

Unit 8: Poetry: Spotlight on Visualizing and Inferring (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students will read a variety of poems and refine their inferring and visualizing comprehension strategies. Students will revisit familiar poems to focus on the fluency strands of intonation, expression, rate and phrasing.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Read a variety of poems to develop an appreciation for the genre
- Identify the use and intention of a variety of poetic elements
- Visualize to understand the meaning of poems
- Make inferences about poems
- Read poems with fluency and phrasing

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Noticing (naming) poetic elements and determining their effect (purpose)
 - Alliteration
 - Metaphors and similes
 - Onomatopoeia
 - Rhythm
 - Repetition
 - Precise language
 - Line breaks
 - Mood, tone
- Marking or annotating poems to
 - Highlight poetic elements
 - A part/line/stanza that speaks to the reader (favorite, surprising, confusing)
 - Record the reader's interpretation (I think this poem means... , What this poem means to me is....because...text evidence to support thinking)
- Using the five senses to visualize
- Sketching or drawing as a way to visualize a poem read aloud
- Acting out/adding movements to a poem as a way to visualize
- Using background knowledge and clues in the poem to infer
 - Meaning of unknown words
 - Mood and tone of the poem
 - Author's message or purpose
- Rereading poems with a partner to develop fluency
- Working with a partner to annotate, read, talk, act out, illustrate poems

2014-2015 Grade 2 Reading Units of Study

- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, read the poem aloud to the class.
 - Have students choose a favorite poem, copy poem, visualize and sketch an illustration. In small groups have partners share the poem, the illustration and discuss why they sketched what they did (Which words, lines, etc. helped you visualize?).
 - Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class.
 - Have students make an audio recording of reading a poem aloud. Have students self-assess their fluency using a rubric. Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.
 - Have students complete a poetry study reflection. What did you learn about reading poetry that you did not know before? How can you apply what you have learned about reading poetry to all of your reading? Be as specific as possible. How can you apply what you have learned about reading poetry to the poetry you write? Be as specific as possible.

Notes/Tips:

- Each day students will spend time independently reading poems for 10-15 min. and talking about poems with a partner for 5-10 min. Then students will independently read just right books for a minimum 35 min.
- Teachers can create 2-3 poetry anthologies and make copies for students to read during independent reading. Having several different collections allows for differentiation of texts students read. Paper copies also allows for students to easily annotate the poems and then have easy access to mentor poems for writing workshop. Expose students to different types of poems: narrative, list, informational.
- Revisit, reread familiar poems shared as part of shared reading and read aloud earlier in the year.
- Many teachers have student keep a poetry notebook where they can collect poems all year long. Following a shared reading of a poem, for example, the teacher will type a copy of the poem which students glue into their notebook (composition book) and illustrate. These poems can then be used to study the craft of poetry as part of this unit. If not, previously created, teachers begin a poetry notebook during this unit which includes copies of mentor poems, favorite poems, etc.
- It is important to expose even the youngest readers to the poetry greats like Lee Bennett Hopkins, Eloise Greenfield, Langston Hughes, Georgia Heard, Douglas Florian.
- Create a class chart of poetic words and phrases.
- Post poems around the room and school that go together (e.g., poem about water near a faucet, poem about the sky on the window).
- Consider using tape recorders, video cameras or computers to record students reading aloud poems so they can self-assess their fluency (intonation, rate, phrasing).
- Suggested poetry homework includes having students bring home a poem read aloud. At home students practice reading the poem, sketch as a way to visualize the poem, mark on a checklist the poetic elements the poem includes.
- Model how readers use the skills of fluency and visualizing when reading all genres by reading aloud all types of texts.
- View the wealth of resources (professional articles, lesson suggestions, mentor poems, celebration tips, etc.) posted on the district website (see the link listed in professional resources.)
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 2nd Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 5, pp. 150-152)
- *Awakening The Heart* by Georgia Heard
- *For the Good of the Earth and Sun* by Georgia Heard
- *Climb Inside a Poem* by Georgia Heard and Lester Laminack
- *Wonderous Words* by Katie Wood Ray
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *Reading with Meaning* by Debbie Miller (Chapters 6, 8)
- *The Primary Comprehension Toolkit* by Stephanie Harvey & Anne Goudvis (Strategy Guide 4 Infer and Visualize)
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- Archived Poetry Resources (go to eChalk, select Grade 2 Resources/Units, folders for Poetry Blog and Poetry Unit)