- *Poems sometimes have illustrations*
- *Can be about anything*

Considerations:
Create opportunities for kids to hear and read poetry-read poems aloud to the whole class, encourage small group and partner reading of poetry, and offer independent reading time with plenty of poetry choices available. If poetry books are limited, copy poems, mount and laminate them for students to read. Such exposure and immersion encourages students to enjoy poetry, observe what poets do, and see possibilities for their own writing. Establish a poetry corner with your favorites and the students' favorites added in.

"Poet of the Day"
Students sign up a day or two in advance to read a favorite poem to the class after lunch or at the end of the day. Students practice the poem so they can read with fluency and expression. Students may team up with partners.

Poetry Notebook
Try having kids keep a special notebook or a section of their writing notebook just for poetry. In this space they can write their own poetry and copy their favorite poems by other authors. Having their own work and favorite poems close by makes it easy to go back to memorable wording and encourages kids to reread poems.

Lessons for this unit of study are adapted from Of Primary Importance by Anne Marie Corgill; The No-Nonsense Guide to Teaching Writing by Davis and Hill: Units of Study for Primary Writing by Lucy Caulkins; and Kids' Poems-Teaching Second Graders to Love Writing Poetry by Regie Routman.

2nd Grade Poetry – Unit of Study

FRAMEWORK FOR WRITING WORKSHOP

TIME TO TEACH **Mini-Lesson** 10 to 15 minutes	Ongoing demonstrations are necessary to ensure that students have ideas for writing, expectations for quality, and an understanding of the elements of poetry so they apply them to their own work, and the knowledge and confidence to write independently. Demonstrations/modeling may involve one or more of the following, or any combination of these, depending on your purposes: Students are gathered up close and on the floor. The way we start the workshop should set the tone for the rest of that block of time. • New focus lesson on one aspect of poetry • Teacher thinking aloud and writing in front of students, modeling what the students are expected to do • Reviewing a previous lesson from the previous day or days before • Sharing a piece of children's writing that supports the lesson or work we've been doing in genre share • Reading and discussing a poem an its characteristics • Reviewing workshop routines or ways to use materials
TIME TO PRACTICE **Work & Practice Time** 30 to 40 minutes	• Independent writing: time for children to think, write, and talk about their writing either with classmates or with the teacher in individual conferences or guided writing groups
TIME TO SHARE **Sharing and Celebrating** 5 to 10 minutes	• At the end of the workshop, children gather to share their work. Typically, children who share are the ones the teacher has had individual conferences with that particular day. These children share their poetry teaching points and teach the class what they learned. • Students may share completed work with peers.

Independent Work: Explain to students that when it's time for independent writing, the first thing they should do is *reread a little bit of what you already wrote the day before. Then you have two choices. You can keep writing on the same piece or you can start a new piece. If you want to continue with the same pieces, just write the date in the margins.* Model this on chart paper. Have a poster ready to remind students what they need to do.

Conferencing: Affirming Writers' Efforts
• Circulate the room, stopping to briefly talk with students. The following are typical comments:
  • Why did you choose this topic? Tell me the story. What is the important part you want to focus on?
  • Capture and celebrate the writing "gems." Listen and look for writings "gems" – those words or phrases that are especially powerful. When a child says or writes one, may stop and draw everyone's attention to what the writer has done well. This should continue every day.

Assessment: What students/teacher will complete as documentation of growth
• What We Know About Poetry Writing chart (pre-and post study)
• Student work samples from beginning, middle, and end of study with anecdotal notes
• Rough and final draft work
• Reflection
• End of unit rubric

Writing Workshop Structure During Immersion
(Framework is ONLY for Immersion)

25 minutes for reading aloud poetry and discussion	Read poetry to the class. Stop periodically to share thoughts, observations, or inquiries about text.
15 minutes independent or small group work	Optional activities can be done a the meeting area or students' desks
10 minutes for a share	Share work that was done or ideas that were discussed

2nd Grade Poetry – Unit of Study

Suggestions for Mentor Text

Poems that Will Inspire the Rhythm of Poetry:
- *Splish Splash* by Joan Bransfield Graham
- *The Singing Green* by Eve Merriam
- *The Dreamkeeper and Other Poems* by Langston Hughes
- *Honey, I Love* by Eloise Greenfield
- *Complete Poems of Robert Frost*
- *Creatures of the Earth, Sea, and Sky: Poems* by Georgia Heard
- *Doodle Dandies: Poems That Take Shape* by J Patrick Lewis
- *Spectacular Science* by Lee Bennett Hopkins

Pattern and Repetition:
- *Honey, I Love* by Eloise Greenfield

Observation:
- *All The Small Poems And Fourteen More* by Valerie Worth
- *Rich Lizard and Other Poems* by Debra Chandra
- *White Pine: Poems and Prose Poems* by Mary Oliver

Writing Personal Truths:
- *Baseball, Snakes, and Summer Squash* by Donald Graves
- *On the Wing* by Douglas Florian
- *Under the Sunday Tree* by Eloise Greenfild,

Word Play:
- *Words with Wrinkled Knees* by Barbara Juston Esbensen
- *The Singing Green* by Eve Merriam

Imagery and Figurative Language:
- *A Jar of Tiny Stars* by Bernice Cullinan (Ed.)
- *Dirty Laundry Pile* by Paul Janeczko (personification)
- *all the small poems and fourteen more* by Valerie Worth
- *I Thought I Heard the City Sing* by Lilian Moore
- *Pocket Poems* by Paul Janeczko
- *Knock at a Star* by X.J. Kennedy-An anthology organized to help the reader learn about the features and functions of poetry. Excellent poetry book to keep when conferencing with students because it provides examples.
- *Baseball, Snakes, and Summer Squash* by Donald Graves

Ordinary Subjects:
- *The Place My Words are Looking For* by Paul Janeczko
- *All the small poems and fourteen more* by Valerie Worth

Sensory Images:
- "fireworks," "pigeons," and "barefoot" from all the small poems and fourteen more by Valerie worth
- "april rain song" from The Oxford Illustrated Book of American children's Poems by Donald Hall

Personification:
- "lawnmower," "porches," and "back yard" from *all the small poems and fourteen more*
- "Morning Sun" from *The Oxford Illustrated Book of Poems* by Donald Hall
- "The Masked One" from *Creatures of the Earth, Sea, and Sky* by Georgia Heard

Vivid Images:
- "Enchantment" and "comment" by Joanne Ryder from *The Place My words are Looking For* selected by Paul Janeczko
- *Toasting Marshmallows* by Kristine O'Connell George

Repetition:
- "Bat," "Spider," and "Orb Weaver" from *Fireflies at Midnight* by Marilyn singer
- "Elephant Warning" and "Bat Patrol" from *Creatures of the Earth, Sea and Sky* by Georgia Heard

Line Breaks:
- "Fog" by Carl Sandburg from *The Oxford Illustrated Book of American Children's Poems* by Donald Hall
- "turtle" from *all the small poems and fourteen more* by Valerie Worth

Capitalization:
- *All The Small Poems And Fourteen More* by Valerie Worth
- *Fireflies at Midnight* by Marilyn singer
- *Creatures of the Earth, Sea, and Sky* by Georgia Heard

2nd Grade Poetry – Unit of Study

Suggestions for Mentor Text

Other recommendations:
- *January Rides the Wind* by Charlotte F. Otten
- *Ordinary Things* by Ralph Flectcher
- *Outside the Lines* by Brad Burg
- *Small Talk* by lee Bennett Hopkins
- *The Burger and the The Hot Dog* by Jim Aylesworth
- *What if?* By Joy Hulme
- *Silver Seeds* by Paul Paolilli
- *When Riddles Come Rumbling* by Rebecca Kai Dotlich
- *Food Fight* by Michael J Rosen
- *Water Planet* by Ralph Fletcher
- *Rich Lizard and Other Poems* by Deborah Chandra

- *Echoes for the Eye: Poems to Celebrate Patterns in Nature* by Barbara Esbensen
- *Ordinary Things: Poems from a Walk in Early Spring* by Ralph Fletcher
- *Ten-Second Rain Showers: Poems by Young People* by Sandford Lynne
- *Sweet Corn: Poems* by James Stevenson
- *A Suitcase of Seaweed and Other Poems* by Janet Wong
- *A Writing Kind of Day* by Ralph Fletcher
- *Joyful Noise, Poems for Two Voices* and *I Am Phoenix, Poems for Two Voices* by Paul Fleischman
- *The Tamarindo Puppy and Other Poems* by Charlotte Pomerantz -**Poems in English and Spanish** celebrate the joy of playing with sound and rhythm.

Suggestions for Mentor Text: Spanish
(Titles listed are found in *Días y Días de Poesía: Developing Literacy Through Poetry and Folklore* by Alma Flor Ada)

(A) = Anthology (B) = Blue poetry chart (T) = Tan poetry chart (G) = Green poetry chart

Poems that Will Inspire the Rhythm of Poetry:
- 9/3   *Pito, pito colorito* – Tradicional (A)
- 10/1   *Hojitas de otoño* por A.L. Juáregui (A)
- 10/17   *Vaquerito juguetón* por Emma Holguin Jimenez y Conchita Morales Puncel (A)
- 11/28   *El tambor de la alegría* – Tradicional (A)
- 12/7   *Ronda de zapatero* por Germán Berdiales (A)
- 1/7   *Canción de invierno* por Marta Gimenez Pastor (A)
- 1/26   *Bate, bate chocolate* – Tradicional (B)
- 3/11   *Mi tambor* por Emma Holguin Jimenez y Conchita Morales Puncel (A)
- 4/28   *El carpintero* por Ernesto Galarza (T)
- 5/22   *Salta la rana* por Juan Quintana (A)

Repetition:
- 11/16   *Siete más uno* – Tradicional (A)
- 1/4   *A la rueda rueda* por Juana de Ibarbourou (A)
- 1/12   *Lunes antes de almorzar* – Tradicional (A)

Imagery:
- 1/2   *Habia una vez* por Alma Flor Ada (A)
- 4/20   El gato con botas por Alma Flor Ada (A)
- 6/3   Mi propia magia por Alma Flor Ada (A)
- 7/11   El sol es un papalote por Antonio Ramirez Ganados (A)

Others:
- *Arco iris de poesía: Poemas de las Américas y España* selected by Sergio Andricaín
- *From the Bellybutton of the Moon/Del ombligo de la Luna* by Francisco X. Alarcón
- *Huevos verdes con jamón* by Dr. Suess
- *Mandaderos de la lluvia* by Claudia M. Lee
- *Pimpón* by Alma Flor Ada and F. Isabel Campoy
- *Tortillitas Para Mama* selected and translated by Margot C. Griego, Betsy L. Bucks, Sharon S. Gilbert, and Laurel H. Kimball

2ⁿᵈ Grade Poetry – Unit of Study

WEEK ONE: IMMERSION Most 2ⁿᵈ graders have been exposed to rhyming poems. Talk about and read lots of free verse since that is what students will be writing. Point out that non-rhyming poems can also have rhythm and a beat. During the poetry writing focus, read aloud non-rhyming poetry almost exclusively.

Immersion	Immersion	Immersion
Doing the work of writers	*Doing the work of writers*	*Doing the work of writers*
Mini-Lesson- Introduce new genre *Today we are going to learn how poets see the world in different, fresh, and unusual ways. Then we will practice seeing the world like poets.* 1. Asking/charting with students, *Before we begin, what do you already know about poetry? (It is okay if they do not have much to share. This is a pre-assessment to inform our instruction.)* 2. T selects 2 to 3 pieces to read aloud. May also revisit poetry read before. First reading, "this is a poem about…" 2ⁿᵈ reading, "listen and look carefully as I read this poem again. What do you notice that the writer has done?" 3. With the children begin to name what they notice about the genre of poetry. As the children begin to name what they've discovered, chart the discovery on chart paper. Try to help them name their discoveries in more specific language. **_Independent Work_** 4. Students began reading poems on their own or in pairs, noting the ones they like. T conferences with students about their poems-what they like/dislike etc. **_Share_** 5. Students share favorites/read aloud.	**_Mini-Lesson_** 1. T *continue to* select 2 to 3 pieces to read aloud and or revisit poetry read before –*Choose poems that will give students a broader perspective.* Come back to chart-add noticings to chart. Begin naming/using precise language, what the students are noticing. **_Independent Work_** 2. Students continue reading poems on their own or in pairs, noting the ones they like. T conferences with students about their poems-What they notice, why they like/dislike it etc. **_Share_** 3. Students share favorites/read aloud. Add to chart any further noticings. Across the week, ask students to visualize the poems as they are read. Begin thinking about subjects/ideas they care about. Idea development starts with reading and talking and naming possible topics.	**_Mini-Lesson_** 1. T *continue to* select 2 to 3 pieces to read aloud and or revisit poetry read before –*Choose poems that will give students a broader perspective.* Ts come back to chart-add noticings to chart. **_Independent Work_** 2. Students continue reading poems on their own or in pairs, noting the ones they like. *T conferences* with students about their poems-what they notice, why they like/dislike it etc. **_Share_** 3. Students share favorites/read aloud. Add to chart any further noticings. Continue this process over the next few days as needed. Read aloud poems that will inspire the rhythm of poetry (<u>Honey, I Love</u>: "Rope Rhyme"; "Things" "Way Down in the Music" <u>Creatures of the Earth, Sea, & Sky</u>: "Elephant Warning"; "The Orb Weaver"; <u>Doodle Dandies</u>" "Lashondra Scores!") Students listen to how authors choose words wisely. Begin "collecting" poetic" words from all genres read and charting for students to use.

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WEEK TWO: IDEA DEVELOPMENT Each lesson may be repeated as needed, over the course of several days with teacher modeling/writing a poem in front of the class, sharing student poems, or showing the features of poetry with mentor text.

Idea Development-From Ordinary to Extraordinary	*Idea Development*	*Idea Development*
Choosing a Mentor Text *"I want to write a poem like that."* **Mini-Lesson** 1. Explain what a mentor text is. 2. Model the process of choosing mentor poems. 3. With the students, create a list of the qualities of a good mentor poem.	**Choosing a Mentor Text** *Mini-Lesson* Choose mentor texts/poets that write about ordinary things. 1. T will list some of the titles/topics of poems read. (may also use student poems from the Lesson Resources). Point out that many poets write about ordinary things like_____. *Read a few of the poems. Look around the room and see if you find things you might write about like* _____. Chart ideas from the book and from students' observations. Refer to the lesson from the day before.	*Mini-Lesson* 1. Brainstorm ideas for writing topics. T models/thinks aloud, creating own poem using mentor text. Use published or student poems (see website for resource) read aloud. Your thinking aloud and writing will inspire your students and teach them. You only have to write a little better than they do for them to take something away from your writing.

Qualities of a Mentor Poem

- You Love It
- It touches you in a special way
- You can read it fluently
- You understand what the poet was trying to get you to understand
- You can discuss it intelligently
- The poem demonstrates qualities of good poetry and you can learn from it for your own poetry

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Middle column continued:

2. Let students know they are going to write their poems. Oral brainstorming of topics before students begin to write ensures that most students will get started quickly and easily with their own writing. For those students who don't yet have an idea to write about (usually just a few students) walk around and briefly conference with them to help them get started. Each day before writing, ask several to talk in detail about what they think they might like to write a poem about. With the whole class "listening in," talk with the students, asking them questions. Example:

> Who knows what they are going to write about?
> What do you want to say about …?
> How could you begin?
> How do you feel…?
> What was it like…?

Right column continued:

2. Students think about their mentor text, what poem they want to model their writing after. Take a few ideas and have a "conference" in front of the class with one or two students, expanding their ideas by asking them to talk in detail about their idea and asking questions.
3. Some students may need to "visualize" their topic and draw first, then put words to their poetry.

Independent Work
- How will students access their mentor/chosen poems? Students can mark or copy (T can make a copy or students can copy into poetry notebook) T conferences with students, guiding them in choosing a mentor text ("I want to write a poem like that.")

Independent Work
3. After one or two similar conversations about topic and word choice, kids begin to write. Ask students to skip lines to have room for changes and to date their work. *Read your poem over to yourself to see if it sounds right. Speak the words aloud softly to yourself so you really hear how it sounds. Think about how you want your poem to look on the page and how you want your poem to end. If you finish one poem, start another.*
4. Conference one-one with students, helping them with their word choice and writing like their mentor poem.

Independent Work
4. Students write their own poems, thinking about who/what they writing like (mentor text).

Conferencing
Circulate the room, stopping to briefly talk with students. The following are typical comments:

- *I like that tile. I know exactly what your poem will be about.*
- *I saw you rereading your first few lines. That's what thoughtful writers do.*
- *I like the way your poem looks on the page. I can tell you're thinking about that as you write.*
- *I like the words you used. I can picture exactly how you were feeling.*

Capture and celebrate the writing "gems."
Listen and look for writing "gems"-those words or phrases that are especially powerful. When a child says or writes one, stop and draw everyone's attention to what the writer has done well. This should continue every day.

Share
5. Students share a mentor poem & WHY they chose the poem.

Share
5. Students share their poems with a partner, then choose 2 or 3 to share with the whole group. Comment on specific, noteworthy features. For example, *what a great beginning, I love the way…* commenting on attributes used. (repeating lines, word choice etc.)

Share
5. Students share their poems with a partner, then choose2 or 3 to share with the whole group. Comment on specific, noteworthy features. For example, *what a great beginning, I love the way…* commenting on attributes used (repeating lines, word choice etc). Students can share what mentor text they modeled their writing after.

2nd Grade Poetry – Unit of Study

WEEK THREE: SENTENCE FLUENCY AND ORGANIZATION Each lesson may be repeated as needed with teacher modeling/writing a poem in front of the class, sharing student poems, or showing the features of poetry with mentor text.

Sentence Fluency and Organization
When helping children organize and design their poems, focus on four elements: white space, font sizes, shape of poem, and line beaks.

Mini-Lesson - Poets make deliberate choices about the placement of their words on a page, (line breaks) so that the poem reads in a musical, logical, and poetic way.

Engage students in several lessons using poems on a pocket chart. Use a different poem each time. Think about also using student's poems.
1. Write a poem on sentence strips and cut the poem apart into individual words. (Use a poem that is a class favorite or has been read before.)
2. Place the words on the pocket chart to read like fiction with no line breaks.
3. Model/think aloud how to reorganize the poem so that it both looks and sounds like poetry when it's read aloud.

Independent Work
4. Students work on their own poems, rereading, thinking carefully about their choices of line breaks. T conferences with students one-on-one.

Share
5. Students share their poems. Comment on specific, noteworthy features such as line breaks, etc. Select students who can help re-teach mini-lesson focus.

Extending the Lesson
*   Students can help negotiate the placement of the words (using different poems), rereading as you go through each line.
*   Choose a poem and write it in several formats. Ask children which way they believe the author selected and talk about why/how that way best supports the poem's meaning.

Sentence Fluency and Organization

Mini-Lesson
1. Instead of a published poem, use a "poem" that consists of the word *drip* written on eight word cards; *drop* written on eight word cards and *sunshine* written on three word cards. Ask, "If this were a poem named 'Sudden Storm," how might it go? Lay out on a pocket chart, trying different line breaks. Give students opportunities to try making different versions of the "poem".
2. Help students arrange the words on the page before writing a final draft by writing each word in a box then cutting out and arranging, and rearranging in a way that looks and sounds like poetry-Poetry Puzzle Support Sheet.

Poetry Puzzle Support Sheet

Independent Work
3. Students work on their own poems, rereading, thinking carefully about their choices of line breaks. T conferences with students one-on-one.
4. For children who need support in the work with line breaks and how to organize their poem on the page, may find the Poetry Puzzle Support sheet helpful. Provide the poetry puzzle paper to help students arrange the words on the page before writing a final draft. Students put their rough draft alongside the poetry puzzle paper and then write each word from the rough draft in a separate box. Then copy the final draft of the poem.

Share
5. Students share their poems. Comment on specific, noteworthy features such as line breaks. Select students who can help re-teach mini-lesson focus.

Sentence Fluency and Organization

Mini-Lesson - Poets use font sizes and types to convey a particular meaning in a poem.
1. Refer back to familiar poems to notice that some poems have only a few words or lines. Others are written in the shape of the topic. Some words show up in boldfaced print or in fancy fonts or large and small sizes.   Boldfaced words in all capital letters usually signify excitement or surprise, or let the reader know that this word should be read in a strong, loud voice.
2. Take a poem that uses font sizes/types to convey meaning in a poem. Read the poem without emphasizing any words then read again (showing students how the poem is written) emphasizing the words the poet highlighted to convey a particular meaning.
3. Students talk about the differences/how the meaning changed, etc.
4. Discuss/model/use mentor text to show how white space can take the place of punctuation.

White Space Considerations
*   *Have you used line breaks to inform the reader when it is time to pause?*
*   *Have you skipped lines to get the reader to stop for a longer beat?*
*   *Have you used white space to highlight or make a word or group of words stand out?*

Independent Work
5. Students work on their own poems, rereading, thinking carefully about their choices, experimenting with font sizes/types to convey meaning. T conferences with students one-on-one.

Share
6. Students share their poems. Comment on specific, noteworthy features such as line breaks, white space, font sizes and types, etc. Select students who can help re-teach mini-lesson focus (line breaks, shape, font, etc.).

Extending the Lesson
*   Take students back to mentor poems. Model the language needed to discuss why a poet may have begun or ended a poem in a certain way. How do the titles contribute to the meaning of the poem?

2nd Grade Poetry – Unit of Study

WEEK FOUR: WORD CHOICE AND VOICE Each lesson may be repeated as needed, with teacher modeling/writing a poem in front of the class, sharing student poems, or showing the features of poetry with mentor text.

Word Choice and Voice
Sensory Words

Mini-Lesson - *A poet is like an artist, painting a picture in the mind of the reader.*
1. Discuss the poetic words the class has been collecting since week one. Introduce the idea of using our senses to create sensory images; sight, sound, smell, taste and touch. Read aloud poems with strong sensory images and model/ think aloud about the kind of work the poet had to do to create them.
2. Students close their eyes as you read aloud the poem, then talk about the image created in their mind. Ask what senses Valerie (or the poet) used to create the poem. Model/guide students' first responses.
3. Chart lines from the poem on a chart based on which "sense" they fall under. Do the same with other poems that provide the sensory images we want to show students.

Sight	Sound	Smell	Taste	Touch

Independent Work
4. Students work on their own poems, rereading, thinking carefully about their word choice, trying to create sensory images. T conferences with students one-on-one, supporting student's efforts to create sensory images.

Share
5. Students share their poems. Comment on specific, noteworthy features such as use of sensory words. Select students who can help re-teach mini-lesson focus.

Word Choice and Voice
Personification

Mini-Lesson *Exploring how poets write ordinary things in extraordinary ways.*
1. Explain how writers use tools like pen, paper, and mentor text to create their poems. They also use other important tools-things that that help take something ordinary and make it extraordinary. One of them is called personification. This word means to give people or human qualities to something that is not human.
2. Model with examples from the all the small poems and fourteen more, such as *Lawnmower*. Read the poem and model where the poet gave the lawnmower "people like" qualities. List these qualities on a chart with examples.
3. Try this again with students using other poems. (Examples: *porches, fences, or backyard* from all the small poems or *The Masked One* from Creatures of the Earth, Sea, and Sky by Georgia Heard.)

Independent Work
4. Students work on their own poems, rereading, thinking carefully about their word choice, trying personification in their poem. T conferences with students one-on-one.

Share
5. Students share their poems. Comment on specific, noteworthy features. Select students who can help re-teach mini-lesson focus.

Lawnmower
By Valerie Worth

The lawnmower
Grinds its teeth
Over the grass,
Spitting out a thick
Green spray;

Its head is too full
Of iron and oil
To know
What it throws
Away;

The lawn's whole
Crop of chopped
Soft
Delicious
Green hay.

Word Choice and Voice
Repeating Words

Mini-Lesson
1. Introduce repetition as another tool in their poetry toolbox students can use to make their poems even better. *Poets repeat words, phrases, and entire lines to establish a predictable rhythm. Rhythm is an important element of poetry because it draws the reader into the groove and feel of the poem. Refer back to mentor texts.*
2. Read aloud poems using repetition. (Examples: Honey I Love by Eloise Greenfield, Things" "Way Down in the Music" Creatures of the Earth, Sea, & Sky: "Elephant Warning"; "The Orb Weaver"; Doodle Dandies "Lashondra Scores!")
3. T models with own poem or student poem to find words to repeat.

Independent Work
4. Students choose a poem they have already written and see if they can find words they want to repeat or try using repeating words with new poem. T conferences with students one-on-one, helping them try repeating words.

Share
5. Students share their poems. Select students who can help re-teach mini-lesson focus.

Extending the Lesson
-   Read other poems and talk about how the poet used repetitive words. Then leave out the repetitive words and ask what the students think. What effect did repeating__have on the poem? Which way sounds better? Why?

2nd Grade Poetry – Unit of Study

WEEK FIVE:

Revising: Word Choice	*Publishing*	*Publishing*	*Reflections*

Revising: Word Choice
Poems do not have as many words as stories so authors must choose their words carefully.

Mini-Lesson
1. Students look back over the poems they have written, then select two poems they would like to spend more time on and publish for others to read. *Think about whom you could publish this for. Students share with partner what poems they want to publish and who they want to publish for.*
2. *Today we are going to talk about the kinds of words poets choose to use in their poems. Writers are like eye doctors…they work to give their readers crisp, clear vision. Remember, a poet is also like an artist, painting a picture in the reader's mind. Today, we will look at the words an author uses to give the reader clear, crisp 20/20 vision about their poem. Let me show you…*
3. Read a poem to show students examples of a 20/20 word (active, same sound, sound-effect words) vs. blurry.

20/20 Words	Blurry Words
• Soar	• Fly
• Dove	• Jump
• Tiptoes	• Walks

4. Create an anchor chart.

Independent Work
5. Students reread their selected poems, thinking about their word choice and revising using 20/20 words if needed.

Share
6. Students share a place they revised their poem(s).

Publishing
Conventions

Mini-lesson-Editing
1. Discuss how some poets use punctuation in poetry just like any other genre (show example) but that many poets use white space in the same way other kinds of writers use punctuation.
2. Look at a poem together and think about the way the poet used white space to help the reader read and understand it. When we use line breaks, we create white space which tells the reader what to do. "Riding on the Train" from <u>Honey, I Love</u> by Eloise Greenfield is a good example of use of white space, including the last word, "sleepy".
3. Students are also expected to check their spelling, circle words they are not sure about to correct before they rewrite it for publishing.

Independent Work
4. Ask students to go back and edit their poems, thinking about punctuation if they are using it and white space.

White Space Considerations
• Have you used line breaks to inform the reader when it is time to pause?
• Have you skipped lines to get the reader to stop for a longer beat?
• Have you used white space to highlight or make a word or group of words stand out?

Share
5. Students share their thinking about their choices for use of white space. ("I wanted the reader to pause or stop or say this word slowly.")

Publishing

Mini-lesson
1. After students have revised and edited their chosen poems, have them reread thinking about adding an illustration. *As illustrators, you can be very literal and sketch a line or image taken directly from your poem. Or you can choose to be more imaginative and create an illustration that may surprise your reader and add a new idea to the poem.* Show models from mentor texts. *Take a minute to think about what your illustration will be.*
2. Brainstorm/model different ways to publish. Reference mentor poems. Think about paper choice, borders, illustrations etc.
3. Have a variety of materials ready for students to use.
4. Students discuss with a partner how they might publish their poem(s).

Independent Work
5. Students begin publishing their poems.

Share
6. Students share their ideas and ongoing work.

Reflections

Students reflect on their learning during the Poetry Unit of Study. Model/guide students through the questions.

Consider the following questions:
- What topics did you write the most about?
- What kind of poetry writing did you most enjoy learning about?
- Which poet did you most enjoy reading? What did you like most about that poet's writing?
- Which poem or poems were your favorite to write? Why?
- What do you think you did well in writing your poetry? How do you know?
- What would you like to learn more about or learn how to write in your study of poetry?
- How has your thinking and feeling about poetry changed since we began this study?

Celebration Possibilities
- **Poets Tea:** Invite parents, siblings, favorite teachers. Students create invitations and programs.
- **Post and Perform:** Students go throughout the school performing their poems to someone/group they selected and leave or post a copy of the poem with them.
- **Coffee House Poetry Reading**
- **Poetry Tour** Students decorate their desks with artifacts depicting their poems. Other classes take a tour, stopping at different desks for students to read their poems.

2nd Grade Poetry – Unit of Study

	4 Advanced	*3 Proficient*	*2 Basic*	*1 Below Basic*
Standard	Consistently meets and often exceeds.	Regularly meets.	Beginning to meet.	Working below level.
Errors	Rare to none	Limited	Many	N/A
Teacher Support	Rarely needs support to meet standard.	Occasionally needs support. Demonstrates proficiency.	Frequently needs support.	Needs strong instructional support.

Rubric for 2nd Grade Poetry Unit of Study: Teacher Assessment of Student Performance	Score
• Understands what mentor texts are and how to use them as a writer	
• Writer approaches writing with a topic, a plan to use a craft technique, or an intention to write in a particular way. •	
• Writes about ordinary everyday subjects	
• Writes about nature, common objects, and other details of the world around them	
• Poems are very focused and stick to the main topic	
• Uses details to create vivid images	
• Evidence of thoughtful word choices	
• Uses poetic devices such as sensory images, personification, metaphors and similes	
• Makes thoughtful decisions about form and line breaks to give poem shape, structure, and rhythm	
• Demonstrates a variety of revision strategies such as rereading and reading aloud	
Publishing	
• Creates illustrations that add to the appeal and clarity of the poem	
• Poems are presented in a neat, organized, and clear fashion	